

Wright State University

CORE Scholar

Undergraduate Curriculum and Academic Policy Undergraduate Curriculum and Academic Policy
Committee Minutes Committee

10-21-2008

Undergraduate Curriculum and Academic Policy Committee Minutes, October 21, 2008

Follow this and additional works at: https://corescholar.libraries.wright.edu/archives_ucapc_minutes



Part of the [Educational Leadership Commons](#)

Repository Citation

(2008). Undergraduate Curriculum and Academic Policy Committee Minutes, October 21, 2008. .
https://corescholar.libraries.wright.edu/archives_ucapc_minutes/105

This Minutes is brought to you for free and open access by the Undergraduate Curriculum and Academic Policy Committee at CORE Scholar. It has been accepted for inclusion in Undergraduate Curriculum and Academic Policy Committee Minutes by an authorized administrator of CORE Scholar. For more information, please contact library-corescholar@wright.edu.

Undergraduate Curriculum and Academic Policy Committee

Minutes of October 21, 2008 Meeting

Present: Daniel Bombick, Candace Cherrington, Michel Coconis, Tony Ortiz (for Jackie Collier), Matthew Conaway, Jean Edwards, Jeanne Fraker, Nathan Klingbeil, Richard Mercer, Kyle McAllister, Sarah McGinley, Tom Sav, Guests: Todd Brittingham (Registrar's Office), Barbara Bowman (CEHS), Cathy Sayer (Service Learning).

Approved Minutes of September 16, 2008.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee: Joe Law, WAC Chair, reported that the WAC Committee met on October 1 and discussed how WAC and WI courses might be affected in switching to a semester calendar system. The report is as follows

WAC Report

University General Education Committee: Jean Edwards, UGEC Chair, reported that committee has requested the required annual assessment reports from the colleges and departments for all areas of GE.

Undergraduate Academic Program Review Committee: Susan Carrafiello, UAPRC Chair, reported (via email) that the committee has requested reviews from the colleges and their respective departments scheduled for academic program reviews during the 2008-2009 academic year. The deadline for submitting the reviews is Feb. 1, 2009.

2008-09 Program Reviews Due: All Submissions are DUE before February 1, 2009

Human Resource Management (B.S.B.)

~~Financial Services (B.S.B.)~~ -- see 2006-07

Modern Language

French (B.A.)

German (B.A.)

Modern Languages (B.A.)

Spanish (B.A.)

International Studies (B.A.)

Liberal Studies (B.A.)

Economics (B.S.B.)

Economics (B.A.)

African & African American Studies (B.A.)

Voluntary System of Accountability (Ad Hoc) Committee (VSAC) -- Joe Law, Chair, gave a brief report to the Faculty Senate meeting of October 6 on the completion of the college portrait. It is available at the "About WSU" link on the WSU main page website or as follows

WSU College Portrait

Appointment of Committee Members

Annually, the UCAPC is responsible for and/or charged with appointing members to its three standing subcommittees (Writing Across the Curriculum Committee, University General Education Committee, and Undergraduate Academic Program Review Committee) and to the University Petitions Committee. UCAPC carried out its responsibilities via email on September 30 and forwarded its recommendations for confirmation to the Faculty Senate Executive Committee.

Course Inventory and Modification Requests

CECS

Approved Modifications: CEG 220, CEG 220L, CS 240*, EE 420/620*, CS 350, EE/CEG 419*

* The committee made necessary changes to the proposals -- contact the CECS representative for information regarding such changes.

Approved Inventories: ME 410

CEHS

Approved Modifications: SLI 445

Program Changes

CECS

Approved

[B.S. Engineering Physics](#)

[B.S. Mechanical Engineering](#)

[B.S. Materials Sciences and Engineering](#)

Academic Policies

COLA

The committee reviewed the following proposal and found that the COLA can best accomplish the objectives of the proposal by instead submitting course modification requests to change the prerequisites for the 102 and 103 language classes to address the need for a "C" or better grade. The committee looks forward to receiving those modifications.

[Modern Language Policy Change](#)

Other Academic Matters

Cathy Sayer, Director of Service Learning, presented to the committee the work of the Service Learning Advisory Council in drafting a definition of service learning and defining the criteria for establishing service learning courses. The purpose of the presentation was to start a process for gathering university wide feedback on the Council's work. To that end, the committee members will be seeking feedback from their respective constituents. In addition, a presentation before the Faculty Senate will be planned. The Council's work is summarized in the following

[Service Learning](#)

Adjourned: Next meeting November 19 and relevant deadlines for submission as well as Senate approvals as follows:

UCAPC Meeting	UCAPC Submission Deadline (<u>No Exceptions</u>: receipt after forwards to the next meeting)	Faculty Senate Meeting New Business	Faculty Senate Meeting Old Business
----------------------	---	--	--

Current Meeting October 21		November 3	January 5
November 19, 11:00 219 Rike	November 10, 12:00 Noon	January 5	February 2
January TBA	December 30, 12:00 Noon	February 2	March 2

UCAPC HOME

The Writing Across the Curriculum (WAC) Committee met on October 1, 2008. Following brief discussion of the annual spring WAC Recognition event (scheduled for May 13, 2009), the committee focused on the question of how WAC and writing intensive (WI) courses might be affected by shifting from a quarter to a semester calendar.

We identified the following points as concerns that would need to be addressed if WSU should convert to semesters:

- ? **WI in the Major:** Almost all WAC/WID programs at semester schools require two courses in the major beyond first-year composition, just as Wright State currently does. We do not anticipate changing that requirement. The typical page requirement for these courses is 20-25 pages, and the view of those present was that this requirement would be appropriate for a 15-week WI course (the current minimum is 18 pages).
- ? **WI in GE:** WSU is highly unusual in requiring four WI courses in GE in addition to first-year composition, and ongoing assessment leads us to believe that this additional emphasis on writing benefits our students. Therefore, the committee emphatically supports maintaining a WI presence in GE. However, since the total number of courses within GE is likely to decrease significantly (probably in the neighborhood of 36-40 semester hours), it may be necessary to reduce the GE requirement, perhaps to two WI courses. With a 15-week semester, we suggest increasing the minimum total number of words from 1500 to 2,000.
- ? **Identifying/Approving WI Courses:** Because the number of WI courses offered in GE and in the major will be reduced significantly, it will be important to ensure that WI course offerings are monitored carefully as to availability and suitability. At semester schools with a limited number of WI courses, those courses are usually approved by a faculty review process and reviewed periodically. While there should be a stable "inventory" of WI courses, new courses can be approved for WI status. The committee believes that establishing such a review and approval process would be desirable if WSU converts to semesters.
- ? **Availability of WI Courses** (especially in GE): Given the likelihood of a smaller number of WI courses, it will be crucial to ensure that students can plan their schedules and know that a course designated WI will always be WI. For that reason the committee believes that we should explore the possibility of creating a permanent inventory of WI courses, in connection with the review process suggested above.
- ? **Requirements for GE WI Transfer and Returning Students:** Currently the number of GE WI courses required for transfer and returning students is prorated according to the percentage of the transfer module completed before transfer or the percentage of GE completed before the WAC requirement was implemented. It will be necessary to determine how requirements would be adjusted for students in these categories.
- ? **Transition Students:** It will be necessary to develop a transition plan for students who begin on the quarter calendar and complete degrees on semesters.
- ? **Curricular Change:** The committee recommends working closely with the University GE Committee and other appropriate groups on campus to explore the

possibility of making ENG 101 (its semester equivalent) a prerequisite for WI courses in GE. Or if GE could be set up in such a way that students would take their GE WI courses in their second year, they would be likelier to succeed in “at risk” courses that are WI.

These comments will be sent forward to the Undergraduate Curriculum Subcommittee of the Semester Study Committee.

Old EP Undergraduate Program

Program Requirements **197**

General Education Requirements **66**

Area I

ENG 101, 102

Math 229, 230 (Required Substitution)

Area II

Area III

Area IV

Area V

PHY 240/200, 242/202, 244/204 (Required Substitution)

Area VI

College Component: EGR 190**

Additional courses from Areas II, III, IV

* Courses taken to satisfy GE requirements may not be counted toward the major

** For incoming freshmen only. Other students should consult a department advisor

Engineering Requirements **46**

EGR 101

EE301/302, 303/304, 321, 322, 331/332

EE413/414, 415/416, 421

EE481, 482

EP 494

Physics Requirements	30
PHY 260, 316, 371, 372, 420, 450, 451, 452, 461 (ME315 maybe substituted for PHY 420)	
Related Course Requirements	29
CHM 121/125, 122/126 CEG 220 MTH 231, 232, 235	
Technical Electives	26

New EP Undergraduate Program

Program Requirements

197

General Education Requirements*

67

Delete

Area I

ENG 101, 102

Math 229, 230 (Required Substitution)

Area II

Area III

Area IV

Area V

PHY 240/200, 242/202, 244/204 (Required Substitution)

Area VI

College Component: EGR 101**

Delete

Additional courses from Areas II, III, IV

* Courses taken to satisfy GE requirements may not be counted toward the major

** For incoming freshmen only. Other students should consult a department advisor

Engineering Requirements

45

Delete

EE160

Delete

EE301/302, 303/304, 321, 322, 331/332

EE413/414, 415/416, 421

EE481, 482

EP 494

Physics Requirements **30**

PHY 260, 316, 371, 372, 420, 450, 451, 452, 461

(ME315 may be substituted for PHY 420)

Related Course Requirements **29**

CHM 121/125, 122/126

CEG 220

MTH 231, 232, 235

Technical Electives **26**

ME Undergraduate Program (Old)

Program Requirements:

General Education Requirements*	66
Required Substitutions:	
Area One	18
<i>MTH 229, 230</i>	
Area Two	8
Area Three	8
Area Four	12
Area Five	16
<i>PHY 240/200, 242/202, 244/204</i>	
Area Six	4
<i>College Component: EGR 190**</i>	
<ul style="list-style-type: none"> • Courses taken to satisfy GE requirements may not be counted toward the major • ** For incoming freshmen only. Other students should consult a department advisor 	
Engineering Requirements	99
EGR 101 , 153 , ME 199	12
ME 202 , 212 , 213	12
ME 313 , 314 , 315 , 316 , 317 , 318 , 360 , 370 , 371	35
ME 408 , 412 , 414 , 415 , 460 , 490 , 491	31
2 of 3 from ME 495 , 496 , 497	4
EE 301/302 , 413/414	9
Related Course Requirements	27
CHM 121	5
MTH 231 , 232 , 235	15
STT 363	3
CS 316	4
Technical Electives	10
At least three courses to be selected from an approved list.	
Total	202

ME Undergraduate Program (New)

Program Requirements:

General Education Requirements*	66
Required Substitutions:	
Area One	18
<i>MTH 229, 230</i>	
Area Two	8
Area Three	8
Area Four	12
Area Five	16
<i>PHY 240/200, 242/202, 244/204</i>	
Area Six	4
<i>College Component: EGR 190**</i>	
<ul style="list-style-type: none"> • Courses taken to satisfy GE requirements may not be counted toward the major • ** For incoming freshmen only. Other students should consult a department advisor 	
Engineering Requirements	99
EGR 101, ME 199	8
ME 102 , 202 , 212 , 213	15
ME 313 , 314, 315 , 316 , 317 , 318 , 360, 370 , 371	35
ME 408 , 410 , 412, 414 , 415 , 460 , 490 , 491	35
2 of 3 from ME 495, 496, 497	4
EE 301/302 , 413/414	9
Related Course Requirements	27
CHM 121	5
MTH 231 , 232 , 235	15
STT 363	3
	0
Technical Electives	10
At least three courses to be selected from an approved list.	
Total	201

Joseph Slater 1/25/08 12:36 PM
Deleted: 153

Joseph Slater 1/25/08 12:37 PM
Deleted: 12

Joseph Slater 1/25/08 12:40 PM
Deleted: 2

Joseph Slater 1/25/08 12:37 PM
Deleted: 1

Joseph Slater 1/25/08 12:37 PM
Deleted: CS 316

Joseph Slater 1/25/08 12:37 PM
Deleted: 4

Joseph Slater 1/25/08 12:40 PM
Deleted: 202

ME Transition Plan:

ME 102 will be an allowable substitution for EGR 153 for existing ME students. They will be required to have one more hour of technical credit because of the reduction in hours for the course. As this is at the front end of the program, we expect little to no impact.

ME 410 will be an allowable substitution for CS 316 for existing ME students. This is an exact credit substitution so will have no impact on the student.

MSE Undergraduate Program (Old)

Program Requirements:

General Education Requirements	66
Required Substitutions:	
Area One	18
<i>MTH 229, 230</i>	
Area Two	8
Area Three	8
Area Four	12
Area Five	16
<i>PHY 240/200, 242/202, 244/204</i>	
Area Six	4
<i>College Component: EGR 190**</i>	
* Courses taken to satisfy GE requirements may not be counted toward the major	
** For incoming freshmen only. Other students should consult a department advisor	
Engineering Requirements	98
EGR 101, 153 , ME 199	12
ME 202 , 212 , 213	12
ME 313 , 314 , 315 , 370 , 371 , 375 , 376 ,	26
ME 470 , 472 , 477 , 479 , 480 , 483 , 492 , 493	31
ME 485 , 486 , 487 , 488 , 489 (select any two)	8
EE 301 , 302	5
ME 496 , ME 497	4
Related Course Requirements	20
CHM 121	5
MTH 231 , 232 , 235	15
Technical Electives	14
At least three courses to be selected from an approved list.	
Total	198

MSE Undergraduate Program (New)

Program Requirements:

General Education Requirements	66
Required Substitutions:	
Area One	18
<i>MTH 229, 230</i>	
Area Two	8
Area Three	8
Area Four	12
Area Five	16
<i>PHY 240/200, 242/202, 244/204</i>	
Area Six	4
<i>College Component: EGR 190**</i>	
* Courses taken to satisfy GE requirements may not be counted toward the major	
** For incoming freshmen only. Other students should consult a department advisor	
Engineering Requirements	98
EGR 101, ME 199	8
ME 102 , 202 , 212 , 213 ,	15
ME 313 , 314, 315 , 370 , 371 , 375 , 376 ,	26
ME 470 , 472 , 477 , 479 , 480 , 483 , 492 , 493	31
ME 485 , 486 , 487 , 488 , 489 (select any two)	8
EE 301 , 302	5
ME 496, ME 497	4
Related Course Requirements	20
CHM 121	5
MTH 231 , 232 , 235	15
Technical Electives	14
At least three courses to be selected from an approved list.	
Total	197

Joseph Slater 1/25/08 12:41 PM

Deleted: , [153](#)

Joseph Slater 1/25/08 12:41 PM

Deleted: 12

Joseph Slater 1/25/08 12:41 PM

Deleted: 12

Joseph Slater 1/25/08 12:41 PM

Deleted: 198

MSE Transition Plan:

ME 102 will be an allowable substitution for EGR 153 for existing ME students. They will be required to have one more hour of technical credit because of the reduction in hours for the course. As this is at the front end of the program, we expect little to no impact.

Date: July 11, 2008

To: CoLA Curriculum Committee
Sharon Nelson, Associate Dean
College of Liberal Arts

From: Stefan Pugh, Incoming Chair
Henry Limouze, Interim Chair
Department of Modern Languages

Subject: Policy Change in Modern Languages

The Department of Modern Languages proposes the following policy change, to be stated in the next undergraduate catalogue:

"In all language classes, students must receive a grade of C or better in 101 and 102, or permission from the Department Chair, in order to continue the sequence."

Rationale: The Department has found that, with very few exceptions, students who receive grades of D in 101 and 102 language classes fail the following course. They are so far behind that they find it impossible to catch up. The Department considers it a better strategy to retake the course in which the D was received before continuing.

Comparable policy in English: This policy is in line with the English Department's requirement that students attain at least a "C" in ENG 101 before proceeding to ENG 102.

Students to be affected by this policy change: The only students who would be affected by this policy would be those in 101 and 102 language courses. This policy would not pertain or be relevant to those who take the placement test and test into 103 or higher.

Enforcement of the policy: Until such time as Banner can be programmed to identify grades below C in 101 and 102 courses, the Department of Modern Languages will take responsibility for enforcing this policy.

October 10, 2008

To: Tom Sav, Chair,
University Curriculum and Policy Committee

From: Cathy Sayer, Director of Service Learning
Service Learning Advisory Council

Subject: Request for Feedback on Service Learning Definition and Criteria

The Service Learning Advisory Council has drafted a definition of service learning and criteria for service learning (SL) and service learning intensive (SLI) sections of courses. We request your feedback on this draft and your assistance in distributing it to the college curriculum committees so that we can negotiate any needed revisions and ultimately pursue approval by UCAP, the Faculty Senate, and the Provost.

The reasons the Council seeks approval of a definition and criteria are several.

Our new mission statement and strategic plan emphasize the University's engagement with the community. The mission statement notes not only that we will "transform the lives of our students," but also that we will transform "the **communities** we serve" and that we will do that by "Achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate, and professional" and by "Engaging in **significant community service**." The first goal of the new strategic plan, Academic Distinctiveness and Quality, identifies "meaningful civic engagement" as one of the ways we will support our mission. Objective D under this goal notes that we will "Enhance the quantity and quality of dialogue with our various **communities** to ensure our **academic** relevance and distinctiveness." Objective A under Goal Four of the strategic plan, "Community Transformation," says that we will "Increase the opportunities within the curriculum for **community engagement**," and Objective B adds that we will "Enhance WSU presence within the Dayton/West Central Ohio regions and beyond in ways that are important to the community."

Service learning is one method of addressing this mission and its supporting plan. If Wright State University is to be effective and responsible in accomplishing this mission and achieving these goals and objectives, we will need to be able:

- ? to track how many service learning courses and sections we are offering and how many students have taken them,
- ? to identify where within our programs service learning is being used and where it is not being used in order to target where we can "increase opportunities" for community engagement "within the curriculum,"
- ? to assess the quality of our service learning offerings and the degree to which they are contributing to the transformation of our students and community.

In addition, for students to most efficiently plan their schedules, they need advance notice when they are registering for a course or section that might require them to spend time off campus in the community.

To satisfy all of these purposes, we will need broad consensus on the service learning definition and course criteria. Therefore, we covet UCAP's input and your assistance in gathering feedback from the college curriculum committees.

Wright State University Definition of Service Learning

Service learning at Wright State University is a teaching and learning method that engages faculty, students, and community members in a partnership to:

- ? Achieve academic learning objectives
- ? Meet community needs
- ? Promote civic responsibility

Criteria for Service Learning Sections of Courses

Courses may be designated with one of two types of service learning course designations

1. Service Learning (SL)
2. Service Learning Intensive (SLI)

SL Designation: To receive a designation of SL, the course section must include service learning work that:

- ? Meets course learning objectives
- ? Involves a reciprocal relationship with one or more community partners
- ? Includes reflection activities that integrate the learning from the service experience with the course content

SLI Designation: To receive a designation of SLI, the course section must include service learning work that:

- ? Meets course learning objectives
- ? Involves a reciprocal relationship with one or more community partners, engaging the community partner in all elements of the service learning work from planning to assessment
- ? Includes reflection activities that integrate the learning from the service experience with the course subject matter
- ? Is integral to the course with the majority of the course grade being linked to the service learning work