The meeting began at 8:00 a.m.

The Chair welcomed the Committee.

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

Consent Agenda:

1. College of Aeronautics
   a. CGR – B.A. Aviation Management
   b. ANM – Minor in Air Traffic Control

College of Psychology and Liberal Arts
2. School of Psychology
   a. CGR – B.A. Forensic Psychology
   b. CRC – PSY 4522 – Comparative Animal Cognition
   c. CRC – BEH 3465 – Applied Behavior Analysis

Consent Agenda Discussion Items:

The following item was discussed and unanimously approved subject to a written waiver from academic policy from the Chief Academic Officer.

1. College of Aeronautics
   c. ANM – Minor in Aircraft Dispatcher

Written policy states that minor programs shall be composed of 18-21 credit hours. The proposed minor includes 22 credit hours. COA explained that if a U.S. student takes the courses in the proposed minor, they are eligible to receive an aircraft dispatcher certificate from the FAA. However, international students are not eligible for this certificate. The purpose behind the minor is to allow international students to take the same courses and receive the minor, thereby allowing them to return to their home countries with a minor that will allow them to demonstrate to their aviation governing bodies that they have received the qualifications to be an aircraft dispatcher.

Because Dr. Baloga (Senior VP for Accreditation, Academic and Student Affairs, Chief Academic Officer) had signaled her approval for this program, it was suggested that the Committee approve the program on the condition that Dr. Baloga provide a written waiver to the policy that minors be composed of 18-21 credit hours so that the Committee will have a record of why it approved a program that falls outside of written policy, and that the CAO was aware of this at the time of approval.
The following item was discussed and unanimously tabled.

**College of Science**

3. Department of Physics
   a. CRC - PHY 2091 - Physics Laboratory 1

*PHY 1001 (Physics 1)* is currently a co-requisite for PHY 2091. The CRC form indicated it was adding PHY 1001 as a prerequisite. While everyone suspected that this was being added as an “OR” restriction (co-requisite OR prerequisite), the CRC form was not clear on this point. Because the representative from the Dept. of Physics was not present, a motion was made to table this item until this matter could be clarified.

**Discussion Items:**

1. **Nominations for 2017-2019 Chair – Dr. Archambault**

   The Chair reminded the Committee that he had been nominated at the last meeting to serve another term of Chair of the Committee, and that he was willing to accept provided no other nominations were received. The Chair noted that nominations (including self-nominations) were still open. With no other nominations put forth, a motion was made to reelect Dr. Archambault to serve as Chair for the 2017-2019 term. The motion was unanimously approved, with the Chair abstaining.

2. **Modification of the University Core Curriculum – Outcomes – Dr. Archambault**

   The Chair opened the discussion by reminding the Committee that it had been tasked this year to review and update the University Core Curriculum (Core). He had previously electronically distributed a document proposing various changes (hereinafter “proposing document” or “document”), which he reiterated should be viewed only as a starting point for the conversation. Finally, he noted that he would like to gear today’s discussion toward the outcomes or core competencies for the Core, i.e. what we want our students to gain from the Core. He pointed to a section in the document listing his initial ideas.

   It was noted that the proposed competencies seemed broader than what the current Core seems to cover. Dr. Baloga noted that she had reviewed the document and that, from her perspective, the list of proposed competencies was acceptable, and that they included reference to both the “global society” and the “scholarly inquiry” which are currently being emphasized by the University through the “QEP” and “QEP2” programs. The Chair asked whether there were any other areas not covered in the document that the Committee felt should be included, but no additional areas were proposed.

   Dr. Matt Ruane was in attendance, and noted that there are two distinct cores: the “general education core,” which is the courses that students must take within their first 60 credit hours at the university, and the “university core,” which includes the general education core and the QEP and QEP2 requirements. He also explained that amongst our peer institutions, Florida Tech has some of the lowest number of credit hours required for a general education core. He provided several examples, showing that many of our peer institutions have approximately 40-50 credit hours in their general education cores, while Florida Tech is in the mid-30s. He also indicated that to bring us up to the same lowest number of credit hours at some of our peer institutions, we would at least need to increase the number of humanities or social science credits by 6, raising our Core requirements to 39-40 credit hours. While he said that there is no requirement that the number of credit hours in Florida Tech’s Core must be raised, he felt that it should at least be part of the conversation.
This led to a discussion on how this would adversely affect the engineering programs since most already have over 130 credit hours, and there is no room to include more humanities or social science courses. In response, it was suggested that the College of Engineering might review its programs and consider that while our peer institutions have more general education credits, their engineering programs also tend to have fewer overall required credits (in the high 120s).

There was also a discussion regarding the proposal document, and how the changes proposed therein adversely affected the humanities and social science offerings. For example, the document proposes a certain number of credits in “social science, foreign languages, or ethics.” Another example was the number of credits required in “history, culture, and creative arts.” It was felt this was inappropriate since, under that scheme, students could skirt more rigorous courses by taking introductory language courses or music courses (as an example). It was suggested that perhaps faculty in the School of Arts and Communications might have been consulted before the document was created. As the Chair had authored the document, he reiterated that it was never intended to be a final policy document, but only a starting point for a discussion, and that he tried to mirror the existing Core requirements as best he could within the framework of the new “category-based” options he had described. He invited any changes to what he had proposed, and tried to assure everyone he was not trying to “step on anyone’s toes.”

Because it was well after 9:00 a.m., the Chair brought the conversation back to the competencies, and asked if there were any objections to those written in the proposal document. The School of Arts and Communication suggested they might wish to propose some alternate wording to the proposed competency related to art, history, and culture, and would do so at the next meeting. The Chair suggested that at the next meeting, if the competencies are agreed to, the Committee should move on to whether the “category-based” approach would be the framework for moving forward with the specific requirements. In response, it was also suggested that the Committee needs to decide whether a new Core will require additional credit hours, or if it will continue to have approximately the same number as currently exists.

In the interest of time, further discussion was tabled until the next meeting.

(Note: The “proposal document” is available on the UGCC website ([www.fit.edu/ugcc](http://www.fit.edu/ugcc)) under the September dropdown menu.)

Our next regular meeting is Fri., Oct. 28 at 8:00 a.m. in the Physical Sciences Bldg. conference room (OPS 202). Agenda items are due Fri., Oct. 21.

Respectfully submitted,

Mark Archambault – Chair