The meeting began at 8:01 a.m.

Consent Agenda’:
None

The following item was discussed and unanimously approved, as amended.

Old Business:
College of Engineering
1. Department of Biomedical Engineering
   ANC – BME 4320 – Engineering and Clinical Applications in Medicine

The chair reminded the Committee that this item had been presented to us last month. The Committee had tabled the item because of questions related to the course restrictions. After discussing this with the Department of Biomedical Engineering, the Chair announced that the department agreed to amend the restrictions as follows:

- Strike “advisor approval”
- Restrict the course to Biomedical Engineering and other pre-medical majors

It was also announced that, in consultation with the department, the number of laboratory hours would be increased from 30 to 45 per semester to constitute a full three-credit course. In response, it was pointed out that 30 – 45 lab hours would be sufficient and the increase wasn’t necessary. Dr. Weldon (Dept. of Biomedical Engineering) was in attendance, and suggested 45 hours would be most appropriate.

Dr. Weldon also indicated that he will be listed as the course instructor. He explained that in discussion with Dr. McCoy (EVP/COO) during the development of this course that Dr. McCoy was concerned about allowing undergraduate students to conduct work in medical facilities. In response, “instructor approval” was added as a course restriction, and Dr. Weldon indicated that it would be his responsibility to screen any students before they would be permitted to register for the course, thereby ensuring that any students entering medical facilities for educational purposes would represent Florida Tech with the highest standards. A motion was made to approve the course, which passed unanimously, as amended.

Afterwards, Dr. Weldon indicated that he still needed to develop a budget for the course and discuss details with the physicians that would be involved, and asked if any of these issues needed to be brought back before the Committee, to which the response was “no.” Lastly, he asked if it would be possible to later change the name of the course, and it was explained that this would require adding yet another new course with a new course number. However, the Committee agreed that the course name could be changed now while the forms were still before the Committee. Dr. Weldon explain that a new course title, “Biomedical Engineering for Global Health,” while not only being the title of the intended textbook, would also better describe the content of the course. Without objection, the course title was changed.
The Chair noted the following item.

Informational Items:

1. The Dept. of Biological Sciences has partnered with the Department of Education and Interdisciplinary Studies and the STEM Education program:
   - General Biology
   - Marine Biology

A question arose as to whether EDS 4311 (Research Methods) was being used in the biology programs as a QEP course. In response it was indicated that the Dept. of Biological Sciences had originally compensated for this, but after the State of Florida reviewed the QEP content of other courses, it concluded that that content was not the same as that provided in EDS 4311, and that students would need to take EDS 4311.

A separate comment was made indicating that when the Chair was made aware of the partnership between the Dept. of Biological Sciences and the Dept. of Education and Interdisciplinary Studies (DEIS) that the cover memo lacked an important sentence which, in short, indicated that any student who started one of the above-named biology majors and added the STEM Education major as a dual major, and then later dropped the STEM Education major, that student would not be permitted to include certain EDS courses towards satisfying the biology major. It was implied that this language had been intended to be put into the University Catalog, but that it was removed at a higher level. The Registrar’s office indicated that no language would be added to the Catalog pages in connection with Biological Sciences since the partnership represented a dual major and not a concentration which was intended by the department. A discussion ensued as to why this could not be a concentration in the style of other program concentrations on campus, but no conclusion was reached. It was asked whether a statement could be added to the DEIS pages in connection with the STEM Education program making it explicit that if a student drops the STEM Education major, that it may mean that a student may have to take additional credits to complete the primary major, even if EDS courses had been intended to satisfy the primary major requirements when the student was pursuing the dual major. An objection was raised that the student shouldn’t be penalized for dropping the dual major by having to take additional credits, but it was pointed out that this frequently occurs when students change their major field of study, and while in this situation the student is only dropping (not changing) one of his or her majors, the situation is similar. It was also reaffirmed that when the STEM Education major was approved, it was the intention of both DEIS and the UGCC that if a student drops the STEM Education major, the student must then satisfy the primary major requirements as listed in the University Catalog (see UGCC Meeting Minutes, August 30, 2013, page 7).

Since it was going to take some extended discussion to agree on any Catalog change, and considering that the deadline to make such changes to the Catalog has passed, a motion was made to table the discussion. The Chair asked DEIS to consider adding verbiage to the STEM Education program description in the Catalog addressing what happens if a student drops the STEM Education major. The motion to table passed unanimously.

Discussion:

1. AP/Cambridge Capstone Program (Ms. Young, Registrar)

Ms. Young explained that the College of Engineering conducted an initial review of this material which concluded that there might be some courses or electives for which credit could be given. Ms. Young indicated however that further academic review was needed and suggested that perhaps a subcommittee could be tasked with this purpose. Receiving the Committee’s agreement, the Chair volunteered to be a
part of this subcommittee, and asked for additional volunteers. Dr. Rosiene (Dept. of Humanities and Communications) and Dr. Jones (School of Psychology) agreed to serve on the subcommittee. After the meeting, Dr. Windsor (Department of Marine and Environmental Systems) also agreed to serve. The Chair indicated that he would contact members of the subcommittee to schedule a meeting sometime within the next month.

2. QEP Transition Plan (Committee discussion)
Before the meeting, the Chair had distributed proposals for discussion on how to implement the transition of reviewing new QEP (hereinafter “Scholarly Inquiry”) courses from the QEPIC to the UGCC. The Chair briefly summarized the proposals. After discussion, it was decided that the best way to handle submission of materials for UGCC review would be to amend the ANC form to include a checkbox indicating that the proposed course is intended to be designated as a Scholarly Inquiry course, and that the submitting academic unit will also be required to complete the QEP Course Summary Form (to be renamed “Scholarly Inquiry Course Summary Form”) that had been used by the QEPIC. Liz Fox (Registrar’s office) indicated that she has drafted a change to the ANC form, renaming the QEP designation to “Scholarly Inquiry” for clarity to separate this designation from other QEPIC activities. (Note that the “Q” designation will continue to be used in the Catalog to denote “Scholarly Inquiry” courses.)

A question was asked as to whether Dr. Baloga (Assoc. VP for Institutional Effectiveness) would likely review these courses for Scholarly Inquiry compliance as a matter of routine for any course that would also be used for program assessment. It was thought his would likely be the case, but it was pointed out that not all Scholarly Inquiry courses are used for assessment.

As for reviewing Scholarly Inquiry courses, the Committee decided that the procedure currently in place to review all courses would be used in this instance. The only difference would be that the Committee will also review the Scholarly Inquiry Course Summary Form as part of their review.

Our next meeting is Friday, November 22 at 8:00 a.m. in the Physical Sciences conference room. Agenda items are due Friday, November 15.

The meeting adjourned at 9:00 a.m.

Respectfully submitted,

Mark Archambault – Chair