

All University Committee (AUC) Meeting

Tuesday, May 19, 2020

10:00 a.m.

Google Hangouts (Virtual Meeting)

Committee Members:

Matthew Badagliacca, Laura Bayless, Catherine Buell, Joseph Cautela, Cathy Canney, Alberto Cardelle, Rala Diakite, Gerald Higdon, Michael Nosek, Christa Marr, Charles Roberts, Kisha Tracy, Joseph Wachtel

Committee Members Absent:

Crystal Aneke

Guests:

Chris Adams, Steven Fiedler, Lisa Gim, Jeffrey Godin, Sean Goodlett, Michael Greenwood, Wendy Keyser, Aruna Krishnamurthy, Sara Levine, Yang Liu, Kelly Norris, Christine Shane, Jason Smith, Chris Stone, Elisabet Takehana, Heather Thomas, Donald Torrallo

Approval of AUC Minutes

AUC Meeting: May 7, 2020

Motion: Charles Roberts Second: Joe Cautela

Friendly Amendment:

We need to include the guidance documents into the minutes. So would like to add those into the minutes.

Vote: 12/0/0 (With friendly amendment)

Acceptance of Subcommittee Minutes

- **Curriculum Committee Meeting: May 12, 2020**
- **Student Affairs: May 14, 2020**

Motion: Charles Roberts Second: Joe Cautela

Vote: 12/0/0

Proposals for Review

AUC #70: Revisions to Disabilities Studies Minor

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Christine Shane

We have revised the Disability Services minor. Because we have about 120 students taking the minor across the campus. Because since the minor was developed several years ago, it included many classes that were not as relevant to disability as we would. Some of these classes we wanted to remove included human communications], exercise & sports science, and contemporary problems; and we want to remove the capstone for IDIS because our students usually are not from the IDIS program and makes us have to have a lot more independent studies than we want to. Have spoken with each department to make sure they are fine with this and they were fine with these changes. We've added an American Sign Language (ASL) track.

Vote: 12/0/0

AUC #73: Prerequisite Change for COMM 3305 (Web Design)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Don Tarallo

We're lowering the prerequisite to make it easier for our students to move through our Graphic Design concentration and lowering it one level. It is a fourth course of five in our concentration; so removing a prerequisite to allow it to be taken any time after the second course.

Vote: 12/0/0

AUC #74: Prerequisite Addition to COMM 3306 (Web Design Basics)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Don Tarallo

Adding a prerequisite of Intro to Graphic Design because we need to have students coming into the course with a little more familiarity on how to use a computer and design software. They are often coming into the course with little knowledge and making it very difficult to teach the course.

Vote: 12/0/0

AUC #75: Prerequisite Change for COMM 3950 (Advanced Graphic Design)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Donald Tarallo

This is connected to AUC 73. Removing COMM 3305 Web Design as a prerequisite for COMM 3950 Advanced Graphic Design. Making it easier and more flexible for our students to move through our concentration and make it easier to graduate from the program; without compromising the quality.

Vote: 12/0/0

AUC #76 – New Course: Cultural Psychology

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Chris Adams

We revised our curriculum and made it more consistent with the guidelines set forth by the American Psychological Association. They emphasized the need to focus on culture in Psychology; at most recent program review we discovered that we needed to put more emphasis on that and our program reviewer recommended this as well. So we developed a course that focuses on Cultural Psychology that would focus on the foundational areas of psychology and what areas cultures play in psychology.

Amendment:

Item 14: Change prerequisite to say “PSY 2000 or PSY 2110 and at least two PSY foundation courses”.

Vote: 12/0/0 (With friendly amendment)

AUC #77: New Course: Professional Issues in Psychological Science

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Chris Adams

We’re trying to align our curriculum with American Psychology Association guidelines and suggested that came at our most recent program review. We found students seem to not get as much preparation in learning about professional ethics, legal issues, and career development in psychology. And to prepare them in their future in psychology after they graduate and prepare them for internship placement.

Vote: 12/0/0

AUC #78: Changes to PSY 2370 (Psychology of Human Relations)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Chris Adams

We’re changing the title because we found that when students see the title of this course they think they are taking psychology for human resources so we’re requesting to change to “Psychology of Interpersonal Relationships” to be clearer; we’re modifying the course description to focus more of

what the course is about; make this a prerequisite for students completing the internship and we want to update the course description to clearly state that.

Friendly Amendments:

- There was a previous amendment to: update vote from curriculum because department vote was inaccurate.
- Insert a reference to AUC 79 in section that mentions it, because it relates to this proposal.

Vote: 12/0/0 (With friendly amendments)

AUC #79: Changes to PSY 4949, PSY 4950, and PSY 4960 (Internship in Psychological Science)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Chris Adams

We're implementing prerequisites for students wishing to complete an internship; this is because students are not as prepared as they needed to be when they were in Behavioral Sciences department, in the BS department they needed to take 3 Human Services classes; since splitting off we have not had that requirement. We're proposing to make Psychology of Interpersonal Relationships and Professional Issues prerequisites for internships to better prepare our students.

Vote: 12/0/0

AUC #80: New Course: ENGL 2XXX (LGBTQ Issues and Literature)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Wendy Keyser

Taught this as a topics course in the fall and would like to get into the course catalog.

Friendly Amendment:

Under prerequisite: HON 1200's title should be changed to Honors English II.

Vote: 12/0/0 (With friendly amendment)

AUC #80: LAS – Art Designation

Motion: Charles Roberts Second: Joe Cautela

Vote: 12/0/0

AUC #80: LAS – Literature Designation

Motion: Charles Roberts Second: Joe Cautela

Vote: 12/0/0

AUC #81: Change Prerequisites and Course Description to ENGL 3870 and COMM 3870 (Feature and Magazine Writing)

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Elise Takehana

This is the only class that has a prerequisite higher than English II, so we're just aligning it with all our other courses; updated the description to make it more accurate to its content.

Committee member noted there was no Curriculum Committee vote from the Communications Media department shown in the proposal. Sponsor stated the Communications Media Curriculum Committee did vote the end of April and the vote was unanimous. There was a copy in email sent to the AUC co-chairs and they will insert the votes to the proposal.

Friendly Amendment:

Add Communication Media's Curriculum Committee vote.

Vote: 12/0/0 (With friendly amendment)

AUC #82: Adding HON 1200 as a Potential Prerequisite to Professional Writing Courses

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Elise Takehana

We want to have all of our professional writing courses to require either Writing II or Honors English Writing II as a prerequisite.

Vote: 12/0/0

AUC #83: Updating Professional Writing Minor to Include Newer and Recently Changed Courses

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Elise Takehana

Follow-up on last year; last year we revised our major but never added courses we were developing the last few years to our minor. This is just to add new courses or update courses that might have changed since last year's proposal and make sure are reflected in the minor as well now.

Vote: 12/0/0

AUC #71: Revision of the First-Year Experience (FYE) Seminar

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Sean Goodlett

The First Year Experience (FYE) is comprised of 1 member from each academic department. This proposal was with collaboration with FYE committee and academic departments in the last 4 academic years. The proposal was approved to be submitted the FYE committee. It went through nine separate academic department curriculum committees and votes are recorded in the document.

Rationale 1: We are asking to reduce the number of course learning outcomes in every FYE down from six to three. We had a few reasons for doing this: Having the 6 learning outcomes made the course too difficult to manage with too much excessive work. So we reduced it to 3 and kept the core of the course. The remaining 3 learning outcomes made it more measurable, desirable outcomes, and clearer of how these would be performed by the students.

Rationale 2: The enrollments in the course. The FYE committee wanted to take out Honors because Honors has their own curriculum. Also to limit enrollments to students with 29 or fewer credits. Believe this course is designed for freshmen and is designed as a retention initiative; contending interests and interest to retain students at Fitchburg State University. It fills in a general education curricular gap with reading, metacognition, and habits of mind (3 course learning outcomes). This is to help students to navigate college and help them as a cohort. The FYE committee had discussions on these since MAY 2017 but did not implement into AUC #60 from AY 2019.

General Education Learning Outcomes

Committee discussed whether should insert into the course description the general education learning outcomes that it meets. Sponsor stated the language went through the FYE committee and then passed 9 curriculum committees as is, but will be something to think about in the future. He did note in section 8 under the revised course description, it does mention what learning outcomes the this course will go over.

Honors Program Students

Committee member asked if it was good idea to take out Honors Program from FYE. Feel this course will still be valuable to Honors students as well. Sponsor stated the FYE committee began discussions on this particular matter as far back as AY 2016-2017 and that included representation of the Honors Program with those discussions; the Honors Program representative sat on committee discussions and helped work with the drafting of the proposal as well.

Honors Coordinator Dr. Catherine Buell stated a lot of the qualities we feel the students should have they come into the university with. They have a built in cohort in the Honors Program and there is a seminar that we do with them. They have a hands on advisor in the Honors Program and the Honors Cohort built in for them when they arrive. The students have a lot of academic success and are successful navigating through college. Retention is high in the program as well.

Transfer Credits Discussion

One committee member discussed in their program they see a lot of transfer come in very frequently with higher number of production/core transfer credits and don't have any of the necessary skills that go toward the learning outcomes that this FYE goes over. What about students who have higher transfer credits who may not have the basic skills or necessary skills to navigate college coming in?

Sponsor answered the committee felt the need to limit the number in this course to those students with 29 or fewer credits. This was formed from most people's conception of a traditional freshman year. The reason for that was we wanted the students to move through this course in a cohort. But the language is really "any student with 29 or fewer credits must take this class". The cohort model is really for retention purposes. Model derived from: Our graduation rate is 60%; out of those numbers we lose 25% of our students in their first year (10-15% fall-spring) (10-15% spring-fall); the remaining 15% we lose sophomore through senior years. The course was designed to reserve contending interest in the students. The FYE committee did have discussions about whether to include all transfer students into course and the committee came up with the 29 or fewer credits as the students who should be taking the course. The message has been consistent and feel excluding some transfer students was the outcome they came up with.

It does not exclude transfers. Transfers are not required to take the general education requirement of FYE course, but this does not mean they cannot take it. If an advisor felt they had advisees who need to take this course they should recommend those students to take this course.

This can be changed in the future. But a committee member asked, if they did want to bring it to someone's attention, who would they approach. The sponsor stated the FYE committee, they have a broad representation in the committee (one member of each academic department).

Vote: 11/1/1 (Y/A/N)

AUC #72: Requesting LAS Designations for Piloted FYE Courses

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Sean Goodlett

The AUC 60 from last year past a General Education curriculum for the creation of First Year Experience (FYE). This is for the existing 9 of 10 (10th course will be submitted in AUC 84) to get the "Foundations of Lifelong Learning" designation. So having all 9 courses have the same LAS Foundations of Lifelong Learning designation.

Vote: 13/0/0

AUC #84: New Course-FYE Seminar-Exercise and Sports Science

Motion: Charles Roberts Second: Joe Cautela

Sponsors: Sean Goodlett and Jeff Godin

Creation of the new course under the new FYE model with the 3 lifelong learning course outcomes. Follows the same rationale as the other proposals that were submitted for FYE this year.

Curriculum Committee Friendly Amendment:

Uncheck the elective box

Vote: 13/0/0 (With friendly amendment)

LAS – Foundations for Lifelong Learning Designation

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Jeff Godin

It covers metacognition, reading, and information literacy; so it covers all those learning objectives.

Vote: 13/0/0

AUC #114: Revision of the Policy Governing Incomplete (IN) Grades

Motion: Charles Roberts Second: Joe Cautela

Sponsor: Sean Goodlett

Co-chair Michael Nosek sent the AUC Committee a copy of the language that has changed from amendments from AUC Curriculum Committee, AUC Student Affairs Committee, and AUC Academic Policies. The amended languages were now discussed amongst the AUC Committee. There was good feedback from chairs, members of curriculum committee; and it made the proposal much stronger.

The new language puts clarity of the purpose for an incomplete grade. We wanted to reinforce that the purpose of an incomplete is to account for extraordinary circumstances in students' lives and accommodate the need for extra time.

We wanted to remove/change bits of language in the current policy:

1) *Delimiting or restricting incomplete grades to first those who have a illness and/or death in the family.* This was because it we felt it fell under HIPA issues with personal information collected.

2) *Students who completed 80% of their course work.* This was because not all courses are equal; some courses can have more assignments beginning of class and others may have end of semester assignments that count for majority of the grade.

3) Restricting the assignment of incomplete grades to those who are *mathematically possible to pass the class with a grade of "D" or higher.*

4) Moved the deadline and changed the language to say: *Instructors will assign a deadline for a completion of the work no later than the last day of next semester.* So the instructor sets the deadline of

when they want the work to be completed; if instructor thinks they should assign shorter period, this proposal states that. They are free to assign any date and any number of days they want.

Signatures

Committee asked who is required to sign this form. Discussion on whether it was better to have it limited to the instructor and the student; because it is with the discretion of the instructor. Also the language change also says “the information will be shared with the primary academic advisory”.

Due Date to Submit Form

This is practice and procedure and this is something that the registrar’s office, academic affairs, and academic chairs need to have a discussion about when this form would be due.

Grading Wording

Should this be changed from a “D” to “1.0”. We have three grade scales and they all cross reference, but if committee feels this will clarify it, will be happy to change it.

Who Initiates the Incomplete Form

Committee agreed the instructor needs to be the one who initiates the process of this form, because they decide whether a student can be assigned an incomplete grade. Should change the language to show this.

Prerequisite Eligibility

A student needs to be aware the course cannot be used as a prerequisite. If student does not complete the incomplete grade before the 1st day of their following semester registered, this course cannot fulfill that prerequisite for the course.

Friendly Amendments:

- Item 7: “Instructors will indicate on form grading assignments”. Change “assignments” to **“assessments of course content”**.
- Change “D or above” to **“1.0 or above”**.
- Change “Student must fill out form with instructor” to **“An instructor will initiate the incomplete grade process with the student by filling out an official incomplete grade form”**.
- Add **“as satisfying prerequisite credits”** at the end of the sentence that begins with STUDENTS SHOULD BE AWARE.
- Add to the section that shows who this form will be showed to: **“this information will be shared with the primary academic advisor”**.

Vote: 13/0/0 (With friendly amendments)

Acceptance of Guidance Documents from LAS Subcommittee and Curriculum Committee

Motion: Charles Roberts Second: Joe Cautela

Accept these 3 documents that were approved by the LAS Subcommittee and the Curriculum Committee. These will be up on the AUC website.

- Literacy Inquiry and Analysis
- Integrative High Impact Practice
- Integrative Learning

Vote: 12/0/0

Adjournment

Motion: Charles Roberts Second: Joe Cautela

Meeting adjourned at 12:10 p.m.

Vote: 13/0/0