Undergraduate Curriculum Forum

AGENDA
Adanti Student Center 301
Thursday, April 13, 2017

I. Call to order

II. Announcements

III. Approval of UCF minutes of March 30 2017

IV. Standing Committee Reports

   a. NMC – Notifications Management Committee
   b. WACC – Writing Across the Curriculum Committee
   c. UWIC – University Wide Impact Committee
   d. Ad hoc Assessment Committee
   e. LEPC – Liberal Education Program Committee
   f. Ad hoc Transfer Committee – Please see AHTC minutes for motions to be
discussed under ‘New Business.’
   g. Special Topics courses
      • ANT 398, Poulton Archaeology Field School, Kathleen Skoczen
      • ANT 398, Cultural Anthropology in NW Britain, Kathleen Skoczen

V. TAP Transfer Pathways under review – http://www.ct.edu/initiatives/tap#pathways
   none

VI. Updates from LEP co-directors

VII. Unfinished business - none

VIII. New Business

   a. Motions from Ad hoc Transfer Committee (please see the minutes of that
   committee)
   b. Visit from President Bertolino
      1) LEP – number of overall credits
      2) Transfer Students

IX. Adjournment
Call to order

Called to order at 9:38 am. A quorum (50% + 1) was reached at 9:38 am

Announcements

a. Women’s Studies Program, Shoruq Children’s Debka and Girls Hip Hop, Tonight at 7:30 pm, Engelmann Hall C112

b. Recreation and Leisure, Sports Event, April 9th from 10 am to 1 pm

c. Update from Deb Weiss – only two meetings left (last meeting sponsored breakfast as a thanks for hard work; come early to socialize and enjoy breakfast). Proposal from Ad Hoc Transfer committee will be presented at the last meeting and committee will be dissolved at end of semester due to completion of work.

d. President Joe will be at next meeting – April 13th; views on LEP and other appropriate topics

e. Elizabeth Kalbfleisch will present an educational session on writing program at our last UCF meeting.

Approval of UCF minutes of March 9, 2019

Correction: adjournment 10:50 am; not 9:50 am

A. Minutes approved unanimously

Standing Committee Reports

A. NMC – Notifications Management Committee

Motion to approve Form to Remove Course from LEP

Jeff Webb raised the motion; second by Mike Shea

Two questions:
1. how will administration be notified (dean and provost are in the flow)
2. how would Registrar’s office know to remove from degree evaluation
   (again will be in the flow procedures)

Motion approved unanimously

No Meeting on March 23, 2017

B. LEPC – LEP Committee

1. Moving forward with development of LEP brochure and promotional materials
2. Discussion around IDS methodology course/content – see minutes
3. LEP committee is in need of at large members – consider nominating yourself for ballot due tomorrow.

Motion: approval of LEP Document revisions including the 6 out of 7 option in Tier 2.

Motion approved unanimously

Minutes of March 23, 2017 were received

C. UWIC – University Wide Impact Committee

Motions regarding certifications:

*Early Childhood Ed, Elementary Ed, Elementary Ed-bilingual*

*Art K-12, Secondary MAT, Secondary Sciences, Secondary HIS*

Motion approved unanimously

Discussion for common language for catalog for all certifications (see attached)

Motion to approve Catalog Language

Motion raised by Mike Shea; second by Helen Marx

Reminder to UCF body that all of these changes will be 2018 – 2019 so there will be time for minor revisions should any be needed

Minutes of March 23, 2017 were received
D. Ad Hoc Assessment Committee

Discussion with Mind and Body representatives regarding assessment. Plan is to move away from rubric and instead find a tool for each course – focus on concepts vs. very specific content.

Some discussion from the member body about writing assignments and critical thinking essays. Focus on what competencies are intended and then what assignments would capture those competencies.

Minutes of March 23, 2017 were received

E. WACC – Writing Across the Curriculum Committee

Motion to Approve new W course proposal

HIS 305 Europe in the 17th Century (1660-1715): C. Petto

Motion approved unanimously

Continued discussion on writing proposal. No decisions were made at this time.

Minutes of meeting on March 23, 2017 were received

F. Ad Hoc Transfer Committee

Discussion around the following proposal:

Students with 60+ transfer credits with 33 credits in General Education courses* at time of transfer are exempt from Tier 1 and Tier 2 requirement. The General Education courses must include:

3-4 credits – Mathematics at the SCSU QR level
3 credits – English at the SCSU ENG 112 level
3 credits in Humanities and the Arts
3-4 credits in Natural Sciences
3 credits in Social Sciences

These specific requirements can be met either at time of transfer or in the SCSU LEP.

Must take LEP courses required for the major that are not yet completed.

Capstone Experience must be completed by course completion or waiver.
Goal of committee is to try to find a way to capture education at other institutions and at the same time experience a full general education experience that is in line with NEASC requirements.

No motion for UCF yet.

Minutes of March 23, 2017 were received

V. TAP Faculty Implementation Review Committee
The most current versions of the Pathways can be found at: http://www.ct.edu/initiatives/tap#pathways

There are no new Pathways for approval.

VI. Special Topics Courses

- MGT 398, Management Bankruptcy, Robert A. Smith
- PHI 398 - Metaphysics, Ethics/Info Rev., Terry Bynum

UCF Chair has logged these courses

VII. Updates from LEP co-directors
A. Terry Bennett:
   1. E-mail sent today to students about the 6 out of 7 LEP Tier 2 requirements and WLL requirement. Department chair will be notified and provided the appropriate forms. Departments need to look carefully at degree evaluations and students will need to make the decision about switch to Fall 2017. Suggestion to the advisors is to print current degree evaluation and ‘what if’ DE and help students make decision based on differences and what makes the most sense.

B. Many thanks to all through these changes.

C. Terry shared degree evaluations and ‘what If’ DE to show the changes.

VIII. Old Business
None

IX. New Business
1. New advising model presented by Purple Team Advising Committee. Presentation by Liz Keenan, Sean Grace and Helen Marx

Two-page handout gives a detailed overview of advising model – see attached.
Committee reviewed the process and model for advisement.

Question: where would DRC and academic success center fit in this model – goal would be to create more collaborative relationships with these support services (including athletics, DRC, etc.).
Question: is there a hotline or phone that would be available to faculty?
Question: who is funding these centers? Overall a university issue

2. Ilene Crawford thanked everyone for certification program approvals and their hard work to make it happen and in time for SCSU to submit to BOR.

X. Adjournment
The meeting was adjourned at 10:50 am.

Respectfully Submitted:
Cheryl Resha
Notifications Management Committee  
April 6, 2017  
MINUTES

Present: Braxton Carrigan (Co-Chair); MaryJo Archambault, David Chevan, Jeremy Chandler, Ebonee Brown, Russell Engel, Michael Fisher, Rich Glinka, Marty Hartog, Steven Hoffler, Sophia Myers (UCF secretary)

Absent: Meredith Sinclair (Co-Chair); Cathy Berei, Md Shafaeat Hossain, Jen Ruggiero, Jessica Powell, Sang Yoon,

Call to Order: 9:30am

New Course Proposals
ENG 120 – Writing Arguments for Bilingual Students (Tier 1)
   Motion to approve: (M. Archambault, 2nd M. Hartog)
   Vote: 9-0-0

Revised Course Proposals
SOC 255 – Methods of Social Research
   Motion to approve: (M. Archambault, 2nd M. Fisher)
   Vote: 10-0-0

IDS 110 – Experiencing the Arts  
   Motion to approve pending clarification: (M. Fisher, 2nd D. Chevan)
   Vote: 10-0-0

Revised Program Proposals
BS History
   Motion to approve: (M. Archambault, 2nd M. Fisher)
   Vote: 10-0-0

Departmental Minor
IDS Minor_Social Science & Medicine
   Motion to approve: (M. Fisher, 2nd M. Archambault)
   Vote: 10-0-0

EP For Minor Changes To Multiple Courses
BS Business_CONC_ALL
   Motion to approve: (M. Fisher, 2nd M. Archambault)
   Vote: 10-0-0
April 6, 2017 WACC meeting notes

Present: Sarah Wojiski, Elena Schmitt, Marie McDaniel, Claire Novosad (chair)  
Guest Elizabeth Kalbfleisch

The minutes from last week were reapproved (Members’ names were not correct).

We had a discussion of the goals for students’ writing skills in the English program, and how we would like them to benefit from a revised writing program.

Respectfully submitted to UCF,

Claire Novosad
UWIC
April 6, 2017

UWIC did not meet
Ad Hoc Assessment Committee Minutes

April 6, 2017

Present: Costel Calin, Karen Cummings, Charlie Dillinger-Pate, Marybeth Fede, Jesse Gleason, Tricia Lin, Yan Liu, and Rebecca Silady (chair)

Absent: Jeff Webb and Anthony Richardson

Meeting began at 9:50am

New Business

1. Discussion of detailed LEP Assessment Plan, specifically:
   a. Role of Affinity Groups
   b. Effort to find some common question or metric that can be applied across all courses in each Area of Knowledge
   c. Need for general guidelines for best practices regarding assessment tools
      i. The Ad Hoc Assessment Committee will work on composing these in the Fall semester.

2. Motion to approve the LEP Assessment Plan with the changes suggested at the meeting made by Marybeth Fede and seconded by Costel Calin.
   a. In Favor: 7; Opposed: 0; Abstained: 1

3. Vote for new committee chair for Fall 2017
   a. Charlie Dillinger-Pate nominated Jesse Gleason, seconded by Marybeth Fede
   b. In Favor: unanimous

Meeting adjourned 10:47am
Present: Polly Beals (acting chair), Mike Shea, Resha Cardone, Robert Page, David Pettigrew, Wendy Hardenberg (recording), Nicole Henderson

Call to Order: 9:40 a.m.

Announcements:
- Meeting with President held Wednesday, followed by AAUP All-Faculty Meeting
  - The probable consolidation of the Community Colleges will almost certainly mean a common curriculum down the line

New Business
- David Pettigrew’s proposal for pilot critical thinking/writing linked classes instead of INQ/CT pairing:
  - Effort to support students’ academic writing (argumentative essay)
  - Theory is to provide more academic writing at an earlier stage
  - 2-4 classes of students would be in pilot
  - Discussion:
    o If this were to run and be successful, would that mean the end goal is to eliminate INQ 101? (Dave Pettigrew responded no)
    o Skills and advising in INQ 101 are essential to our current and future students
    o We do need to look at writing in the first semester, but FYE is already working on two significant projects with regard to this (FYRE and TAP outcomes)
    o Research shows smaller pieces of writing building to a larger one is better than simply doing repeated academic essays
    o FYE and ENG 112 have established assessment plans for Fall 2017
    o Concern about starting a pilot that would interfere with current FYE plans
    o Could the problem be less in the first year, and more after that? When things are not being reinforced?
    o There’s also the issue of our large transfer student population—nothing we do in the first year can help students who come to us as sophomores
    o FYRE seems likely to start solving some of the issues raised by this pilot proposal
    o There is also the problem that the LEP has not been fully implemented the way it was envisioned
    o Can’t necessarily expect the system to be so good that we won’t have to help students who are behind
    o Students are also not necessarily accurate reporters of what goes on in other courses
- Would like to see assessment data from Critical Thinking and discuss Critical Thinking issues with coordinator (Armen Marsoobian) before going ahead with this pilot
- We have a generation of students who resist when they don’t understand why and how to do things
- FYE is planning to develop a common vocabulary to teach students and share with the university

- **Cannot vote today due to lack of quorum**

Adjournment: 10:50 a.m.
Continued discussion and voted on the following motions:

- Motion 1: Students with 60+ transfer credits and with at least 30 credits in General Education courses at time of transfer, meet Tier 1 and Tier 2 requirements in the following manner:

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics at the SCSU QR level</td>
<td>3</td>
</tr>
<tr>
<td>English at the SCSU ENG 112 level</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>At least 3</td>
</tr>
<tr>
<td>Sciences</td>
<td>At least 3-4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>At least 3</td>
</tr>
<tr>
<td>Additional General Education credits¹</td>
<td>At least 24</td>
</tr>
<tr>
<td>Tier 3 Capstone must be completed by course completion</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42 - 43</strong></td>
</tr>
</tbody>
</table>

- Any requirement not met at time of transfer must be met with equivalent SCSU LEP courses.
- Students must take LEP courses required for the major that are not yet completed.

¹ General Education refers to courses in the arts and humanities, the sciences including mathematics, and the social sciences (NEASC CIHE Standards, 2016 - Sections 4.16-4.18). The table below associates SCSU’s discipline prefixes to the defined general education categories.
Motion approved unanimously. Implementation plan to be constructed in AY 2017-2018 with implementation targeted for Fall, 2018.

- Motion 2: Transfer students with 30-59 transfer credits at time of transfer, 9 transfer credits of general education requirements & a transfer GPA of 2.50 or above are waived from the Critical Thinking requirement without credit

Motion approved unanimously. Implementation plan to be constructed in AY 2017-2018 with implementation targeted for Fall, 2018.

- Motion 3: Revised LEP Appendix A: Transfer Students (see next two pages):
The following policies shall be used to determine how transfer credits are applied to LEP requirements.

<table>
<thead>
<tr>
<th>Transfer credits (at time of transfer)</th>
<th>SCSU Transfer Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>15+ credits</td>
<td>INQ waived without credit</td>
</tr>
<tr>
<td>1-29 credits</td>
<td>Transfer credit is determined with course by course analysis.</td>
</tr>
<tr>
<td></td>
<td>Remaining LEP courses must be completed by waiver exam or course completion.</td>
</tr>
<tr>
<td>30-59 credits</td>
<td>Waived from the Multilingual Communication T1 requirement with completion of Level 3 high school or Level 2 college foreign language. Students who do not qualify for the waiver are required to complete the 101 level at Southern (not the 200 level). [Approved by UCF 2-23-17]</td>
</tr>
<tr>
<td></td>
<td>Students with at least 9 General Education transfer credits(^2) and a transfer GPA of 2.50 or above are waived from the Critical Thinking requirement without credit.</td>
</tr>
<tr>
<td></td>
<td>Transfer credit for remaining requirements is determined with course by course analysis.</td>
</tr>
<tr>
<td></td>
<td>If student has 30 credit TAP package: accept the 30 credit TAP package according to TAP Framework(^1).[Approved by UCF 2-23-17]</td>
</tr>
<tr>
<td></td>
<td>Remaining LEP courses must be completed by waiver exam or course completion.</td>
</tr>
<tr>
<td>60+ credits</td>
<td>Waived from the Multilingual Communication T1 requirement. [Approved by UCF 2-23-17]</td>
</tr>
<tr>
<td></td>
<td>Students with at least 30 credits in General Education courses(^2) at time of transfer, meet Tier 1 and Tier 2 requirements in the following manner:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics at the SCSU QR level</td>
<td>3</td>
</tr>
<tr>
<td>English at the SCSU ENG 112 level</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>At least 3</td>
</tr>
<tr>
<td>Sciences</td>
<td>At least 3-4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>At least 3</td>
</tr>
<tr>
<td>Additional General Education credits(^1)</td>
<td>At least 24</td>
</tr>
<tr>
<td>Tier 3 Capstone must be completed by course completion</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42 - 43</strong></td>
</tr>
</tbody>
</table>

*Any requirement not met at time of transfer must be met with equivalent SCSU LEP courses.*

*Students must take LEP courses required for the major that are not yet completed.*

---

\(^1\) See TAP Framework description on next page.

\(^2\) See definition of General Education Transfer Credits on next page.
TAP Framework

<table>
<thead>
<tr>
<th>TAP Competency Areas</th>
<th>TAP</th>
<th>SCSU Liberal Education Program</th>
<th>SCSU Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
<td>INQ 101, Written Comm. (W&amp;R)</td>
<td>6</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>3</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific reasoning, knowledge, understanding</td>
<td>6-8</td>
<td>Natural World I-Physical Realm Natural World II-Life &amp; Environ</td>
<td>6-8</td>
</tr>
<tr>
<td>Historical knowledge &amp; understanding</td>
<td>3</td>
<td>Time and Place</td>
<td>3</td>
</tr>
<tr>
<td>Social Phenomena</td>
<td>3</td>
<td>Social Structure, Conflict, Consensus</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetic Dimensions</td>
<td>3</td>
<td>Cultural Expressions</td>
<td>3</td>
</tr>
<tr>
<td>Section B Course I</td>
<td>3</td>
<td>Critical Thinking (CT)</td>
<td>3</td>
</tr>
<tr>
<td>Section B Course II</td>
<td>3</td>
<td>Technological Fluency (TF)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Students who earn a TAP Transfer Degree follow TAP pathway/articulation agreements. **WLL requirement waiver needs to be inserted in all approved TAP pathway/articulation agreements.**

---

**Defining General Education Transfer Credits**

General Education requirements, as defined by NEASC, traditionally refer to courses in the arts and humanities, the sciences including mathematics, and the social sciences (NEASC CIHE Standards, 2016 – Sections 4.16-4.18). The table below associates SCSU’s discipline prefixes to the defined general education categories.

<table>
<thead>
<tr>
<th>General Education Categories</th>
<th>Discipline Prefixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>ART, ENG, HIS, JST, LIT, MDS, MUS, PHI, THR, WLL, WMS</td>
</tr>
<tr>
<td>Sciences</td>
<td>BIO, CHE, CSC, ESC, ENV, MAR, PHY</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANT, COM, ECO, GEO, JRN, PSC, SOC, PSY</td>
</tr>
<tr>
<td>Additional discipline prefixes to be included in the 30 credits of general education at time of transfer</td>
<td>CSC SPA, ITA, GER, FRE, LAT, CHI, JPN above the 101 level MAT above the 103 level ENG at the 112 level or higher</td>
</tr>
</tbody>
</table>

**Motion approved unanimously. Refer Revised Appendix A to LEPC for review and vote of approval.**

Respectfully submitted,
Liz Keenan