The meeting began at 8:00am.

The Chair welcomed the Committee.

Consent Agenda:
The following item was added to the Consent Agenda by the Chair due to its inadvertent omission, and was unanimously approved with the Consent Agenda.

College of Engineering

   Department of Civil Engineering
       CRC – CVE 4074 – Leading Construction Operations

The following items remained on the Consent Agenda and were unanimously approved.

1. College of Business
   a. CRC – BUS 2212 – Introduction to Managerial Accounting
   b. CRC – EAC 2212 – Principles of Accounting 2
   c. CRC – BUS 3401 – Corporate Finance
   d. CRC – EMG 3225 – Finance for Managers
   e. CRC – BUS 3704 – Quantitative Methods
   f. CRC – EBA 3334 – Applied Decision Methods for Business
   g. CRC – BUS 4501 – Production/Operations Management
   h. CRC – BUS 4601 – Marketing Analysis
   i. CRC – BUS 4801 – International Trade
   j. CRC – BUS 4701 – International Business
   k. CRC – BUS 4505 – Special Topics in Management
   l. CRC – BUS 4783 – Practicum Planning
   m. CRC – BUS 4786 – Major Field Practicum
   n. CRC – BUS 4284 – Accounting Practicum
   o. CGR – B.S. Business & Environmental Studies
   p. CGR – B.S. Business Administration – Global Mgmt and Finance

2. Department of Chemistry
   a. ANC – CHM 4507 – Natural Products       (previously tabled)
   b. ANC – CHM 4520 – Medicinal Chemistry     (previously tabled)
   d. ANC – CHM 4508 – Bioorganic Chemistry    (previously tabled)

3. Department of Education and Interdisciplinary Science
   a. CRC – EDS 4311 – Research Methods
   b. CGR – B.S. Interdisciplinary Science
   c. CGR – B.S. Interdisciplinary Science – Aeronautics
   d. CGR – B.S. Interdisciplinary Science – Military Science
4. Department of Physics and Space Sciences
   a. ANC – PHY 1000 – Physics Review

   College of Psychology and Liberal Arts
5. School of Psychology
   a. CRC – CRM 3701 – Introduction to Cybersecurity
   b. CRC – CRM 4406 – Homeland Security and Terrorism
   c. CRC – HSC 3230 – Planning for Homeland Security
   d. CRC – HSC 4230 – Domestic Terrorism
   e. CRC – HSC 4450 – The Intelligence Process
   f. CRC – HSC 4510 – Intelligence Analysis
   g. CGR – B.A. Criminal Justice
   h. CRC – 3150 Applied Research in Criminal Justice and Homeland Security (SI)
   i. CRC – 3511 Introduction to Crime Analysis
   k. CGR – B.A. Forensic Psychology
   l. ANS – B.S. Psychology

6. School of Computing
   a. CRC – CSE 2050 – Programming in a Second Language
   b. CRC – CSE 3120 – Computer Architecture and Assembly Programming
   c. CRC – CSE 4001 – Operating Systems Concepts
   d. CRC – CSE 4232 – Computer Network Programming

Consent Agenda Discussion Items:

The following items were discussed and unanimously approved.

   College of Science
2. Department of Chemistry
   c. ANC – CHM 4503 – Organic Synthesis
   e. CGR – B.S. Chemistry – Premedical Chemistry

With regards to CHM 4503, there was an inconsistency on the syllabus as to the number of midterm exams to be administered. The department indicated this would be corrected.

With regards to the B.S. program, there was a comment that the courses being proposed for it would not generally be covered on medical entrance exams, and that the addition of other courses on anatomy and physiology as they relate to chemistry might serve the students better.

The following item was discussed and unanimously approved.

   College of Psychology and Liberal Arts
5. School of Psychology
   j. CGR – B.A. Psychology

There was a concern that the School of Psychology was adding social science electives, and that this would impact the teaching in the School of Arts and Communication, and a discussion between the two Schools might be helpful in allaying any concerns. In response, it was noted that the request was not to add additional social science electives, but to add named courses to the Social/Cultural concentration of the program. But some of the courses, for instance, HUM 3027 (History and Culture of China) and HUM 3521 (World Religions) were specifically listed and are taught by the School of Arts and Communication. The Schools agreed to discuss the matter to resolve any impact on teaching.
The following item was discussed and unanimously approved.

6. School of Computing
e. CRC – CSE 4251 – Compiler Theory

It was observed that while the prerequisites requested for removal were listed on the CRC form, the prerequisites to be added were not appropriately designated on the form. In response, it was pointed out that no prerequisites were to be added – that CSE 2100 and CSE 2120 were already prerequisites. The objection was withdrawn.

The following item was discussed and unanimously approved.

6. School of Computing
f. ANC – CSE 3702 – Introduction to Data Science

It was observed that one of the prerequisites on the ANC form (CSE 2010) was not listed on the syllabus and it was asked what the actual intent was. In response, it was stated that the form was correct, and that the prerequisite was inadvertently left off, and that this would be corrected.

The following item was discussed and unanimously approved.

6. School of Computing
g. ANC – CSE 3801 – Introduction to Cybersecurity

It was observed that there is another course on campus (CRM 3701) with the same name, and it was asked if this would cause any issues, to which the response was “no,” that there were several other courses on campus with the same name, but different numbers. For example, “Fluid Mechanics” with MAE 3161, OCE 3030, and CVE, 3030.

Discussion Items:

1. Modification of the University Core Curriculum – Dr. Archambault

The Chair provided a brief summary of the discussion on this issue from the January 2017 meeting where the College of Engineering (hereinafter “College”) had submitted its proposal for the humanities core curriculum requirement, noting particularly that the Committee agreed on two lists of courses, which from each students must select one course, to satisfy the first 6 of 9 required humanities credit hours. The Chair also noted that, related to the second list, the College had proposed allowing students to take a 3000-level or higher course so that some students might be able complete a 3000-level or higher sequence. The Chair recounted that the School of Arts and Communication (hereinafter “School”) raised concerns with this option, and the discussion had been tabled due to the meeting time having expired.

The Chair introduced a revised proposal from the School in response to the College’s proposal. The Chair indicated that the discussion would follow the School’s latest proposal (hereinafter “proposal” unless otherwise modified) while referencing the College’s proposal as appropriate.

The discussion picked up with the option to permit students to take a 3000-level course in the second list of named courses. Prior to the meeting, the College had asked the School whether there was a way to permit those particular students who might benefit from taking a 3000-level course as part of a sequence to do so, and how it might be advertised. The Chair asked the School if any consideration had been made on this matter, and the School indicated that they would prefer to preclude this option due to the difficulties in assessing for SACS not only the 12 courses already agreed to, but also most 3000-level courses, adding additional burden to those instructors. It was noted that the assessment goal was to capture only 80% of the students, and it was asked if it was anticipated by the School that more than 20% of the student body
would enroll in a 3000-level (or higher) course for this purpose, to which the response was that that answer is as yet unknown. Until implemented, there really is no way to tell how many students might opt for a 3000-level course for this purpose. It was then suggested that assessment is driving education, and that it does the students a disservice to deny those who are really interested in the humanities the opportunity take a more challenging sequence of courses rather than just the listed named courses. In response, it was said that the School had already made many concessions in this process, and that the listed named courses were, in fact, challenging courses, specialized in certain areas, and that one should not think that students are getting anything less than an excellent experience in the humanities through the listed named courses. It was also pointed out that the SACS requirements refer to a “historical foundation” that the listed named courses cover, but that 3000-level courses may not. After some additional discussion, the College’s request that students be permitted to take a 3000-level course in lieu of the named courses in the second list of the proposal was not accepted.

The next section of the proposal focused on the remaining 3 credit hours of the humanities requirement. The Chair summarized it as saying that these credits may be satisfied by any course at any level with the “HU” designation, but that advisors should strongly encourage their students to satisfy this requirement by taking a 3000- or 4000-level course. Because this aligned with the College’s proposal, there was no significant discussion, however it was noted that all the listed named courses have the “HU” designation except HUM 2051 (Civilization 1) and HUM 2052 (Civilization 2), and it was asked if those courses could be used as well. The response was that that is not really the intent, but that they could be used in the same manner as the other named courses.

The next section indicated that 1000-level courses with the “HUM” prefix shall receive a “freshman or sophomore standing only” requirement, with exceptions made for those students whose programs name a 1000-level “HUM” course and that course is being used to satisfy this requirement. Again, because this was aligned with the College’s proposal, no discussion on this point ensued.

The next section focused on a request from the School to preclude students from using the first in the sequence of 1000-level language courses from satisfying this requirement, effectively removing the “HU” designation on these courses. (For example, the “HU” designation would be removed from LNG 1301 – Elementary Spanish 1, but be retained on LNG 1302 – Elementary Spanish 2.) There was vigorous debate on this issue as the School was strongly in favor of this request, while the College expressed strong opposition. The School indicates that the elementary language courses offer insufficient humanities content to justify the “HU” designation. It also points to language in the SACS requirements that observes that introductory language courses are generally considered “skills-based” courses, and cannot be used to satisfy the humanities requirement as described in the SACS criteria. The School also expressed serious concern that too many seniors are registering for these courses, particularly LNG 1301, preventing students in programs where languages are required from enrolling. The College, on the other hand, claims that removing the “HU” designation from these courses will preclude its students from attempting to learn a new language, something it believes is important to the engineering disciplines, and wants to encourage with interested students. It claims that the School has already removed the social science (“SS”) designation from these courses, over the strong objections from the College, and that the humanities elective has been the only remaining vehicle for its students to pursue that avenue. It was also pointed out that reference to the SACS requirements stating these types of courses cannot be used to satisfy the SACS humanities requirements was irrelevant because the credit hours currently under discussion are above and beyond those required by SACS, and the SACS requirement is being satisfied by the named courses earlier discussed. The College voiced
its support for the School’s desire to properly place students into the appropriate language level, but it does not have the expertise to do so and must leave that to the School. The School contends that they generally have to rely on self-reporting for proper placement. The School asked if the Registrar’s office had access to high-school transcripts, which could be used as a means to help with proper placement, to which the response was that if they are available, the School can have access as requested. When asked why so many students try to get into LNG 1301, both the School and the College agree, at least in part, that it is considered an “easy A.” The School also believes that many students, particularly international students, try to register for it to avoid any significant reading or writing component, which is inherent in most other humanities courses. The College suggested that if too many A’s are being handed out in the course, that the rigor of the course be increased, and that perhaps that would reduce demand. The School also indicated that it believes that its students, and perhaps those in other programs where languages are required, are being hurt by the number of seniors registering for these introductory courses, to which the College responded that, if this action were approved, it precludes its students from learning foreign languages. A few solutions were proposed, including giving registration priority to those students who require languages courses, and, if the “HU” designation is the primary concern, revising the general education core such that the remaining 3 credit hours of humanities be switched to 3 hours of humanities or liberal arts (encompassing languages), however the School was not in favor of these. The School suggested that if languages were that important to the College, the College could require them, to which the College responded that it has no desire to implement a language requirement, and even if it did, it could not due to the high number of credit hours in its programs already (ranging from 130 – 135).

As it was clear that this issue would not be resolved today, the Chair moved to table it so that the remainder of the proposal could be discussed.

The next two sections of the proposal focused on how transfer credit would be handled. It states that the listed named courses could be substituted with transfer credit if the transferred course is consistent with the survey courses (listed named courses) in the appropriate subject areas, with the approval of the School. With regards to the remaining 3 credit hours, that requirement could be satisfied with any transferred humanities course at the 2000-level or higher. In both cases, an exception would be made if the transferring students had an A.A. or A.S. degree.

It was noted that the issue of whether a student has an associates degree was settled last year, and that courses would be treated the same, irrespective of whether the student has an associates degree.

The word “survey” was emphasized in the proposal, and it was asked whether that meant that the transferred course had itself to be a survey course. For instance, would a European history course that focused on Napoleon be permitted for substitution, to which the answer was that such a course would most likely be at a higher-level, and in any event, most courses being transferred would likely be survey courses if they were being used as general education courses at another institution. It was asked if the word “survey” could be struck from the proposal, and the School agreed to further discuss the request.

Finally, with regard to the remaining 3 credit hours of humanities, it was asked that if Florida Tech students could satisfy this requirement with 1000-level courses, why couldn’t a transfer student, to which the response was that recent decisions made by the Academic Affairs Committee would permit the substitution.

As time for the meeting had expired, additional discussion was tabled until the next meeting.
Our next regular meeting is Fri., Mar. 24 at 8:00 a.m. in the Physical Sciences Bldg. conference room (OPS 202). Agenda items are due Fri., Mar. 17.

Note: The March UGCC meeting is the deadline for changes to the 2017/2018 University catalog.

The meeting ended at 9:10am.

Respectfully submitted,

Mark Archambault – Chair