Amendment to the UCF Minutes of 4-14-16

UCF LEP Credit Reduction Option Voting Results 4-14-16

Option E: Students Choose 6 of 7 Tier 2 Areas of Knowledge: American Experience, Creative Drive, Cultural Expression, Global Awareness, Mind and Body, Social Structure, Conflict and Consensus, Time and Place

Voting Results:**

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>B&amp;E</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>B vs. B&amp;E</td>
<td>17</td>
<td>28</td>
<td>B&amp;E</td>
</tr>
<tr>
<td>B vs E</td>
<td></td>
<td></td>
<td>E*</td>
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<td>B vs F</td>
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<td>B</td>
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<tr>
<td>B&amp;E vs E</td>
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<td>E*</td>
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<td>B&amp;E vs F</td>
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<td>B&amp;E</td>
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<tr>
<td>E vs F</td>
<td></td>
<td></td>
<td>E*</td>
</tr>
</tbody>
</table>

N=45   98% of the eligible voting members cast a ballot

*In a pairwise comparison test, E wins a runoff election against each of the 3 other options.

**See below for the complete language of each ballot option

B. Eliminate Multilingual Communication for two subgroups of students
   (1) Students who transfer with 30 or more credits will receive a waiver for the Multilingual Communication requirement AND (2) Other students (native and transfer) who are eligible may obtain life experience credits from Charter Oak to receive a waiver for the Multilingual Communication requirement.

B. & E. Eliminate Multilingual Communication for two subgroups of students AND Students Choose 6 of 7 Tier 2 Areas of Knowledge

E. Students Choose 6 of 7 Tier 2 Areas of Knowledge: American Experience, Creative Drive, Cultural Expression, Global Awareness, Mind and Body, Social Structure, Conflict and Consensus, Time and Place

F. Departments Choose a Tier 2 Area of Knowledge to waive: (waiver is based on proof that the key elements are substantially covered in existing major courses)
UCF Meeting Minutes
4/28/16


I. Call to order

Called to order at 9:36 am. A quorum (50% + 1) was reached at 9:36 am

II. Announcements

a. UCF final meeting for the spring semester: Thursday May 5th ASC 201. Light breakfast will be served.
   i. Review and revisions of forms next week
   ii. Update on Writing Director and Proposal to date
   iii. Flow of Proposals
b. Faculty Senate Retreat: Tuesday, May 17, 2016 from 10:30 to 2:30 at Savin Rock
c. Journalism Department is offering training on video tutorials in pedagogy 4/29/16
d. Philosophy Department hosting an Ethics and Technology mini conference 4/29/16 at 12:15 pm – Buley Library, Room 204.
e. Student center will be open until 2 am during finals week (Sunday through Wednesday). Library open until midnight during finals.
f. DRC needs all final examinations at least 48 hours in advance in order to be in legal compliance and meet student needs. Request to plan ahead and if deadlines cannot be made to consider alternative dates for student to complete final.

III. Approval of UCF minutes of April 14, 2016

Correction to minutes: correct name Kelly Stiver (not Lisa) as teller for voting process.

Minutes approved with above correction.
IV. Steering Committee Report

a. Election of UCF Chair for AY 2016-2017

   **Motion to nominate Deb Weiss as UCF chair** (called by Liz Keenan, 2nd by Sean Grace)

   **Motion approved unanimously**

b. Steering Committee Motion to Amend Motion of 11-5-15 (see full text of motion in Appendix A)

   Presentation of motion by Liz Keenan – UCF approved a motion on 11-5-15 to charge LEPC to develop options for this reduction.

   **Original Motion: LEP Credit Reduction Option Development**
   UCF charges LEPC to develop options for reducing the LEP by at least 3 credits. Broad faculty input should be sought. LEPC is encouraged to consider achieving reductions in a variety of ways: e.g., merge two requirements, eliminate a requirement, embed a requirement in another requirement, etc. Any change involving the number of credits will be sent to faculty referendum for ratification.

   **Approved by UCF 11-5-15**

   The last sentence of the motion contradicts the language in LEP document:

   *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.*

   Clarification: the motion is to amend the original motion versus rescind because the first part of the motion is still needed.

   **Motion: Amend the motion adopted on 11-5-15 to eliminate the contradiction with the LEP document. Motion to now read as follows:**

   UCF charges LEPC to develop options for reducing the LEP by at least 3 credits. Broad faculty input should be sought. LEPC is encouraged to consider achieving reductions in a variety of ways: e.g., merge two requirements, eliminate a requirement, embed a requirement in another requirement, etc.

   **Discussion:**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Against Motion</th>
<th>In Favor of Motion</th>
<th>Question/Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Shea</td>
<td>Believes it is based on a false premise. It was voted on back in November and</td>
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<td></td>
</tr>
<tr>
<td>Name</td>
<td>Comments</td>
<td>Remarks</td>
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<td></td>
</tr>
<tr>
<td>Liz Keenan</td>
<td>at the time overall people thought it should go to referendum. Believes it does not contradict; just different. Always can go to another step or add. Believes that it is not necessary or called for.</td>
<td>One element in LEP is flexibility. It should be dynamic and amendable, especially if it does not constitute a structural change.</td>
<td></td>
</tr>
<tr>
<td>Marie McDaniel</td>
<td>Concern that the motion would make all the work and process null. Concern that departments get only one vote in UCF but most in her department wants a larger vote. In light of transparency it may be good to go to referendum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sean Grace</td>
<td>It is the first time that the LEP is being amended. Significant amount of time put in and faculty wants a full vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wes O’Brien</td>
<td>Great amount of controversy and going to vote could send a good note</td>
<td>However believes UCF has done it’s due diligence</td>
<td></td>
</tr>
<tr>
<td>Deb Weiss</td>
<td></td>
<td>Originally, LEP and UCF spent a lot of time making sure that the documents were amendable – procedure in place</td>
<td></td>
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</tbody>
</table>
for what constitutes a major change and what does not. Believes that we should stick with the original LEP document that was well discussed and vetted. Also important to note that a referendum could be triggered by a faculty petition with 40 signatures

<table>
<thead>
<tr>
<th>Name</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krystina Gorniak-Kocikowska</td>
<td>Question – what will happen if referendum does not support recommendation from UCF?</td>
</tr>
<tr>
<td></td>
<td>Response: If voted down – then option would not be approved. The UCF would likely consider other options to reduce credits in the LEP</td>
</tr>
<tr>
<td>Heidi Lockwood</td>
<td>Found definition vague to determine what constitutes a major change to LEP. Against motion for political reasons – not good to forego full vote.</td>
</tr>
<tr>
<td>Stanley Bernard</td>
<td>Not talking about motion Rather about referendum. Motion does contradict the original language because of the word “any”</td>
</tr>
</tbody>
</table>
Liz commented that she did consult with parliamentarian from Faculty Senate.

**Question called**

**Motion approved: For: 20; Against: 17; Abstentions: 0**

c. Motion to Amend UCF Constitution Article I: Functions, D

Liz Keenan reported that at the Faculty Senate meeting on 4-27-16, the Faculty Senate raised concerns regarding this part of the UCF Constitution during its deliberation of the Motion to approve the Revised UCF Constitution approved in UCF on 4-14-16. Since the language does not match the Faculty Senate Constitution language re: faculty referenda, a senator questioned whether this language was in keeping with Senate procedures.

Liz requests that this motion be addressed today so that the Faculty Senate can continue its deliberations at their final meeting on May 4th.

Motion: Liz Keenan raised and second by Cindy Simoneau

**Existing language from the UCF Constitution Article I: Functions:**

D. Proposals concerning major changes to the University’s general education program shall be ratified by a simple majority as long as (50% plus one) of the full-time faculty vote, with the referendum to be conducted by the Senate Elections Committee.

**Faculty Senate Constitution Language: Faculty Referendum**

The Elections Committee shall conduct faculty referenda of the full-time faculty (not on special appointments) at the request of the Senate. The Senate may also include part-time faculty and/or faculty on special appointments by a majority vote before a referendum. All referenda require a minimum of 200 faculty votes to be valid and results will be decided by a simple majority of those voting.

**Motion: Change the UCF Constitution Article I.D to read as follows:**

Proposals concerning major changes to the University’s general education program shall be ratified by a faculty referendum conducted by the Faculty Senate Elections Committee. All referenda require a minimum of 200 faculty votes to be valid and results will be decided by a simple majority of those voting.
Discussion: overall in favor of the motion; however, two questions/concerns surfaced. One the minimum of the 200 faculty and two if the senate changes their document it would require additional changes to UCF documents. Hence, friendly amendment raised by Braxton Carrigan to insert language below in purple and strike out last sentence (2nd by Mike Shea)

Proposals concerning major changes to the University’s general education program shall be ratified by a faculty referendum conducted by the Faculty Senate Elections Committee in accordance with Faculty Senate procedures on faculty referenda. All referenda require a minimum of 200 faculty votes to be valid and results will be decided by a simple majority of those voting.

Motion to amend the motion (Mike Shea/Jeff Webb)  
Motion approved unanimously

Further discussion on revised motion – none  
Called question

Motion to approve the Motion to change the language of Article I.D of the UCF Constitution as amended (Kelly Stiver/Jeff Webb)  
Motion approved unanimously

Final Version: Change the UCF Constitution Article I.D to read as follows:

Proposals concerning major changes to the University’s general education program shall be ratified by a faculty referendum conducted by the Faculty Senate Elections Committee in accordance with Faculty Senate procedures on faculty referenda.

V. Standing Committee Reports
A. NMC – Notifications Management Committee
   1. Motion to approve Revised Course Proposals
      BIO 110 – Human Biology I
      BIO111 – Human Biology II

      Motion approved unanimously

   2. Motion to Approve New Course Proposals
      JRN 303 – Great Journalism

      Motion approved unanimously
3. **Revised NMC forms will be brought forward at next meeting:**

- New Course Proposal Form
- Revised Course Proposal Form
- Revised Program Proposal Form
- Department Minor Revision Form
- Expedited Course Proposal Form

4. Request to remove approval of IDS 110 and IDS 320 from minutes on April 21, 2016

5. Discussion – no action needed by UCF but NMC shared that they will be providing guidance to faculty on MDC prefix and the proposer of the course will determine prefix. NMC will contact every program that has an IDS course that is not part of IDS to help them determine what prefix would be appropriate. Liz will also be working with the Curriculum Implementation Team (that includes representation from the Registrar, Academic Affairs, and others in related Enrollment Management offices) to ensure continuity on implementation of new MDC courses.

Minutes of April 21, 2016 and April 25, 2016 (electronic meeting) were received

**B. LEPAC – LEP Approval Committee**

**Motion to approve LEP Course**

JRN 306 - News Design and Desktop Publishing (Tier 2 – Creative Drive)

**Motion approved unanimously**

Discussion: LEP forms are being revised; no changes to requirements but revised to promote uniformity and consistency. Goal: more user friendly and streamlined.

Minutes of April 21, 2016 were received

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

At the meeting the UWIC continued the discussion of whether Option E (student choice) constitutes a significant structural change to the LEP. Major point that led to their decision was that the LEP was designed for flexibility and student choice. Majority perspective is that the addition of choice simply expands current flexibility and does not constitute a structural change.

1. **Motion that option E does NOT constitute a significant structural change to the LEP.**
Discussion: focus on the motion is really an expansion of existing flexibility in current document.

Question called

Motion approved unanimously

2. Motion to pass WLL Medical Spanish Certificate with clarifications (received).

Motion approved unanimously

3. Motion to approve the revised UWIC bylaws (see attached) will be presented at the next week on May 5, 2016.

Minutes of April 21, 2016 were received

D. PRAC – Program Review and Assessment Committee

Discussion: Began discussion of Biology Program. No motion today.

Minutes of April 21, 2016 received

E. WACC – Writing Across the Curriculum Committee

Motion to approve new W course proposals

a. FRE 300 Express Yourself in Writing, Eilderts
b. JRN 398, Reporting and Writing About Science, Zonderman

Motion approved unanimously

Minutes of April 21, 2016 were received

F. LEPC – Liberal Education Program Committee

Discussion: During the process of coming up with LEP credit reductions – the LEPC identified concerns about needing to ensure that resources are adequately aligned. LEPC does not want to see cost saving and reductions at the university unduly placed in the LEP program. Discussion will spill over into the next year and current statement that is beginning brought forward is about the guiding principles for resource allocation.

LEPC is asking UCF to endorse the Statement Regarding LEP Resource Allocation Needs
Discussion: the need to continue to promote excellence in the LEP courses and especially in light of new leadership (UCF, Faculty Senate, and a new President and Provost in Administrative Leadership). Overall well written and perhaps in the future there may be a need for LEPC and UCF to make specific requests for cost savings that preserve the programs and resources.

Question called

Statement endorsed unanimously

Minutes from April 21, 2016 received

VI. Special Topics Courses

Bio 498 Methods of Biology Teaching – Fall 2016

UCF Chair has logged this course

VII. Old Business

a. Motion to approve revisions to UCF Flow of Proposals will be presented at the May 5, 2016 meeting

VIII. New Business

a. Dr. Terricita Sass, Associate Vice President for Enrollment Management

Dr. Sass reported on system-wide advances related to Enrollment and Enrollment Management – more details can be found in the April newsletter - http://www.southerncst.edu/files/emailblast/20160404/EM_Impact_April_2016.pdf

Technology advances – not a complete fix but an enhancement to assist advisors and students to support retention. Two changes will go into effect in Fall 2016:

1. Degree Works – will be replacing CAPP and will help students monitor progress and “shoppers” (prospective students) will also be able to see how their courses fit into degree programs at SCSU
   • This summer the plan is to align curriculum requirements with student choices – what they need to graduate
   • Prepare for training
      Go live date: July 29, 2016
      Faculty & Staff training will be in September and October
2. **Enhanced EAB platform** – SSC Campus has a new platform and is more advanced

Will not change how you advise – but will provide tools and information to assist advising, including the ability to readily access how a student is progressing so others can help them with retention. Faculty and staff training will be offered in the fall. – Establishing a culture that training is a given.

Faculty and staff are not mandated to use this, but consistent use will help regarding

**Adjournment**

The meeting was adjourned at 10:51 am.

Respectfully Submitted:

Cheryl Resha

Appendix A

**Steering Committee Motion to Amend the Approved LEP Credit Reduction Option Development Motion of 11-5-15:**

**Original Motion:**

**LEP Credit Reduction Option Development**

UCF charges LEPC to develop options for reducing the LEP by at least 3 credits. Broad faculty input should be sought. LEPC is encouraged to consider achieving reductions in a variety of ways: e.g., merge two requirements, eliminate a requirement, embed a requirement in another requirement, etc. Any change involving the number of credits will be sent to faculty referendum for ratification. **Approved by UCF 11-5-15**

**Proposed Motion: Amend the motion adopted on 11-5-15 to eliminate the contradiction with the LEP document***. Motion to now read as follows:

UCF charges LEPC to develop options for reducing the LEP by at least 3 credits. Broad faculty input should be sought. LEPC is encouraged to consider achieving reductions in a variety of ways: e.g., merge two requirements, eliminate a requirement, embed a requirement in another requirement, etc.

*Liberal Education Program Relevant Language

**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.

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)
- Discussions 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

Appendix B
LEPC Statement on LEP Resources

Statement Regarding LEP Resource Allocation Needs

To facilitate students’ timely graduation, to allow students to explore interests beyond their majors, and to improve opportunities for transfer students, we are dedicated to strengthening the LEP’s offerings and the way instruction is delivered within it:

1. All LEP categories shall have sufficient seats each semester to meet the academic needs and interests of students; course availability and distribution, as well as course caps, shall be based on “sound educational principles” and not solely on cost efficiencies. An equitable number of seats shall be offered in each area each semester.
2. Because LEP was conceived as a small-cap program in which Tier-2 courses reinforce reading/writing skills, critical thinking skills, and a third competency, super-sections (defined as sections of more than 40 students without lab or recitation subsections) shall comprise no more than a small number of the total seats offered to students in each LEP category. To advance progress in reading, writing and critical thinking, students should be advised to take only one or two super-section classes to fulfill LEP requirements.

3. To further facilitate reinforcing competencies, and to help prevent SCSU’s unique population from becoming lost in large courses, every super-section shall have one TA, GA, or adjunct for each group of 1-40 students over the initial 40.

4. To facilitate teaching foundational competencies, INQ and Critical Thinking classes shall be returned to—and remain at—a size based upon “sound educational principles” in accordance with the Liberal Education Program Document, which stipulated a class size of no more than 20 for Tier-1 courses. Such principles shall be at the heart of, and constitute explicit justification for, any future changes to LEP class size. (The increase of the class cap to 23 was positioned as a temporary measure approximately 5 years ago).

5. To improve the teaching of writing, W-courses shall be returned to the originally sanctioned cap of 20 (as in the case of INQ and CT classes, the increase to 23 was positioned as a temporary measure approximately 5 years ago).1

6. Technological Fluency and Creative Drive classes shall be resourced and capped appropriately to provide necessary tools and conditions for students to have meaningful “hands-on” experience.

7. Necessary resources shall continue to be made available to deliver all parts of general education at SCSU in accordance with the LEP Document.

8. To insure the integrity and variety of offerings of the LEP, course offerings and class sizes should not be used as an instrument for the pursuit of cost efficiencies to the detriment of pedagogical excellence and student interests.

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1 At the Faculty Senate meeting of April 6, 2016, the Faculty Senate unanimously approved a Senate Resolution to restore class caps for INQ, Critical Thinking, and W classes, from 23 to 20 students in order to support students’ needs and to achieve proposed outcomes in the area of academic writing. This Resolution pertains to points 4 and 5 listed above.
Flow of Proposals
Undergraduate Curriculum Forum
Southern Connecticut State University

Version 134

Approved by the UCF (5/20/2010 ???)
Flow of Proposals

Contents

New Courses, and Revised Courses and Revised Programs and Expedited Proposals for Minor Changes to Multiple Courses 1

Revised Programs 4

New Programs 4

W-Courses 7

University Requirement Courses 9

Special Topics Courses 11

Recommendations Coming from the UCF 12

Role of the Deans in the Curriculum Governance Process 13
New Courses, and Revised Courses
(including LEP and MDC Courses)
and Expedited Proposals for Minor Changes to Multiple Courses
and Revised Programs

- The following procedures are designed for all new and courses, revised courses (including LEP and MDC courses) and expedited proposals for minor changes to multiple courses, revised programs and revised minor programs.

- Liberal Education Program (LEP) Courses: New and existing courses may be submitted for approval as a Tier 1 or 2 Liberal Education Program (LEP) course. LEP proposals are submitted with the new or revised course proposal (see above for details on submitting proposals for new and revised courses); however, the LEP proposal will not be reviewed by the University Wide Impact Committee (UWIC) until the course has been approved by the NMC.

- Multidisciplinary (MDC) courses: MDC courses address a question or problem so broad/complex that it cannot be adequately explored through a single discipline or field. MDC courses are those that encompass multiple disciplines in terms of the application or topic focus, and the method of inquiry. New course proposals for MDC courses include a rationale for why such a course is not cross-listed or listed as a major coded course. MDC courses will follow the existing approval pathway for new course proposals (including DCC of proposer). The Notifications Management Committee (NMC) will determine if all necessary notifications have been done. NMC may also request approval from another department if it is deemed necessary (in consultation with the original proposer).

- Proposals for course revisions are expected to receive careful review by their Departments. All subsequent reviews by a School Curriculum Committee (SCC), the Notifications Management Committee (NMC) and the Undergraduate Curriculum Forum (UCF) are expected to be routine and expedient. Proposals for new courses and program revisions require a second level of careful review. This review shall normally be conducted by an SCC. Subsequent review by the NMC and the UCF are expected to be routine and expedient.

- Minor changes to multiple courses shall be reviewed using the Expedited Proposal for Minor Changes to Multiple Courses form. Examples of minor changes include: changes made to a Revised Course Proposal (submitted separately) that affect the listing of pre-requisites and catalog descriptions of multiple courses; changes made via a Revised Program Proposal that subsequently affect the listings/descriptions for multiple courses; or a request for a minor change of catalog description language affecting multiple courses.
I. Departments generate proposals using the proper designated forms. Forms and directions may be obtained from the UCF website: http://www.southernct.edu/committees/ucf/Forms/forms.htm, http://southernct.edu/faculty-staff/faculty-senate/ucf/forms-directions.html. A thorough review is conducted at the Department level. Upon successful review, one copy of the proposal is sent as an email attachment to the UCF office for logging by the UCF Secretary and distribution to the SCCNMC. The signature page only, properly executed, must be delivered to the UCF office. At the option of the Department, counsel may be sought from the NMC during the development of any proposal.

II. School Curriculum Committee (SCC)
A. Upon receipt and review of a proposal, the SCC shall take one of the following four actions. Each of these actions stops the clock with regard to pocket-approval for the SCC.

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the evaluation to be valid.
   a. The contact person may meet with the SCC. If the committee is persuaded, the proposal is approved and moves on.
   b. If the SCC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the NMC. The SCC and the Department have the option of sending a representative to the meeting at which the NMC considers and votes on the proposal.
   c. The NMC either approves or rejects the proposal. If the proposal is rejected, the Department may either modify it according to the NMC’s recommendations or withdraw it.
4. Proposal is rejected outright. Reasons for rejection must be provided. Appeal process follows the procedure listed in #3.

B. If no action has been taken in four academic weeks, the proposal is considered pocket-approved. The contact person notifies the UCF Chair.

C. Upon approval of the proposal by the SCC, the proposal shall be forwarded electronically with any changes incorporated into the document to the UCF office to be logged by the UCF secretary and distributed to the NMC.

III. Notifications Management Committee (NMC)

Pocket approval refers to the process by which a proposal may be approved without committee approval. A proposal is pocket approved if no action has been taken on the proposal for a period of four academic weeks. It then moves on to the next committee level.
A. Upon receipt and review of a proposal, the NMC shall take one of the following four actions. Each of these actions stops and resets the clock with regard to the pocket-approval\(^2\) for the NMC.

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the objections to be valid.
   a. The contact person may meet with the NMC. If the committee is persuaded, the proposal is approved and moves on.
   b. If the NMC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the UCF. The UCF either approves or rejects the proposal.
   c. If the proposal is rejected, the Department may either modify it according to the UCF’s recommendations or withdraw it.
4. Proposal is rejected outright. Reasons for rejection must be provided. Appeal process follows the procedure listed in #3.

B. If no action has been taken in four academic weeks, the proposal is considered pocket-approved. The contact person notifies the UCF Chair.

C. When the volume of LEP proposals exceeds the NMC’s capacity for timely review, the UCF Chair shall constitute an ad hoc committee to review LEP proposals.

IV. Undergraduate Curriculum Forum (UCF)

A. Recommendations from the NMC shall be considered as actions of the UCF unless they are challenged at the UCF meeting. Approved proposals shall be recommended for acceptance to the President-Provost of the University or his/her designee.

B. If challenged, the proposal is put before the UCF for thorough review. The UCF shall take one of the following four actions:
   1. Approve the proposal and recommend acceptance to the President-Provost of the University or his/her designee.
   2. Propose modifications to the proposal.
      a. If the modifications are acceptable to the Department, the UCF approves the proposal and recommends acceptance to the President-Provost of the University or his/her designee.

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\(^2\) Pocket-approval refers to the process by which a proposal is moved to the next level of approval without action at the previous level. A proposal is pocket-approved if no action has been taken on the proposal for a period of four academic weeks. It then moves on to the next committee level.
b. If, after discussions between the UCF and the Department, the Department deems the modifications unacceptable, the UCF may reject the proposal.

3. Return the proposal to the Department at the Department’s request.

4. Reject the proposal.
Revised Programs and Revised Minor Programs

- The following procedures are designed for all revised programs and revised minor programs.

- Proposals for course program revisions are expected to receive careful review by their Departments. Proposals for new courses and program revisions require a second level of careful review. This review shall normally be conducted by an SCC. Subsequent review by the NMC and the UCF are expected to be routine and expedient.

I. Departments generate proposals using the proper designated forms. Forms and directions may be obtained from the UCF website: http://www.southernct.edu/committees/ucf/Forms/forms.htm. http://southernct.edu/faculty-staff/faculty-senate/ucf/forms-directions.html

A thorough review is conducted at the Department level. Upon successful review, one copy of the proposal is sent as an email attachment to the UCF office for logging by the UCF Secretary and distribution to the SCC. The signature page only, properly executed, must be delivered to the UCF office. At the option of the Department, counsel may be sought from the NMC during the development of any proposal.

II. School Curriculum Committee (SCC)

A. Upon receipt and review of a proposal, the SCC shall take one of the following four actions. Each of these actions stops the clock with regard to pocket-approval3 for the SCC.

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the evaluation to be valid.
   a. The contact person may meet with the SCC. If the committee is persuaded, the proposal is approved and moves on.
   b. If the SCC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the NMC. The SCC and the Department have the option of sending a representative to the meeting at which the NMC considers and votes on the proposal.

3 Pocket-approval refers to the process by which a proposal may be approved without committee approval. A proposal is pocket-approved if no action has been taken on the proposal for a period of four academic weeks. It then moves on to the next committee level.
c. The NMC either approves or rejects the proposal. If the proposal is rejected, the Department may either modify it according to the NMC’s recommendations or withdraw it.

4. Proposal is rejected outright. Reasons for rejection must be provided. Appeal process follows the procedure listed in #3.

B. If no action has been taken in four academic weeks, the proposal is considered pocket-approved. The contact person notifies the UCF Chair.

C. Upon approval of the proposal by the SCC, the proposal shall be forwarded electronically with any changes incorporated into the document to the UCF office to be logged by the UCF secretary and distributed to the NMC.

III. Notifications Management Committee (NMC)

A. Upon receipt and review of a proposal, the NMC shall take one of the following four actions. Each of these actions stops and resets the clock with regard to the pocket-approval for the NMC.

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the objections to be valid.
   a. The contact person may meet with the NMC. If the committee is persuaded, the proposal is approved and moves on.
   b. If the NMC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the UCF. The UCF either approves or rejects the proposal.
   c. If the proposal is rejected, the Department may either modify it according to the UCF’s recommendations or withdraw it.
4. Proposal is rejected outright. Reasons for rejection must be provided. Appeal process follows the procedure listed in #3.

B. If no action has been taken in four academic weeks, the proposal is considered pocket-approved. The contact person notifies the UCF Chair.

IV. Undergraduate Curriculum Forum (UCF)

A. Recommendations from the NMC shall be considered as actions of the UCF unless they are challenged at the UCF meeting. Approved proposals shall be recommended for acceptance to the President or Provost of the University or his/her designee.

B. If challenged, the proposal is put before the UCF for thorough review. The UCF shall take one of the following four actions:
1. Approve the proposal and recommend acceptance to the PresidentProvost of the University or his/her designee.
2. Propose modifications to the proposal.
   a. If the modifications are acceptable to the Department, the UCF approves the proposal and recommends acceptance to the President Provost of the University or his/her designee.
   b. If, after discussions between the UCF and the Department, the Department deems the modifications unacceptable, the UCF may reject the proposal.
3. Return the proposal to the Department at the Department’s request.
4. Reject the proposal.
New Major and Minor Programs

- The following procedures are designed for all new minor program proposals and new program proposals.

- Proposals for new 18 credit minor programs require a second and third level of careful review. These reviews shall normally be conducted by an SCC and the University Wide Impact Committee (UWIC).

- Proposals for new major programs require a second, and third and fourth level of careful review. These reviews shall normally be conducted by an SCC, the NPIC and the UCF.

- Following UCF approval new major programs and minor programs that exceed 18 credits only must be approved by external agencies. It is recommended that the proposer contact the chairperson of NPIC UWIC for consultation.

- Note that pocket-approval is not utilized in the new minor and new program proposal process.

I. Departments generate proposals using the proper designated form. Forms and directions may be obtained from the UCF website: [http://www.southernct.edu/committees/ucf/Forms/forms.htm](http://www.southernct.edu/committees/ucf/Forms/forms.htm), [http://southernct.edu/faculty-staff/faculty-senate/ucf/forms-directions.html](http://southernct.edu/faculty-staff/faculty-senate/ucf/forms-directions.html)

A thorough review is conducted at the Department level. Upon successful review, one copy of the proposal is sent as an email attachment to the UCF office for logging by the UCF Secretary and distribution to the SCC. The signature page only, properly executed, must be delivered to the UCF office. At the option of the Department, counsel may be sought from the NPIC UWIC during the development of any proposal.

II. School Curriculum Committee (SCC)

A. Upon receipt and review of the proposal, the SCC shall take one of the following four actions.

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the objections to be valid.
   a. The contact person may meet with the SCC. If the committee is persuaded, the proposal is approved and moves on.
b. If the SCC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the NPIC UWIC. The SCC has the option of sending a representative to the meeting at which the NPIC UWIC considers and votes on the proposal. The NPIC UWIC either approves or rejects the proposal.

c. If the proposal is rejected, the Department may either modify it according to the NPIC UWIC’s recommendations or withdraw it.

4. Proposal is rejected outright. Reasons for rejection must be provided. Appeal process follows the procedure listed in #3.

B. Upon approval of the proposal by the SCC, the proposal shall be forwarded electronically with any changes incorporated into the document to the UCF office to be logged by the UCF secretary and forwarded to the NPIC UWIC.

III. New Programs and Innovations Committee (NPIC) University Wide Impact Committee (UWIC)

A. Upon receipt and review of the proposal, the NPIC UWIC shall take one of the following four actions:

1. Approve the proposal as is.

2. Approve with minor (e.g. syntax) changes. These changes would be made by the committee, with the consent of the Department.

3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the objections to be valid.

   a. The contact person may meet with the NPIC UWIC. If the committee is persuaded, the proposal is approved and moves on.

   b. If the NPIC UWIC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the UCF. The UCF either approves or rejects the proposal.

   c. If the proposal is rejected, the Department may either modify it according to the UCF’s recommendations or withdraw it.

4. Proposal is rejected outright. Reasons for rejection must be provided.

B. Upon approval of the proposal by the NPIC UWIC, the proposal shall be forwarded electronically with any changes incorporated into the document to the UCF office to be logged by the UCF secretary and forwarded to the UCF.

IV. Undergraduate Curriculum Forum (UCF)

A. Recommendations from the NPIC UWIC for minor program proposals shall be considered as actions of the UCF unless they are challenged at the UCF meeting.
1. Approved proposals shall be recommended for acceptance to the President-Provost of the University or his/her designee.

2. If a proposal is challenged, the UCF shall take one of the four actions outlined in Section B below.

B. Upon receipt and review of a new program proposal, the UCF shall take one of the following four actions:

1. Approve the proposal and recommend acceptance to the President-Provost of the University or his/her designee.

2. Propose modifications to the proposal.
   a) If the modifications are acceptable to the Department, the UCF approves the proposal and recommends acceptance to the President-Provost of the University or his/her designee.
   b) If, after discussions between the UCF and the Department, the Department deems the modifications unacceptable, the UCF may reject the proposal.

3. Return the proposal to the Department at the Department’s request.

4. Reject the proposal.
**W-Sections (Writing Sections)**

Note: Proposals for W-Sections may be submitted only for approved courses.

- The following procedures are designed for all new W-Sections
- Proposals for W-Sections require a second level of careful review. These reviews are conducted by the Writing across Curriculum Committee (WACC).

**I. Faculty** (Proposer) generate proposals for W-sections using the proper designated form. Forms and directions may be obtained from the UCF website: [http://www.southernct.edu/committees/ucf/Forms/forms.htm](http://www.southernct.edu/committees/ucf/Forms/forms.htm). A thorough review is conducted at the Department level. Upon successful review, one copy of the proposal is sent as an email attachment to the UCF office for logging by the UCF Secretary and distribution to the WACC. The signature page only, properly executed, must be delivered to the UCF office. At the option of the Department, counsel may be sought from the WACC during the development of any proposal.

**II. Writing across the Curriculum Committee (WACC)**

A. Upon receipt and review, the WACC shall take one of the following four actions on each proposal. Each of these actions stops the clock with regard to pocket-approval for the WACC.

   1. Approve the proposal as is.
   2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Proposer.
   3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the objections to be valid.

      a. The contact person may meet with the WACC. If the committee is persuaded, the proposal is approved and moves on.
      b. If the WACC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the UCF. The UCF either approves or rejects the proposal.
      c. If the proposal is rejected, the Department may either modify it according to the UCF’s recommendations or withdraw it.
   4. Proposal is rejected outright. Reasons for rejection must be provided. Appeal process follows the procedure listed in #3.

B. If no action has been taken in four academic weeks, the proposal is considered pocket-approved. The Proposer notifies the UCF Chair.

**III. Undergraduate Curriculum Forum (UCF)**

A. Recommendations from the WACC shall be considered as actions of the UCF unless they are challenged in the meeting.
B. Upon challenge, the proposal is put before the UCF for a thorough review. The UCF shall take one of the following four actions:
   1. Approve the proposal.
   2. Propose modifications to the proposal.
      a) If the modifications are acceptable to the Proposer, the UCF approves the proposal.
      b) If, after discussions between the UCF and the Proposer, the Department deems the modifications unacceptable, the UCF may reject the proposal.
   3. Return the proposal to the Proposer at the Proposer’s request.
   4. Reject the proposal.
**Liberal Education Program Tier 1 and Tier 2 Courses**

Note: A previously-approved course may be submitted for approval as a Tier 1 or 2 Liberal Education Program (LEP) course. LEP proposals for courses that have not yet been approved may be submitted at the same time as the proposals for new or revised courses (see above for details on submitting proposals for new and revised courses); however, the LEP proposal will not be reviewed by the University-Wide Impact Committee (UWIC) until the course has been approved by the NMC.

- The following procedures are designed for all new or revised LEP courses.
- Proposals for LEP courses require a second level of careful review. These reviews are conducted by the UWIC.
- The four-week pocket approval does not apply to LEP courses.

I. Departments generate proposals using the proper forms. Forms and directions may be obtained from the UCF website: [http://www.southernet.edu/committees/ucf/Forms/forms.htm](http://www.southernet.edu/committees/ucf/Forms/forms.htm).

A thorough review is conducted at the Department level. Upon successful review, one copy of the proposal is sent as an email attachment to the UCF office for logging by the UCF Secretary, distribution to the UWIC and notification to the LEP Director. The signature page only, properly executed, must be delivered to the UCF office. At the option of the Department, counsel may be sought from the UWIC during the development of any proposal.

II. University-Wide Impact Committee (UWIC)

A. Upon receipt and review, the UWIC shall take one of the following actions on each proposal:

1. Approve the proposal as is.
2. Approve with minor (e.g. syntax) changes. These changes may be made by the committee, with the consent of the Department.
3. Return with substantive concerns that need to be addressed. For process purposes, this should be considered a rejection. The following procedures may be followed if the Department does not consider the objections to be valid:
   a. The contact person may meet with the UWIC. If the committee is persuaded, the proposal is approved and moves on.
   b. If the UWIC stands by its evaluation, the Department may choose to make the suggested changes or appeal to the UCF.
   c. If the proposal is rejected, the Department may either modify it according to the UCF’s recommendations or withdraw it.
4. Proposal is rejected outright. Reasons for rejection must be provided.

Appeal process follows the procedure listed in #3.
B. If no action has been taken by the UWIC for two months, the Department may petition the UCF Chair to initiate a Steering Committee review of the proposal’s progress at the UWIC level.

V. Undergraduate Curriculum Forum (UCF)

A. Recommendations from the UWIC shall be considered as actions of the UCF unless they are challenged at the UCF meeting. Approved proposals shall be recommended for acceptance to the President of the University or his/her designee.

B. Upon challenge, the proposal is put before the UCF for thorough review. The UCF shall take one of the following four actions:

1. Approve the proposal.
2. Propose modifications of the proposal.
   a) If the modifications are acceptable to the Department, the UCF approves the proposal.
   b) If, after discussions between the UCF and the Department, the Department deems the modifications unacceptable, the UCF may reject the proposal.
3. Return the proposal to the Department at the Department’s request.
4. Reject the proposal.
I. **Departments** generate proposals for Special Topics (ST) courses using the proper designated form. Forms and directions may be obtained at: [http://www.southernct.edu/committees/ucf/Forms/forms.htm](http://www.southernct.edu/committees/ucf/Forms/forms.htm), [http://southernct.edu/faculty-staff/faculty-senate/ucf/forms-directions.html](http://southernct.edu/faculty-staff/faculty-senate/ucf/forms-directions.html). An expedient review is conducted at the Department level. Upon successful review, one copy of the proposal is sent as an email attachment to the UCF office. The signature page only, properly executed, must be delivered to the UCF office. At the option of the Department, NPIC UCF Chair counsel may be sought during the development of any proposal.

II. **New Programs and Innovations Committee (NPIC) UCF Chair**

Upon receipt and review, the NPIC UCF Chair shall log the courses and present these to UCF as part of its minutes. Recommendations from the NPIC UCF Chair shall be considered as actions of the UCF.
Recommendations Coming from the UCF

All of the recommendations from the UCF to the President-Provost of the University or his/her designee shall have the effect of a resolution from the Faculty Senate, which requires a response to the UCF by the President-Provost or his/her designee on the recommendation.
Role of the Deans in the Curriculum Governance Process

I. The Department may give the Dean the opportunity to review the proposal when the proposal is developed.

II. The SCC shall submit a copy of the proposal to the appropriate Dean.

III. The Dean may draft a written response to the proposal. This response (attached to the proposal) shall be forwarded by the Dean to the UCF, the SCC, and the proposer.

IV. A negative response by the Dean shall not stop a proposal from going forward through the curriculum process.

V. Deans shall have the opportunity to speak at any thorough review sessions.
By-Laws
Notifications Management Committee (NMC)
Southern Connecticut State University

I. Notifications Management Committee (NMC), as a subcommittee of the Undergraduate Curriculum Forum (UCF) has the following responsibilities:

A. Receive and evaluate proposals for program revisions. Primary responsibility for program revision review shall lie with the School Curriculum Committees. Review by NMC and UCF shall normally be routine and expedient.

B. Receive and evaluate proposals for new and revised courses. Primary responsibility for course review shall lie with the Department Curriculum Committees. Review by NMC and UCF shall normally be routine and expedient.

C. Provide assistance to departments and individuals in preparing proposals.

D. Meet regularly with School and/or Department Curriculum Committees to communicate standards, eliminate redundancy, and ensure consistency and efficiency in the evaluation and approval process.

E. Encourage collaboration and mediate conflicts across and between schools and departments regarding proposals and other curricular issues.

F. Make recommendations to the UCF regarding University standards and policies in curricular matters such as course levels, credit hours and method of delivery.

G. Ensure that appropriate parties are notified of pending or approved courses.

II. Membership in Voting Units and Terms of Appointments

A. Membership is open to any UCF member or alternate and can be maintained until person’s membership in the UCF expires.

B. The Chair of NMC shall be elected by the committee members during the last meeting of the previous academic year.

III. Meeting Schedule

A. NMC shall meet at least monthly during the academic year.

B. At the discretion of the Chair, a meeting may be conducted via electronic
correspondence when a face-to-face meeting is not necessary and when it is expedient to do so.

IV. Quorum
A. Fifty percent, plus one, of all voting NMC representatives constitutes a quorum.
B. Voting members may be UCF members or alternates. Only one member or alternate from each academic department may vote at the same meeting and count toward a committee quorum.
C. The Chair of the NMC shall determine whether a quorum is present before voting takes place.

V. Rules of Order
A. Robert's Rules of Order, latest edition, shall govern proceedings of NMC.
B. When the Bylaws deviate from Robert’s rules, the Bylaws shall prevail.

VI. Voting
A. Upon the request of any member, voting on any substantive motion shall be by secret ballot. The chair shall appoint tellers to conduct the ballots.
B. No absentee ballots or proxies shall be permitted for NMC business.
C. When a meeting is conducted via electronic correspondence, the chair will set a deadline for receiving votes on motions put forth.

VII. Order of Business
A. The order of business at regular meetings of NMC shall be:
   1. Meeting called to order
   2. Announcements
   3. Old Business
   4. New Business
   5. Adjournment
B. Any member of the committee shall have the right to request consideration of additional items for the agenda by submitting the request in writing to the Chair.

VIII. Rules of Procedure
The following rules shall govern the normal business of NMC:
A. The agenda, insofar as possible, shall be delivered electronically to NMC members at least two days prior to the meeting at which it is to be presented.
B. Any major policy statement or document developed by NMC, and approved by the UCF, shall be reproduced in its final form and archived on the UCF website.
C. Approved minutes will be made available to the entire university through the UCF website.

D. The latest version of the Bylaws shall be published in their entirety on the UCF website.

IX. Amending Bylaws

A. When considering a Bylaws change or amendment, NMC members must be notified in writing at least one week in advance of the meeting. A two-thirds majority vote in favor of the proposed change will be sufficient to recommend a change or amendment to the Bylaws, as long as a quorum is present.

B. The following documents are considered parts of the Bylaws and are subject to the rules for amendment set forth above:

   1. Flow of Proposals
   2. Criteria for evaluating proposals
   3. NMC Practices

   a. All proposals will be reviewed in the chronological order they are formally received by the UCF office.
   b. Order of the agenda can be reordered whenever a proposer or other academic representative attends NMC in person to speak to a proposal.
   c. NMC minutes will include the results of all votes and will reflect an overview of other discussions.
See New Course Proposal Directions or use highlighted links for directions to complete forms.
See Key to Abbreviations as needed.

Box 1 – Contact Information

Subject Code:        Course Number:        (Verify Availability of the Number with Registrar)
Title:               Department:               Contact Person:
Email:               Phone Ext.:              Email:
DCC Votes:           For:                   Against:       Abstentions:
Department Votes:    For:                   Against:       Abstentions:

Box 2 – Department Signatures

DCC Chair:           Date DCC approved:     No DCC □
Dept. Chair:          Date Dept. Chair approved:

Box 3 - Notification

List other departments (use dept. code) affected by this proposal. Include in Appendices section the email/memo(s) of notification from your department and acknowledgement(s) of notification from the affected department(s).

List of department(s)
None departments are affected: □

UCF Use Only: Date the completed proposal (with necessary attachments) was received in UCF Office:

Standing Committee Chair: Date Approved:  
UCF Chair: Date UCF Approved:  

Provost Use Only

Effective Term: Fall: □ Year:

Provost or Designee: Date Approved:  

Date UCF Received Final Approval:
See New Course Proposal Directions or use highlighted links for directions to complete forms.
See Key to Abbreviations as needed.

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course Number:</th>
<th>(Check with Registrar for availability of numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>(If more than 29 characters, provide Transcript Title)</td>
<td></td>
</tr>
<tr>
<td>Transcript Title</td>
<td>(max 29 characters):</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Credits:</td>
<td></td>
</tr>
<tr>
<td>Contact hours per week:</td>
<td>Lecture:</td>
<td>Lab:</td>
</tr>
<tr>
<td>Proposed Effective Term:</td>
<td>(Check UCF timetable for suggested dates to submit proposals.)</td>
<td></td>
</tr>
<tr>
<td>Fall:</td>
<td>Spring:</td>
<td>Summer:</td>
</tr>
</tbody>
</table>

Catalog Description:

Check appropriate boxes below (see directions for details):

- [ ] Required in Program (A Revised or New Program Proposal must also be submitted).
- [ ] Elective in Major  (A Revised Program Proposal may be required, see directions).
  - [ ] A Revised Program Proposal is also being submitted.
  - [ ] Catalog and degree evaluation changes only are being submitted.
- [ ] Free Elective
- [ ] Liberal Education Program course (complete appropriate LEP addendum) Tier 1 [ ] Tier 2 [ ] Tier 3 [ ]
- [ ] Writing Across the Curriculum course (complete “W” course addendum)
- [ ] Multidisciplinary Course (MDC prefix; see directions)

Rationale for course: _____

Appendices Check List: Indicate that you have included the following appendices (see directions for details):

- [ ] Acknowledgement from affected department(s) (if received)
- [ ] Course syllabus including:
  - [ ] Learning objectives
  - [ ] Course Outline
  - [ ] Method(s) of Evaluating Students
  - [ ] Bibliography
- [ ] LEP Addendum
- [ ] W Course Addendum
Appendices: Copy and paste (or enter directly here) all of the items listed above.
UNDERGRADUATE CURRICULUM FORUM
Directions for Preparing a New Course Proposal

All forms are to be sent via electronic submission with the exception of the signature page. See key at end of directions for all abbreviations.

Signature Sheet Directions (return to Signature Sheet)

BOX 1
- Complete all fields. If you are requesting a new course number, verify its availability with the Registrar, telephone Ext-25301 or via email.
- Enter Department Curriculum Committee (DCC) votes and Department votes. If Department does not have a DCC, indicate this by checking “No DCC” box.

BOX 2
- Form must be signed and dated by the Department Curriculum Committee Chair, if appropriate, and the Department Chair.

BOX 3
- If this proposal has an effect on another department(s) please list the department(s).
- Your department must notify the chair(s) of the affected department(s) and you must attach copies of the notification email or memo from your department.
- While an acknowledgment of notification from the affected department(s) is not required, if you receive an acknowledgment email/memo from the affected department(s), please also attach.
- Be sure to include the email(s) or memo(s) in the appendices at the end of the summary sheet and indicate that you have done so by checking the box.
- If no other departments are affected by this proposal, check the box labeled “No Departments Are Affected.”

After completing forms:

1) Original Signature Sheet must be submitted to the UCF office (copies of the Signature Sheet will not be accepted). The Signature Sheet must be signed appropriately as described in Box 2 and sent to the UCF office, EN C 216. The proposal will not be forwarded to appropriate UCF Standing Committee until the Signature Sheet has been received.

2) Email the entire completed form as one attachment named NCP XXX (dept. code) XXX (course number), (e.g. NCP ANT 349) to the UCF Office at ucfoffice@southernct.edu. Include: a) Signature Sheet, b) Summary Sheet and c) Appendices.
Summary Sheet Directions (return to Summary Sheet form)

- Enter **Subject Code** and **Course Number** and **Title** as they appear in Signature Sheet.

- **Transcript Title** - If the Title is longer than 29 characters (including spaces), provide a 29 character Transcript Title.

- **Prerequisites** – Be specific. List by Subject Code and Course Number when possible (e.g., ANT 101, PSY 100, SOC 211) or if specific courses are not appropriate use descriptors such as “junior or senior status” or “6 PSC credits.” Avoid vague prerequisites such as “Social Science B Requirement.” Do not add “or departmental permission to the prerequisite;” this is a given for all courses. However, if a course requires department permission indicate, “Departmental permission.”

- Enter number of **Credits**.

- Enter number of **Contact Hours per Week** in appropriate box: Lecture, Lab, Other. Lectures, discussions, and seminars meet 1 academic hour (50 minutes) per credit, per week. Laboratories and studios usually meet between 2 and 3 academic hours per credit, per week.

- Enter the requested **Course Enrollment Cap**.

- Enter **Proposed Effective Term**. Allow sufficient time for proposal to be approved by various entities. Adhere to the Catalog Deadlines if you wish to ensure that your course will appear in the copy of the Undergraduate Catalog. Please note that if a proposal requires numerous revisions, suggested time frames may not be sufficient.

- **Catalog Description** – This should be concise and consistent with the rationale and course outline. For brevity, use phrases as opposed to full sentences. Avoid restating the course title in the description. Use present tense (i.e. not what they will do in the course, but what they do in the course, for example: “Investigation of …” not “Students will investigate…”). Avoid beginning sentences using the phrase "This course covers…. “ Information about the major focus, objective, teaching, methodology, and learning environment may be included, if appropriate. When applicable, indicate if special fees, equipment or field studies are required.

- **Rationale**. The rationale should describe why and how the course is an appropriate addition to the department and the University, particularly addressing its unique aspects. If similar courses exist in other departments, provide adequate justification for redundancy. The course contents and requirements should be appropriate for the course level, i.e. 100, 200, 300 or 400 numbering.

- Check all appropriate boxes (return to Summary Sheet form):
  - **Required in Program** - If the course is required in the Program, a Revised Program Proposal is also required.
  - **Elective in Major** – If the course is an elective within the program, a Revised Program Proposal may be required (as explained below). Indicate if you are also submitting a Revised Program Proposal.
    - A Revised Program Proposal is required if the course will be included in a specific list of courses, i.e. “select 9 credits from the following courses.”
    - A Revised Program Proposal is not needed if the program already specifies electives as part of the program, i.e. “select 9 credits from the 300-level,” and this course is a 300 level course.
  - **Free Elective** – The course may be used to satisfy a free elective in the student’s program.
Summary Sheet Directions, continued: (Return to Summary Sheet form)

- **Liberal Education Program approval** – Check this box if this course is proposed as an LEP Tier 1, Tier 2, or Capstone course and is not currently so designated. You will also need to complete an LEP Tier 1, 2, or 3 addendum.

- **“W” Course approval** – Check this box if this course will be proposed to fulfill the university “W” course requirement. This is a two-part process. Following approval by the UCF, the proposal should be submitted to the WACC committee (via the UCF office) by utilizing the appropriate forms. The applications for course revision approval and “W” course approval may be submitted simultaneously.

- **Multidisciplinary Course (MDC Prefix)** – Check this box if you are seeking approval for a multidisciplinary course.
  - The MDC prefix should only be used for courses that address a question or problem so broad/complex that it cannot be adequately explored through a single discipline or field. MDC courses are those that encompass multiple disciplines in terms of the application or topic focus and the method of inquiry.
  - Proposals for an MDC course must include a clear rationale addressing why the course is not cross-listed or listed as a major-coded course.
  - Proposers of MDC courses should make sure to notify all relevant departments and should seek course approval from their home department. The UCF standing committee reviewing the proposal may request additional departments review the course after review and consultation with the proposer.

- **Appendices Check List:** Check all appropriate boxes to indicate the appendices that have been attached in the appendices fields. (Return to Summary Sheet form)
  - **Notification(s) to affected departments** – See directions under Signature Sheet Box 3 above.
  - **Acknowledgment(s) from affected departments** – See directions under Signature Sheet Box 3 above.
  - **Course Syllabus:** Please include the following items in the appendices that are needed for review of this new course proposal.
    - **Learning objectives**
      The course learning objectives will state the skills and knowledge the students are expected to gain from this course.
    - **Course outline**
      The course outline should be approximately one or two pages and should clearly support the title, description and rationale presented. The outline should indicate the topics to be covered and the approximate percentage of the course to be devoted to each major topic. A syllabus that includes the above criteria may fulfill the requirements for a course outline.
    - **Method(s) of evaluating students**
      Describe and define each evaluation tool or assignment that will be used in determining a student’s grade.
    - **Bibliography**
      The bibliography for a new course should include readings that were relevant for developing the course, and those that the students might use to learn more about the topic. Your bibliography must be alphabetized and presented consistently in a recognized scholarly format typical of your discipline.

- **Appendices:** Copy and paste (or enter directly) all of the items listed above.
**Key to abbreviations** (return to Summary Sheet or return to Signature Sheet)

**LEP** – Liberal Education Program

**DCC** – Department Curriculum Committee

**NMC** – Notifications Management Committee – UCF standing committee that reviews new and revised course proposals and revised programs

**SCC** – School Curriculum Committee

**UCF** – Undergraduate Curriculum Forum

**UWIC** – University Wide Impact Committee – UCF standing committee that reviews new programs and new minors

**WACC** – Writing across Curriculum Committee – UCF standing committee that reviews courses already approved by NMC to fulfill university Writing (“W”) requirement.
See Revised Course Proposal Directions or use highlighted links for directions to complete forms.
See Key to Abbreviations as needed.

<table>
<thead>
<tr>
<th>Box 1 – Contact Information</th>
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<tr>
<td>Current Course: Subject Code: ____</td>
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<td>Revised Course: Subject Code: ____</td>
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<tr>
<td>Department: ____</td>
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<td>No departments are affected: ☐</td>
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**UCF Use Only:** Date completed proposal (with all necessary attachments) received in UCF Office: _____

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**Provost Use Only**

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<tr>
<td>Provost or Designee: _______ Date Approved: _______</td>
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</table>

Date UCF Received Final Approval: _______
See Revised Course Proposal Directions or use highlighted links for directions to complete forms.
See Key to Abbreviations as needed.

### Current Course: (from current Undergraduate Catalog)

- **Subject Code:** ___
- **Course Number:** ___
- **Title:** ___

*If the title is more than 29 characters, provide Transcript Title*

- **Transcript Title** (max 29 characters): ___

**Catalog Description:**

- **Prerequisites:** ___
- **Credits:** ___

Contact hours per week: Lecture: ____ Lab: ____ Other: ____

### Revised Course: If no change, enter ‘SAME’. For new course numbers, please check with the Registrar for availability.

- **Subject Code:** ___
- **Course Number:** ___
- **Title:** ___

*If more than 29 characters provide Transcript Title*

- **Transcript Title** (max 29 characters): ___

**Catalog Description:**

- **Prerequisites:** ___
- **Credits:** ___

Contact hours per week: Lecture: ____ Lab: ____ Other: _____

- **Requested Course Enrollment Cap:** ___

**Proposed Effective Term:** (Check UCF timetable for suggested dates to submit proposals.)

- **Fall:** [ ]
- **Spring:** [ ]
- **Summer:** [ ]
- **Winter:** [ ]
- **Year:**

### Check appropriate boxes (see directions for details):

- [ ] **Required in Program** (A Revised or New Program Proposal *may* be required; see directions.)
  - Revised Program Proposal is being submitted
  - Catalog and degree evaluation changes only are being submitted.

- [ ] **Elective in Major** (A Revised Program Proposal *may* be required, see directions).
  - A Revised Program Proposal is also being submitted.
  - Catalog and degree evaluation changes only are being submitted.

- [ ] **Free Elective**

- [ ] Liberal Education Program course (complete appropriate LEP addendum) Tier 1 [ ] Tier 2 [ ] Tier 3 [ ]
- [ ] Writing Across the Curriculum course (complete “W” course addendum)
- [ ] Multidisciplinary Course (MDC prefix; see directions)

**Rationale** for proposed change(s):

### Appendices Check List: Indicate that you have included the following appendices (see directions for details):
<table>
<thead>
<tr>
<th>Acknowledgement from affected department(s) (if received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course syllabus including:</td>
</tr>
<tr>
<td>- Learning objectives</td>
</tr>
<tr>
<td>- Course Outline</td>
</tr>
<tr>
<td>- Method(s) of Evaluating Students</td>
</tr>
<tr>
<td>- Bibliography</td>
</tr>
<tr>
<td>LEP Addendum</td>
</tr>
<tr>
<td>W Course Addendum</td>
</tr>
</tbody>
</table>

**Appendices**: Copy and paste or enter directly the items listed above.
UNDERGRADUATE CURRICULUM FORUM
Directions for Preparing a Revised Course Proposal

All forms are to be sent via electronic submission with the exception of the signature page. See key at end of directions for all abbreviations.

Signature Sheet Directions (return to Signature Sheet form)

**BOX 1**
- Complete all fields. If you are requesting a new course number, verify its availability with the Registrar, telephone Ext-25301 or via email.
- Enter Department Curriculum Committee (DCC) votes and Department votes. If Department does not have a DCC, indicate this by checking “No DCC” box.

**BOX 2**
- Form must be signed and dated by the Department Curriculum Committee Chair, if appropriate, and the Department Chair.

**BOX 3**
- If this proposal has an effect on another department(s) please list the department(s).
- Your department must notify the chair(s) of the affected department(s) and you must attach copies of the notification email or memo from your department.
- While an acknowledgment of notification from the affected department(s) is not required, if you receive an acknowledgment email/memo from the affected department(s), please also attach.
- Be sure to include the email(s) or memo(s) in the appendices at the end of the summary sheet and indicate that you have done so by checking the box.
- If no other departments are affected by this proposal, check the box labeled “No Departments Are Affected.”

**After completing forms:**

1) Original Signature Sheet must be submitted to the UCF office (copies of the Signature Sheet will not be accepted). The Signature Sheet must be signed appropriately as described in Box 2 and sent to the UCF office, EN C 216. The proposal will not be forwarded to the School Curriculum Committee (SCC) until the Signature Sheet has been received.
2) Email the entire completed form as one attachment named RCP XXX (dept. code) XXX (course number), (e.g. RCP ANT 349) to the UCF Office at ucoffice@southernct.edu. Include: a) Signature Sheet, b) Summary Sheet and c) Appendices.
Summary Sheet Directions (return to Summary Sheet form)

Original and Revised Course Information:
For both original and revised courses, enter information. If there is no change, indicate “same” in Revised Course Box. Always complete all information in Current Course Box.

• **Subject Code, Course Number** and **Title** as they appear on Signature Sheet.

• **Transcript Title** - If the Title is longer than 29 characters (including spaces), provide a 29 character Transcript Title.

• **Catalog Description** – This should be concise and consistent with the rationale and course outline. For brevity, use phrases as opposed to full sentences. Avoid restating the course title in the description. Use present tense (i.e. not what they will do in the course, but what they do in the course, for example: “Investigation of …” not “Students will investigate…”). Avoid beginning sentences using the phrase "This course covers….“ Information about the major focus, objective, teaching, methodology, and learning environment may be included, if appropriate. When applicable, indicate if special fees, equipment or field studies are required.

• **Prerequisites** – Be specific. List by Subject Code and Course Number when possible (Examples: ANT 101, PSY 100, SOC 211) or if specific courses are not appropriate use descriptors such as “junior or senior status” or “6 PSC credits” etc. Avoid vague prerequisites such as “Social Science B Requirement.” Do not add “or” departmental permission to the prerequisite;” this is a given for all courses. However, if a course requires departmental permission indicate, “Departmental permission.”

• Enter number of **Credits**.

• Enter number of **Contact Hours per Week** in appropriate box: Lecture, Lab, Other. Lectures, discussions, and seminars meet 1 academic hour (50 minutes) per credit per week. Laboratories and studios usually meet between 2 and 3 hours per credit per week.

• Enter the requested **Course Enrollment Cap**.

• Enter the **Proposed Effective Term**. Allow sufficient time for proposal to be approved by various entities. Adhere to the **Catalog Deadlines** if you wish to ensure that your course will appear in the copy of the Undergraduate Catalog. Please note that if a proposal requires numerous revisions, suggested time frames might not be sufficient.

• **Check all appropriate boxes.**
  o **Required in Program** - If the course is required in the Program, a Revised Program Proposal may also be required.
    ▪ A Revised Program Proposal is required if the change to the course also represents a change to the program. For example, adding or removing the course as a requirement in a program as part of the revision would necessitate a Revised Program Proposal. Adding a pre-requisite or changing the number of credits for the course requires a Revised Program Proposal.
    ▪ A Revised Program Proposal is not required if the revision to the course affects only the course and has no impact on the program. For example, changing a course description or removing a pre-requisite change requires only the submission of an edited catalog description and degree evaluation.
  o **Elective in Major** – If the course is an elective within the program, a Revised Program Proposal may be required (see below). Indicate if you are also submitting a Revised Program Proposal.
    ▪ A Revised Program Proposal is required if the course will be included in a specific list; example: “select 9 credits from the following courses.” A Revised Program Proposal is also required if a pre-requisite is being added or if the number of credits for the course is changing.
    ▪ A Revised Program Proposal is not needed if the program already specifies electives as part of the program, i.e. “select 9 credits from the 300-level,” and this course is a 300 level course.
  o **Free Elective** – The course may be used to satisfy a free elective in the student’s program.
Liberal Education Program approval – Check this box if this course is proposed as an LEP Tier 1, Tier 2, or Tier 3 course and is not currently so designated. This is a two part process. Following revised course approval by NMC, the proposal will be brought before the UCF body for approval and will be sent by NMC to UWIC for consideration as an LEP course. Following UWIC approval for LEP status, the proposal will be brought before the UCF body for LEP approval. The applications for course revision approval and LEP approval may be submitted simultaneously.

“W” Course approval – Check this box if this course will be proposed to fulfill the university “W” course requirement and is not currently a “W” course. This is a two part process. Following revised course approval by NMC, the proposal should be submitted to the WACC committee (via the UCF office) by utilizing the appropriate forms. The applications for course revision approval and “W” course approval may be submitted simultaneously.

Multidisciplinary Course (MDC Prefix) – Check this box if you are seeking approval for a multidisciplinary course.

The MDC prefix should only be used for courses that address a question or problem so broad/complex that it cannot be adequately explored through a single discipline or field. MDC courses are those that encompass multiple disciplines in terms of the application or topic focus and the method of inquiry.

Proposals for an MDC course must include a clear rationale addressing why the course is not cross-listed or listed as a major-coded course.

Proposers of MDC courses should make sure to notify all relevant departments and should seek course approval from their home department. The UCF standing committee reviewing the proposal may request additional departments review the course after review and consultation with the proposer.

Rationale - The rationale should describe the reason(s) for the proposed change(s), i.e. “previous Title outdated” or “previous description lacking detail.”

Appendices Check Box: Check all appropriate boxes to indicate the appendices that have been attached in the field provided.

Notification(s) to affected departments – See directions in Signature Sheet Box 3 above.

Acknowledgment(s) from affected departments – See directions in Signature Sheet Box 3 above.

Course Syllabus: Please include in the appendices any of the following items related to this revised course that are needed for review of this revised course proposal. The item should be included where the changes requested would impact these items. Check all appropriate boxes to indicate the appendices that have been attached.

Learning objectives
The course learning objectives will state the skills and knowledge the students are expected to gain from this course.

Course outline
The course outline should be approximately one or two pages and should clearly support the title, description and rationale presented. The outline should indicate the topics to be covered and the approximate percentage of the course to be devoted to each major topic. A syllabus that includes the above criteria may fulfill the requirements for a course outline.

Method(s) of evaluating students
Describe and define each evaluation tool or assignment that will be used in determining a student’s grade.

Bibliography
The bibliography for a new course should include readings that were relevant for developing the course, and those that the students might use to learn more about the topic. Your bibliography must be alphabetized and presented consistently in a recognized scholarly format typical of your discipline.

Appendices: Copy and paste (or enter directly) all of the items listed above.
Key to abbreviations (return to Signature Sheet or return to Summary Sheet):

LEP – Liberal Education Program

DCC – Department Curriculum Committee

NMC – Notifications Management Committee – UCF standing committee that reviews new and revised course proposals and revised programs

SCC – School Curriculum Committee

UCF – Undergraduate Curriculum Forum

UWIC – University Wide Impact Committee – UCF standing committee that reviews courses already approved by NMC for appropriateness as fulfilling an AUR.

WACC – Writing Across Curriculum Committee – UCF standing committee that reviews courses already approved by NMC to fulfill university Writing (“W”) requirement.
See Revised Program Proposal Directions or use highlighted links for directions to complete forms.

**Box 1 – Contact Information**

<table>
<thead>
<tr>
<th>Program (BS/BA):</th>
<th>Major:</th>
<th>Concentration (if applicable):</th>
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Revised Program Name (if applicable): ____________________

Department: 

Contact Person: 

Phone Ext.: 

Email: 

Department Votes: For: _____ Against: _____ Abstentions: _____

**Box 2 – Department Signatures:**

<table>
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<tr>
<th>Dept. Chair:</th>
<th>Date Dept. Chair Approved:</th>
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<th>Date DCC Approved:</th>
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**Box 3 – Attachments Required:**

- [ ] Current catalog description with proposed edits marked.
- [ ] Current online degree evaluation with proposed edits marked.

**Box 4 – Notification**

List other departments (use dept. code) affected by this proposal. Include in Appendices section the email/memo(s) of notification from your department and acknowledgement(s) of notification from the affected department(s).

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**UCF Use Only:**

Date the Completed Proposal (with all necessary attachments) was received in UCF Office: ________________

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**Provost Use Only**

Effective Term: Fall, Year: ____

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**Date UCF Received Final Approval: ________________**
**UNDERGRADUATE CURRICULUM FORUM**

**REVISED PROGRAM PROPOSAL – SUMMARY SHEET**

**Field 1: Proposed Effective Term**
Fall, Year: _____ (Check UCF timetable Deadlines for suggested dates to submit proposals.)

**Field 2: Program information**
Program (BS/BA): _____ Major: _____ Concentration (if applicable): _____

**Field 3: Overall Requirements:**

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<th>Current Overall Required Credits:</th>
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<td>Current Free Elective Credits:</td>
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<td>Current Overall GPA Required:</td>
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**Field 4: Major Requirements:**

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**Field 5: Cognate Requirements:**

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**Field 6: LEP Tier Restrictions:**

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**Field 7: Other Requirements:**


**Field 8: Rationale:**
Rationale for Program Revision:
UNDERGRADUATE CURRICULUM FORUM
Directions for Revised Program Proposal

Signature Sheet  (return to form)

BOX 1
- Indicate the Program (BA/BS), Major, and Concentration (if applicable)
- Contact Information
- Department Votes (Departmental Curriculum Committee Votes)

BOX 2
- Program proposal form must be signed by the Department Chair and the Department Curriculum Committee Chair, if appropriate, before submitting to UCF Office, EN-C216.

BOX 3
Required attachments sent as scanned documents:
- Current catalog description with proposed edits marked. It may be helpful to enlarge each page on the copier and mark your edits.
- Current online degree evaluation with proposed edits marked (for directions, see http://www.southernct.edu/offices/registrar/faculty.html).

BOX 4
- If this proposal has an effect on another department(s) please list the department(s).
- Your department must notify the chair(s) of the affected department(s) and you must attach copies of the notification email or memo from your department.
- While an acknowledgment of notification from the affected department(s) is not required, if you receive an acknowledgment email/memo from the affected department(s), please also attach.
- Be sure to include the email(s) or memo(s) in the appendices at the end of the summary sheet and indicate that you have done so by checking the box.
- Education Certification programs housed outside the School of Education must notify the chair of the SOE SCC; please include a response to this notification. This is intended to ensure that certification programs are still meeting accreditation requirements.
- If no other departments are affected by this proposal, check the box labeled “No Departments Are Affected.”

After completing forms:

1) Original Signature Sheet must be submitted to the UCF office (copies of the Signature Sheet will not be accepted). The Signature Sheet must be signed appropriately as described in Box 2 and sent to the UCF office, EN C 216. The proposal will not be forwarded to the School Curriculum Committee (SCC) until the Signature Sheet has been received.
2) Email the entire completed form as one attachment named RPP (dept. code) (e.g. RPP EDU) to the UCF Office at ugcoffice@southernct.edu. Include: a) Signature Sheet, b) Summary Sheet and c) attachments/appendices.

Commented [MS1]: Do we need a box for this vote?
Summary Sheet Directions (return to Summary Sheet form):

Field 1: Proposed Effective Term
Allow sufficient time for proposal to be approved by various entities. Adhere to Catalog Deadlines if you wish to ensure that your course will appear in the copy of the Undergraduate Catalog. Please note that if a proposal requires numerous revisions, suggested time frames might not be sufficient.

Field 2: Program
- Fill in the Program (BA/BS), Major and Concentration (if applicable), or Minor.
- For example:
  - Program: BS, Major: Business, Concentration: Marketing
  - Program: BS, Major: Anthropology, Concentration: Biological
  - Program: BA, Major: English, Concentration: NONE

Field 3: Overall Requirements
- Current Overall Required Credits can be found on the top portion of the Current Online Degree Evaluation
- Current Overall GPA Required can be found on the top portion of the Current Online Degree Evaluation
- Proposed Overall Required Credits (minimum 120 credits)
- Proposed Overall GPA Required (minimum 2.0)

Field 4: Major Requirements (Minor Requirements, if applicable)
Please list any requirements that are being either deleted or added in the spaces provided. You only need to indicate requirements that are changing.
- Indicate any Deleted Requirements
- Indicate any Added Requirements

Field 5: Cognate Requirements
Please list any cognate courses that are being either deleted or added in the spaces provided. You only need to indicate requirements that are changing.
- Indicate any Deleted Cognates
- Indicate any Added Cognates

Field 6: LEP Tier Restrictions
If your program revision affects LEP Tier 1, 2, or 3 restrictions for the major, please indicate and provide the LEP Tier Category (for example, T1CT for Tier 1, Critical Thinking).
- Indicated deleted LEP Tier restricted course(s).
- Indicate added LEP Tier restricted course(s).

Field 7: Other Requirements:
Indicate any other changes to the requirements of the program that are not indicated in the fields 4-6.

Field 8: Rationale
The rationale for a program revision will describe the reasons for the changes, with particular reference to how they improve the program. The level of detail and explanation depends on the extent to which the program is changed. Therefore, a program revision that involves changing only a single course can be very brief, while major revisions in the program will require a more in-depth explanation. Be as clear and specific as possible.
**UNDERGRADUATE CURRICULUM FORUM**

**EXPEDITED PROPOSAL FOR MINOR CHANGES TO MULTIPLE COURSES – SIGNATURE SHEET**

See Expedited Proposal Directions or use highlighted links for directions to complete forms.

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<th>Major:</th>
<th>Concentration (if applicable):</th>
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<td>Department:</td>
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<thead>
<tr>
<th>UCF Use Only:</th>
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<tbody>
<tr>
<td>Date the Completed Proposal (with all necessary attachments) was received in UCF Office:</td>
</tr>
<tr>
<td>Standing Committee Chair: Date Approved:</td>
</tr>
<tr>
<td>UCF Chair: Date UCF Approved:</td>
</tr>
</tbody>
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<tr>
<th>Provost Use Only</th>
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<tbody>
<tr>
<td>Effective Term: Fall: ☐ Spring: ☐ Summer: ☐ Winter: ☐ Year:</td>
</tr>
<tr>
<td>Provost or Designee: Date Approved:</td>
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</table>

| Date UCF Received Final Approval: |
UNDERGRADUATE CURRICULUM FORUM
EXPEDITED PROPOSAL FOR MINOR CHANGES TO MULTIPLE COURSES – SUMMARY SHEET

Field 1: Proposed Effective Term: (Check UCF timetable for suggested dates)

Fall: [ ] Spring: [ ] Summer: [ ] Winter: [ ] Year: [ ]

Field 2: Description of Changes Requested

[ ] Changes made via a Revised Course Proposal (submitted separately) that then affects listing of pre-requisite and catalog description in multiple courses.
[ ] Changes made via a Revised Program Proposal (submitted separately) that then affects the listings/descriptions for multiple courses.
[ ] Request for minor change of catalog description language affecting multiple courses.
[ ] Other (explain below)

Description of changes requested:

Field 3: Rationale

Rationale for these changes:

Field 4: List of Impacted Courses

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Signature Sheet Directions (return to form):

BOX 1
- Indicate the Program (BA/BS), Major, and Concentration (if applicable)
- Contact Information
- Department Curriculum Committee Votes
- Department Votes

BOX 2
- Program proposal form must be signed by the Department Chair and the Department Curriculum Committee Chair, if appropriate, before submitting to UCF Office, EN-C216.

BOX 3:
Required attachments sent as scanned documents:
- Current catalog description with proposed edits marked.
- Current online degree evaluation with proposed edits marked (for directions, see http://www.southernct.edu/offices/registrar/faculty.html).

BOX 4
- If this proposal has an effect on another department(s) please list the department(s).
- Your department must notify the chair(s) of the affected department(s) and you must attach copies of the notification email or memo from your department.
- While an acknowledgment of notification from the affected department(s) is not required, if you receive an acknowledgment email/memo from the affected department(s), please also attach.
- Be sure to include the email(s) or memo(s) in the appendices at the end of the summary sheet and indicate that you have done so by checking the box.
- If no other departments are affected by this proposal, check the box labeled “No Departments Are Affected.”

Summary Sheet Directions (return to form):

Field 1: Proposed Effective Term
Enter Proposed Effective Term. Allow sufficient time for proposal to be approved by various entities. Adhere to Catalog Deadlines if you wish to ensure that your course will appear in the copy of the Undergraduate Catalogue. Please note that if a proposal requires numerous revisions, suggested time frames might not be sufficient.

Field 2: Description of Proposed Changes Requested
Indicate the type of change you are proposing and provide a brief description of the changes requested on this expedited form.

Field 3: Rationale
Provide a rationale for the requested change.

Field 4: List of Impacted Courses
List all the courses for which the change is being requested.

After completing forms:

1) Original Signature Sheet must be submitted to the UCF office (copies of the Signature Sheet will not be accepted). The Signature Sheet must be signed appropriately as described in Box 2 and sent to the UCF office, EN C 216. The proposal will not be forwarded to the School Curriculum Committee (SCC) until the Signature Sheet has been received.
2) Email the entire completed form as one attachment named EP (dept. code) (e.g. EP EDU) to the UCF Office at ucoffice@southernct.edu. Include: a) Signature Sheet, b) Summary Sheet and c) attachments/appendices.
| Box 1 | Department:   _____  
|       | Minor:       _____  Concentration (if applicable):   _____  
|       | Revised Minor Name (if applicable):   _________________________  
|       | Contact Person:   _____  
|       | Phone Ext.:   _____  
|       | Email:   _____  
|       | Department Votes:   For:   _____  Against:   _____  Abstentions:   _____  

| Box 2 | Signatures:  
|       | Dept. Chair:   _________________________________________________  Date Dept. Chair Approved:   __________  
|       | DCC Chair:   _________________________________________________  Date DCC Approved:   ________________  

| Box 3 | Attachments Required:  
|       | [ ] Current catalog description with proposed edits marked.  
|       | [ ] Proposed catalog description with proposed edits marked.  

| Box 4 | Notification  
|       | List other departments (use dept. code) affected by this proposal. Include in Appendices section the email/memo(s) of notification from your department and acknowledgement(s) of notification from the affected department(s).  
|       | List of department(s)  
|       | No departments are affected:   [ ]  

| UCF Use Only: | Date the Completed Proposal (with all necessary attachments) was received in UCF Office:   _________________  
|              | SCC Chair:   ________________________________  Date SCC Approved:   __________  
|              | NMC Chair:   ________________________________  Date NMC Approved:   __________  
|              | UCF Chair:   ________________________________  Date UCF Approved:   _________________  

| Provost Use Only | Effective Term:  Fall, Year:   _____  
|                 | Provost or Designee:   ________________________________  Date Approved:   _________________  

| Date UCF Received Final Approval:   _________________  

---

*Revised: 10/06/11*
UNDERGRADUATE CURRICULUM FORUM
DEPARTMENTAL MINOR REVISION PROPOSAL – SUMMARY SHEET

Field 1:
Proposed Effective: Fall ____

Field 2:
Department: _____ Minor: _____

Field 3: Credits
<table>
<thead>
<tr>
<th>Current Required Credits</th>
<th>Proposed Required Credits (18 maximum)</th>
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Field 4: Minor Requirements

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<table>
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<th>Added Requirements</th>
<th>Credits</th>
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Field 5: Cognate Requirements

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<thead>
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<th>Added Requirements</th>
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Field 6: LEP Tier Restrictions

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<table>
<thead>
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<th>TIER Category</th>
<th>Credits</th>
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Field 7: Other Requirements

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Rationale for Program Revision:
SIGNATURE SHEET

BOX 1
- Indicate the Program (BA/BS), Minor, and Concentration (if applicable)
- Contact Information
- Department Votes (Departmental Curriculum Committee Votes)

BOX 2
- Minor Program Revision Proposal form must be signed by the Department Chair and the Department Curriculum Committee Chair, if appropriate, before submitting to UCF Office, EN-C216.

BOX 3
Required attachments sent as scanned documents:
- Current catalog description with proposed course deletions marked.
- Proposed catalog description with proposed course additions and language changes marked.

BOX 4
- A proposal that has an impact on another department needs an acknowledgement (email or memo) from the chair of the affected department(s), to indicate that he or she is aware of the proposal.

SUMMARY SHEET

Field 1: Proposed Effective
Proposed effective will always be the following Fall term.

Field 2: Program
Fill in the Program and specify the Minor.

Field 3: Overall Requirements
All minors may have a maximum of 18 required credits.

Field 4: Minor Requirements
Indicate any Deleted Requirements
Indicate any Added Requirements

Field 5: Cognate Requirements
Indicate any Deleted Cognates
Indicate any Added Cognates

Field 6: Rationale
The rationale for a program revision will describe the reasons for the changes, with particular reference to how they improve the program. The level of detail and explanation depends on the extent to which the program is changed. Therefore, a program revision that involves changing only a single course can be very brief, while major revisions in the program will require a more in-depth explanation.

After completing forms:
All forms and attachments are to be sent via electronic submission to the UCF Office (ucfoffice@southernct.edu). In addition, one hard copy of the signature sheet only is to be sent to the UCF Office, EN-C216. The proposal will not be forwarded to the SCC until the hard copy of the signature sheet is received.
PRAC continued discussion on the following conversation, begun on April 21, 2016:

Biology is in its second review cycle. The program has an assessment coordinator and plan in place. The previously proposed assessment was put on hold in order to revise the curriculum.

The program adequately describes its mission, its goals, and its faculty and student demographic. Twelve full-time faculty service the needs of approximately 400 majors (for a ratio of 1:33). Thirteen part-time faculty help meet the teaching needs of the program.

The FT faculty are active in their research agendas, include students in conducting research and, in some cases, in publications and presentations. Students have published abstracts independently from faculty. The students also spearhead four clubs on campus: the Biology club, Biotechnology club, Botany club and the Global Brigades.

There are currently four undergraduate degrees offered for majors in the Biology department, one of which was recently approved, but is awaiting implementation (BS in Biotechnology). The BS in Biology has the largest number of majors out of the four, and it serves the student population that will pursue graduate or pre-professional training (e.g. medical school). The BS with Certification is for students who will teach Biology in Middle or High Schools. Finally, the BA in Biology is less specialized than the BS, and serves those who wish to study the discipline in the wider context of a liberal arts education. All of these degrees have at their core 3 specific courses (BIO 102, BIO 103, BIO 220) and a selection of classes from Anatomy and Physiology; Biodiversity and Ecology; and Cell and Molecular Biology; for a total of 10 courses (38-40 credits). The degrees differ in their required cognates (PHY, MAT and CHE courses). All of these degrees share the same five outcomes as delineated on pages 3, 6, 8-9 of the report (Content
Mastery; Mathematical Literacy; Technological Fluency; Use of the Scientific Method; and Scientific Communication). The department will also offer a 4+1 Masters program.

While the minor was not addressed in the self-study report, it was made clear during the meeting on April 21 that the Biology major shares the same three core courses as the major degrees, and is/will be assessed in the same manner.

The revised curriculum (above) was introduced in fall 2014, and some preliminary assessment data has been gathered for one of the five outcomes: Mathematical Literacy. A clear plan has been mapped out for the assessment of the remaining outcomes:

- **Content Mastery:** an entrance and exit exam on key concepts covered by the program; and
- **Mathematical Literacy, Technological Fluency, Use of Scientific Method, Scientific Communication:** faculty evaluation of each element from student-identified “best” lab reports from their tenure at SCSU; a rubric will measure proficiency in these four areas

The Biology department has also used student surveys as an indirect measure to assess their program. “Considering we have just begun implementing our new degree programs, we have already seen improvement in terms of students’ ability to meet department goals (Figure 2.3)” (Self-study, p. 13) Students’ responses from 2012 and 2015 indicate an increased expectation to analyze a topic in depth and to reason from evidence.

Students in BIO 396 (Synthetic Biology) are also participating in pre- and post-tests; and, since fall 2015, students taking BIO 296 and 386 (Genomics I and II) participate in an external pedagogical survey (SEA-PHAGES: Science Education Alliances: Phage Hunters Advancing Genomics and Evolutionary Sciences vs. Traditional Lab). About ninety other colleges and universities also participate in this survey.

Based on the assessment data gathered thus far, the Biology department has decided to implement a minimum grade requirement in introductory
level Biology I and II courses to prevent poor student performance in upper levels.

Several challenges remain for the program, which can be divided into two main categories:

1) Advising the large numbers of majors; retention; and timely graduation rate
2) Resource allocation and needs

While both of these groups of challenges are necessarily intertwined, PRAC would like to underline the program’s need for resources. There has been a reduction of faculty due to attrition, and there is a lack of adequate space for classes and research. We urge the administration to support Biology in terms of the necessary human resources (faculty line(s)) to accommodate and serve the large number of students in a responsible way; and to provide the space and equipment necessary to help SCSU remain student- and research-centered.

**PRAC recommends continuing approval** of the Biology program with the proviso:

> While the committee likes what the department has planned for assessment, it is still in the emerging state and PRAC urges the Biology Department to continue the work it has begun. At the next departmental review the expectation is that the assessment process be fully in place and several years of data will be available to inform the department about its needs going forward.

> For the future self-study, information about the following must be included: the Biology minor and its assessment; a short description of the Master’s degree program(s) to orient the reader; and a clearer differentiation between the undergraduate programs. These three items were sufficiently addressed in the meeting between Drs. Jeffrey and Silady and PRAC, but will need to be recorded in future reports.

for: 8 against: 0 abstain: 1
## UNDERGRADUATE CURRICULUM FORUM

### LEP – TIER 1 NEW OR REVISED COURSE ADDENDUM – see directions to complete form

Instructor’s Name:  
Course number: 

<table>
<thead>
<tr>
<th>Box A: Tier 1 Competency:</th>
<th>Check only one</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Critical Thinking</td>
<td>[ ] Multilingual Communication (WLL only)</td>
</tr>
<tr>
<td>[ ] Technological Fluency</td>
<td>[ ] Written Communication (ENG only)</td>
</tr>
<tr>
<td>[ ] Quantitative Reasoning (MAT only)</td>
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</tr>
</tbody>
</table>

Use the links above to locate the Key Elements for the selected Competency. Insert the Key Elements and a brief explanation of how this course will meet EACH Key Element.

<table>
<thead>
<tr>
<th>Box B: Embedded Competency(ies):</th>
<th>Check one or more</th>
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<tbody>
<tr>
<td>[ ] Creative Thinking</td>
<td>[ ] Information Literacy</td>
</tr>
<tr>
<td>[ ] Interpersonal Effectiveness</td>
<td>[ ] Oral Communication</td>
</tr>
</tbody>
</table>

Briefly explain how the chosen Embedded Competency(ies) will be addressed in this course. Insert here the Key Element(s) of the Embedded Competency(ies) that have been selected with a brief explanation of how the course will address it/them:

<table>
<thead>
<tr>
<th>Box C: Area(s) of Knowledge and Experience:</th>
<th>Check one or more</th>
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</thead>
<tbody>
<tr>
<td>[ ] American Experience</td>
<td>[ ] Creative Drive</td>
</tr>
<tr>
<td>[ ] Global Awareness</td>
<td>[ ] Mind and Body</td>
</tr>
<tr>
<td>[ ] Natural World II: Life &amp; Env.</td>
<td>[ ] Time and Place</td>
</tr>
<tr>
<td>[ ] Cultural Expression</td>
<td>[ ] Ntrl Wrld I: Phys. Realm</td>
</tr>
<tr>
<td>[ ] Mind and Body</td>
<td>[ ] Soc Struct, Conflict, &amp; Consensus</td>
</tr>
</tbody>
</table>

Briefly explain how the selected Area(s) of Knowledge will be incorporated in the course:

<table>
<thead>
<tr>
<th>Box D: Discussion(s) of Values:</th>
<th>Check one or more</th>
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</thead>
<tbody>
<tr>
<td>[ ] Aesthetic Sensitivity</td>
<td>[ ] Civic Engagement</td>
</tr>
<tr>
<td>[ ] Ethical Judgment</td>
<td>[ ] Human Diversity</td>
</tr>
<tr>
<td>[ ] Environmental Awareness</td>
<td>[ ] Rational Thought</td>
</tr>
</tbody>
</table>

Briefly explain how the selected Discussion(s) of Value(s) will be incorporated in the course:

<table>
<thead>
<tr>
<th>Box E: Course Syllabus</th>
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<tbody>
<tr>
<td>Insert a course syllabus in the New or Revised Course Proposal Form Appendices section. See Box E below for explicit directions regarding what should be included in the syllabus.</td>
</tr>
</tbody>
</table>
Utilize hyperlinks throughout the Form and Directions to access more detailed information about the required LEP components.

**Tier 1: Foundations - Description**

Students develop facility with foundational Competencies necessary for thinking and communicating about a wide variety of issues and themes. Courses are taught in a context that addresses at least one Area of Knowledge and Experience and includes at least one Discussion of Values. Students take one 100-level course in each of these categories:

- Critical Thinking
- First Year Experience Seminar
- Multilingual Communication (200-level)
- Quantitative Reasoning
- Technological Fluency
- Written Communication (writing and reading)

All courses in Tier 1 must:
- address at least one Area of Knowledge and Experience;
- incorporate at least one Discussion of Values;
- address at least one Embedded Competency in a significant manner;
- present Competencies in context.

**Box A: Tier 1 Competency**

Tier 1 courses provide a basis in intellectual skills/competencies for future academic pursuits. Please check the one Competency proposed for this course and include in Box A the Key Elements and how they will be met. Follow the hyperlinks in Box A for a description of the Competency and Key Elements. In Tier 1, Written Communication, Quantitative Reasoning, and Multilingual Communication are taught by the English (ENG), Mathematics (MAT), and World Language & Literatures (WLL) departments, respectively.

**Box B: Embedded Competency(ies)**

An Embedded Competency is one that is addressed within a course without being the primary focus of the course. Each Tier 1 course must address at least one Key Element of one Embedded Competency.

**Box C: Area(s) of Knowledge and Experience**

Tier 1 courses should be given a context and should incorporate at least one Area of Knowledge and Experience. Follow the Areas of Knowledge and Experience hyperlinks in Box C above to get a description of each of these.

**Box D: Discussion(s) of Values:** *(Check at least one)*

Each Tier 1 course must incorporate at least one Discussion of Values. Follow the Discussions of Values hyperlinks in Box E above to get a description of each of these.

**Box E: Course syllabus**
A course may be taught by multiple instructors who may choose to address the Key Elements in different ways and/or use different Embedded Competencies, Areas of Knowledge or Discussion(s) of Values for their sections. If that is the case for this course, please provide one syllabus that demonstrates how all of the above are satisfied for that section of the course.

Utilize the Abbreviation Key below to indicate in the syllabus where information from the above Boxes A-D are met. This information should be included (as appropriate) in the learning objectives, course outline, and method(s) of evaluating students sections of the syllabus.

<table>
<thead>
<tr>
<th>Areas of Knowledge and Experience</th>
<th>Competencies</th>
<th>Embedded Competencies</th>
<th>Discussions of Values</th>
<th>Key Elements</th>
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</thead>
<tbody>
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<td>CT</td>
<td>CR</td>
<td>AS</td>
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<tr>
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<td>Creative Thinking</td>
<td>Aesthetic Sensitivity</td>
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<td>Creative Drive</td>
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<td>Multilingual</td>
<td>Information Literacy</td>
<td>Ethical Judgment</td>
<td>Key Element 2</td>
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</tr>
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<td>QR</td>
<td>IE</td>
<td>CE</td>
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<td>Civic Engagement</td>
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<td>Environmental Awareness</td>
<td>Key Element 5</td>
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<td>Communication</td>
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<td>Natural World I: Physical Realm</td>
<td>PR</td>
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<td>Rational Thought</td>
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<tr>
<td>Natural World II: Life and</td>
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<td>Environment</td>
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<tr>
<td>Social Structure, Conflict &amp;</td>
<td>SS</td>
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<tr>
<td>Consensus</td>
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For further information, contact the UCF Office (EN C 216) with any questions, UCF@southernct.edu, 203-392-5206.
Instructor’s Name: Course number:

Box A: Tier 2 Areas of Knowledge & Experience: Check only one.

- American Experience
- Creative Drive
- Cultural Expression
- Global Awareness
- Mind and Body
- Natural World I: Physical Realm
- Natural World II: Life & Environment
- Time and Place
- Social Structure, Conflict & Consensus

Use the links above to locate the Key Elements for the selected Area of Knowledge and Experience. Insert the Key Elements and a brief explanation of how this course will meet EACH Key Element.

Box B: Tier 2 Information: Insert below brief explanations of how this course will meet the Tier 2 requirements.

A) Have enough scope to provide adequate foundation to the particular Area of Knowledge and Experience:
B) Address a number of topics in depth:
C) Integrate knowledge from a variety of perspectives:
D) Provide insight to issues of the 21st century and/or important issues in students’ lives:
E) Include problem-based learning appropriate to the topic:
F) Provide an introduction to the analytical tools of the discipline(s) offering the course:

Box C: Intellectual Foundations Component: Insert below primary influential expository source and explanation.

Each Tier 2 course must assign at least one primary influential expository source (non-textbook). Briefly explain how this source(s) makes an influential argument about a major idea in the field.

Box D: Tier 1 Pre or Corequisite Courses: 3 pre/corequisites are required. Choose any others that apply.

<table>
<thead>
<tr>
<th>Tier 1 Course</th>
<th>Prerequisite</th>
<th>Corequisite</th>
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<tbody>
<tr>
<td>First Year Experience (Honors, INQ, LINKS)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication (must check Pre- or Co-Req box)</td>
<td>(if W-course)</td>
<td>(if not a W-course)</td>
</tr>
<tr>
<td>Multilingual Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological Fluency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Box E: Competencies: Critical Thinking and Written Communication are required. Choose at least one additional competency(ies).

- Creative Thinking
- Interpersonal Effectiveness
- Quantitative Reasoning
- Critical Thinking
- Multilingual Communication
- Technological Fluency
- Information Literacy
- Oral Communication
- Written Communication

Indicate how students will continue to develop these Competencies. Include the kind of instructional feedback and methods of evaluation that will be used to reinforce at least two Key Elements for each competency:

Box F: Discussion(s) of Values: Check at least one.

- Aesthetic Sensitivity
- Civic Engagement
- Environmental Awareness
- Ethical Judgment
- Human Diversity
- Rational Thought

Indicate how the course will engage students in the selected Discussion(s) of values:

Box G: Course Syllabus

Insert a course syllabus in the New or Revised Course Proposal Form Appendices section. See Box G below for explicit directions regarding what should be included in the syllabus.
DIRECTIONS FOR PREPARING THE LEP TIER 2 COURSE ADDENDUM

Utilize hyperlinks throughout the Form and Directions to access more detailed information about the required LEP components.

**Tier 2: Expolorations – Description**

Students explore *Areas of Knowledge and Experience* in depth, engaging in at least one *Discussion of Values*. In every course, students continue developing critical thinking and writing skills, as well as at least one other *Competency*. Each course assigns at least one primary (non-textbook) expository source to incorporate an *Intellectual Foundations* component. The following are the *Areas* in Tier 2:

- American Experience
- Creative Drive
- Cultural Expressions
- Global Awareness
- Mind and Body
- Natural World I: The Physical Realm
- Natural World II: Life and the Environment
- Social Structure, Conflict, and Consensus
- Time and Place

All courses in Tier 2 must:
- continue to develop and reinforce the competencies introduced in Tier 1;
- have enough scope to provide an adequate foundation to the particular *Area of Knowledge and Experience*;
- address a number of key topics in depth;
- make an effort to integrate knowledge from a variety of perspectives;
- provide insight to issues of the 21st century and/or important issues in students’ lives;
- include problem-based learning appropriate to the topic;
- provide an introduction to the analytical tools of the discipline(s) offering the course.

**Box A: Tier 2 Areas of Knowledge & Experience**

Each Tier 2 course serves as a foundation of knowledge in an area that prepares students for self-realization, life-long learning, and citizenry in the twenty-first century. Please check the one *Area of Knowledge and Experience* proposed for this course and include in Box A the *Key Elements* and how they will be met. Follow the hyperlinks in Box A for a description of the *Area* and *Key Elements*.

**Box B: Tier 2 Information**

In this section, please insert a brief explanation after each of these Tier 2 requirements.

**Box C: Intellectual Foundations Component**

The Liberal Education Program’s intellectual foundations goal of studying “influential arguments about major ideas” is achieved by incorporating one or more primary (non-textbook) expository sources into all Tier 2 courses. A primary expository source is usually a text, but there may be exceptions. Please indicate in this form *and* in your syllabus which source(s) is a primary expository source. Explain how this source(s) makes an influential argument about a major idea in the field. If it is anticipated that other instructors might teach this course, please attach a brief annotated bibliography of additional sources.

**Box D: Tier 1 Pre or Co-requisite Courses**

Critical Thinking and the First Year Experience are automatic prerequisites for all Tier 2 courses. Written Communication is a pre-requisite for W-courses offered in Tier 2 and a co-requisite for all other courses. Select what is appropriate for this course. Any other Tier 1 prerequisite(s) for this course should be indicated here. If this course has additional prerequisites in addition to Tier 1 courses, those prerequisites should be indicated on the UCF new or revised course proposal form.

**Box E: Competencies**

In Tier 2 courses, students continue to develop critical thinking and writing skills, as well as at least one other *Competency*. Please indicate at least one *Competency* that will be reinforced in this course (in addition to Critical Thinking and Written Communication). Explain how students will continue to develop these *Competencies* and include the kind of instructional feedback and methods of evaluation that will be used to reinforce at least two of the *Key Elements* for each competency.

**Box F: Discussion(s) of Values**

In Tier 2 courses, students engage in at least one *Discussion of Values*. Please indicate at least one that will be utilized in this course and insert an explanation of how the course will engage students in the selected *Discussion(s) of Values*. 
**Box G: Course syllabus**

A course may be taught by multiple instructors who may choose to address the *Key Elements* in different ways and/or use different *Embedded Competencies, Areas of Knowledge or Discussion(s) of Values* for their sections. If that is the case for this course, please provide one syllabus that demonstrates how all of the above are satisfied for that section of the course.

Utilize the Abbreviation Key below to indicate in the syllabus where information from Boxes A, C, D, E, F above are met. This information should be included (as appropriate) in the *learning objectives, course outline, and method(s) of evaluating students* sections of the syllabus.

<table>
<thead>
<tr>
<th>Areas of Knowledge and Experience</th>
<th>Competencies</th>
<th>Embedded Competencies</th>
<th>Discussions of Values</th>
<th>Key Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Experience</td>
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<td>CT</td>
<td>CR</td>
<td>AS</td>
</tr>
<tr>
<td>Creative Drive</td>
<td>CD</td>
<td>MC</td>
<td>IL</td>
<td>EJ</td>
</tr>
<tr>
<td>Cultural Expression</td>
<td>CE</td>
<td>QR</td>
<td>IE</td>
<td>CE</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>GA</td>
<td>TF</td>
<td>OC</td>
<td>HD</td>
</tr>
<tr>
<td>Mind and Body</td>
<td>MB</td>
<td>WC</td>
<td></td>
<td>EA</td>
</tr>
<tr>
<td>Natural World I: Physical Realm</td>
<td>PR</td>
<td></td>
<td></td>
<td>RT</td>
</tr>
<tr>
<td>Natural World II: Life and Environment</td>
<td>LE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and Place</td>
<td>TP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Structure, Conflict &amp; Consensus</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For further information, contact the UCF Office (EN C 216) with any questions, [UCF@southernct.edu](mailto:UCF@southernct.edu), 203-392-5206.*
Instructor’s Name: Course number:

**Box A: Tier 2 Areas of Knowledge & Experience: (Check at least one)**

- [ ] American Experience
- [ ] Global Awareness
- [ ] Natural World II: Life & Environment

**Describe how this course will address your chosen Area(s) of Knowledge.**

**Box B: Tier 1 Competencies: (Check those that will be utilized at an advanced level: three or more)**

- [ ] Creative Thinking
- [ ] Interpersonal Effectiveness
- [ ] Quantitative Reasoning

**Describe how this course will address at least one of these competencies at an advanced level.**

**Box C: Discussions of Values (Choose at least 3)**

- [ ] Aesthetic Sensitivity
- [ ] Ethical Judgment

**Describe how this course will address the required 3 or more Discussions of Values.**

**Box D: Culminating Project**

*Describe the culminating project for this course that encourages students to integrate their liberal education experiences.*

**Box E: Contemporary Capacious Issue(s)**

*Describe one or more contemporary capacious issues that will be addressed in this course.*

**Box F: Course Syllabus**

*Insert a course syllabus in the New or Revised Course Proposal Form Appendices section. See Box F below for explicit directions regarding what should be included in the syllabus.*
Utilize hyperlinks throughout the Form and Directions to access more detailed information about the required LEP components.

### Tier 3: Connections – Description

Students connect material from Tier 1 and Tier 2 in a capstone course designed to probe a contemporary open-ended issue. Students draw on the Areas of Knowledge and Experience studied in the program’s first two tiers to work and discuss collaboratively while resolving a conflict, or solving a problem, that engages the program’s six Discussions of Values. Competencies developed throughout the program serve as the tools for academic inquiry: written and oral communication, critical thinking and quantitative problem solving, technological skills and intelligent access to and use of information, and the use of the target language.

*All Tier 1 courses and 7 of the 9 Tier 2 courses must be completed before taking the Tier 3 capstone.*

All courses in Tier 3 must:

1. draw on at least one Tier 2 Area of Knowledge and Experience;
2. utilize three or more of the Tier 1 Competencies at an advanced level;
3. engage students in at least 3 of the 6 Discussions of Values and any interrelationships;
4. require a Culminating Project that encourages students to integrate their liberal education experience;
5. address one or more Capacious Contemporary Issue(s).

The LEP Document contains examples of potential capstone themes and a more detailed description of Tier 3.

### BOX A: Tier 2 Areas of Knowledge & Experience

Students draw on the Areas of Knowledge and Experience studied in the program’s first two tiers. Select at least one Area(s) of Knowledge and Experience and describe in Box A how this course will address the Area(s).

### BOX B: Tier 1 Competencies

Three or more Tier 1 Competencies must be utilized at an advanced level. Refer to the Purpose and Key Elements for the Competencies to determine an appropriate level. For example, if Critical Thinking is selected as a Competency to be utilized at the advanced level, emphasis would be placed on evaluation, analysis and synthesis of arguments rather than on the identification of argument types.

Select three or more Competencies that will be utilized at an advanced level in this course and describe in Box B how one of these Competencies will be utilized at this level.

### BOX C: Discussions of Values

This Capstone course addresses both the role of values in decision-making and any relationships among the values. Particular focus is on contemporary issues and how values inform one’s perspective on these issues. At least three Discussions of Values must be addressed.

Select at least three Discussions of Values and describe in Box C how each of these will be addressed.

### Box D: Culminating Project

A Culminating Project is required for this course. This project encourages integration of the Liberal Education experience. In the Culminating Project, students are required to examine an Area of Knowledge in light of a Discussion of Values. In Box D, provide a brief description of the Culminating Project. The Culminating Project will be described in your syllabus in greater detail.

### Box E: Contemporary Capacious Issue(s)

In this section, provide a brief description of a contemporary issue that will be addressed in an overarching, broad manner.

### Box F: Course Syllabus

A course may be taught by multiple instructors who may choose to address the Key Elements in different ways and/or use different Embedded Competencies, Areas of Knowledge or Discussion(s) of Values for their sections. If that is the case for this course, please provide one syllabus that demonstrates how all of the above are satisfied for that section of the course.

Utilize the Abbreviation Key below to indicate in the syllabus where information from Boxes A-C above are met. This
information should be included (as appropriate) in the learning objectives, course outline, and method(s) of evaluating students sections of the syllabus.

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<td>CR Aesthetic Sensitivity</td>
<td>AS Key Element 1 KE1</td>
</tr>
<tr>
<td>Creative Drive</td>
<td>CD Multilingual Communication</td>
<td>MC Information Literacy</td>
<td>IL Ethical Judgment</td>
<td>EJ Key Element 2 KE2</td>
</tr>
<tr>
<td>Cultural Expression</td>
<td>CE Quantitative Reasoning</td>
<td>QR Interpersonal Effectiveness</td>
<td>IE Civic Engagement</td>
<td>CE Key Element 3 KE3</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>GA Technological Fluency</td>
<td>TF Oral Communication</td>
<td>OC Human Diversity</td>
<td>HD Key Element 4 KE4</td>
</tr>
<tr>
<td>Mind and Body</td>
<td>MB Written Communication</td>
<td>WC Environmental Awareness</td>
<td>EA Key Element 5 KE5</td>
<td></td>
</tr>
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<td>PR Written Communication</td>
<td>WC Environmental Awareness</td>
<td>EA Key Element 5 KE5</td>
<td></td>
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<td>LE Written Communication</td>
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Bylaws: University-Wide Impact Committee
Southern Connecticut State University
Revised 04/21/2016
(Approved by UCF X/XX/XX)

University-Wide Impact Committee (UWIC), as a sub-committee of the Undergraduate Curriculum Forum (UCF), has the following responsibilities:

A. Receive and evaluate new program and minor program proposals and ensure that they are ready for consideration by the full UCF.

B. Receive and evaluate new and revised course proposals having University-wide impact.

C. Receive and evaluate suggestions and proposals on curricular innovations and help to prepare proposals for consideration by the full UCF.

D. Receive and evaluate proposals and make recommendations concerning courses and issues that have University-wide impact and mediate conflicts connected with those issues.

E. Encourage, recommend, or propose policies for curricular innovations.

F. Encourage dialogue and support faculty activities related to University-wide curricular issues.

I. Membership

A. Membership and election of the Chair shall follow the UCF bylaws.

B. UWIC membership shall be determined during the first meeting of the academic year according to UCF bylaws.

II. Meeting Schedule

A. UWIC shall meet at least monthly during the academic year.

B. At the discretion of the Chair, a meeting may be conducted via electronic correspondence when a face-to-face meeting is not possible and when it is necessary to meet.

III. Quorum

A. 50% of all voting UWIC representatives plus one constitutes a quorum.

B. The Chair shall inform members whether a quorum is present before voting takes place.
IV. Rules of Order

B. Where the bylaws deviate from Robert's Rules, the bylaws shall govern.

V. Voting

A. Upon the request of any member, voting on any substantive motion shall be by secret ballot. The chair shall appoint tellers to conduct the ballots.
B. No absentee ballots or proxies shall be permitted for UWIC business.
C. When a meeting is conducted via electronic correspondence, the chair will set a deadline for receiving votes on motions put forth. If any UWIC member objects to voting electronically, the electronic vote shall not take place.

VI. Order of Business

A. The order of business at UWIC meetings shall be:
   1. Meeting called to order
   2. Announcements
   3. Old Business
   4. New Business
B. Any member of the University Community shall have the right to request consideration of additional items for the agenda, in writing, to the Chair.

VII. Rules of Procedure

The following rules shall govern the normal business of UWIC.
A. The agenda, insofar as possible, shall be delivered electronically to UWIC members at least two days prior to the meeting at which it is to be presented.
B. Any major policy statement or document developed by UWIC and approved by the UCF shall be reproduced in its final form and provided to the UCF office for recommended archival on the UCF web site.
C. Approved minutes shall be reproduced in its final form and provided to the UCF office for recommended archival on the UCF web site.
D. The latest version of the bylaws shall be reproduced in its final form and provided to the UCF office for recommended archival on the UCF web site.

VIII. Amending Bylaws

When considering a bylaws change or amendment, UWIC members shall be notified in writing at least one week in advance of the meeting. A two-thirds majority vote in favor of the proposed change shall be sufficient to recommend a change or amendment to the bylaws, as long as a quorum is present.
Academic Program Review Student Survey
(n=6,045)
Students responded to the following items on a five-point scale
(Not at all, A little, Some, A lot, and Totally)

"Overall, in the courses that I've taken in this department, I am or have been . . ."

Reading texts that require my full attention (A lot=35.3%, Totally=27.5%)
Combined=62.8%

Challenged (A lot=35.3%, Totally=19.2%)
Combined=54.5%

Exposed to ideas that are so interesting that I talk about them with friends
(A lot=24.7%, Totally=24.3%)
Combined=49%

Expected to reason from evidence (A lot=34.6%, Totally=26.2%)
Combined=60.8%

Students who agreed that reading texts requires their full attention to grasp the ideas tended across the board to agree on all of the other items. The reverse is also true. This indicates the central role of the texts to be read for class.

Required to analyze and evaluate evidence
(A lot=31.4%, Totally=22.6%)
Combined=54%

Provided with clear directions regarding homework assignments
(A lot=36.6%, Totally=31.2%)
Combined=67.8%

The most important predictors of whether students felt challenged in their courses were that the faculty expected them to work hard and to rethink notions that they previously had. Also important was whether the professors demonstrated faith in students’ ability to understand complex ideas.
### Academic Program Review Student Survey (n=6,045)

Students responded on a three-point scale (Disagree, Neutral, and Agree)

"When I think about my experiences in this department, I would say that . . ."

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.2%</td>
<td>Class sessions command my full attention and hold it until the end of the session</td>
</tr>
<tr>
<td>65.5%</td>
<td>My advisor is knowledgeable and provides accurate guidance</td>
</tr>
<tr>
<td>63.8%</td>
<td>Many courses stir my curiosity</td>
</tr>
<tr>
<td>26.7%</td>
<td>I have to rely on myself to figure out what courses I should be taking</td>
</tr>
<tr>
<td>76.7%</td>
<td>I would recommend this department to people interested in this field of study</td>
</tr>
</tbody>
</table>

The further students were into their majors, the more challenged they were. In general, part-time students had higher scores than full-time students. Generally, students had higher scores in elective courses.

The most important predictors of whether students would recommend a department were if the course or department helped them accomplish their educational goals and if the department fostered a sense of community. Also important was whether the courses stimulated their future interest in learning more about the field.

The most important predictors of whether students felt that, in general, the courses stimulated their future interest in learning more about the field was whether (1) their eyes have been opened up to how an expert in the discipline thinks, and (2) professors held their interest while not compromising the objectives of the courses. Also, it was important whether or not courses stirred their curiosity.