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Committee Minutes Committee

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Undergraduate Curriculum and Academic Policy Committee Minutes, January 22, 2010

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Undergraduate Curriculum and Academic Policy Committee

Minutes of January 22, 2010 Meeting

Present: Candace Cherrington, Jean Edwards, Jeanne Fraker, Jim Steinberg, Joe Law, Richard Mercer, Tony Ortiz, Bobbie Pohlman, Tom Sav, Alpna Sharma, Joe Slater. Guests: Jeff Vernooy, Charlotte Harris, Mary Holland.

Approved Minutes of January 8, 2010.

Course Inventory and Modification Requests

CECS

Approved Modifications: CEG 419

Semester Course Inventory Management Workflow

Prior to the meeting, committee members reviewed the status of the semester course inventory conversion for their college and other colleges.

[Quarter to Semester Conversion Workflow Status by College](#) (Saturday 1-16-10)

[Quarter to Semester Conversion Workflow Status by Department](#) (Course Prefix, Saturday 1-16-10)

Committee members discussed workflow issues pertaining to their colleges. It was requested that some editorial changes to the course inventory form be implemented immediately. These included restoring the previously approved format that included course prefixes rather than course descriptions in the subject pulldown menu, the lecture/lab/clinical type of course for the CONH, and the service learning course characteristic box option.

Other Academic Matters

The committee reviewed and discussed the MCC proposal as revised from the January 8 meeting. Upon making several additional revisions the committee approved the following :

[Multicultural Competency Committee Proposal](#)

Adjourned: Next meeting February 3. Winter Quarter Meetings and other Schedules as follows:

UCAPC Meeting	UCAPC Submission Deadline (No Exceptions: receipt after forwards to the next meeting)	Faculty Senate Meeting New Business	Faculty Senate Meeting Old Business
Current Meeting January 22		February 1	March 1
February 3	January 28	March 1	April 5

2:00 p.m.	12:00 Noon		
February 10 2:00 p.m.	February 4 12:00 Noon	March 1	April 5

Note: UCAPC meetings will be scheduled often to attend to the academic calendar conversion, especially to review proposals submitted via the workflow.

[UCAPC HOME](#)

WSU Course Inventory Quarter to Semester Conversion

Workflow Status as of Saturday, January 16, 2010

College/Unit	Quarter Course Inventory *	In Workflow Save Status **	In Workflow Submitted Status ***	Percent Saved	Percent Submitted
CECS	783	247	22	34%	2.8%
CEHS	587	126	24	26%	4.1%
COLA	1985	121	30	8%	1.5%
CONH	127	1	0	0%	0%
COSM	1205	171	26	16%	2.2%
RSCOB	366	109	44	42%	12.0%
LC	201	0	0	0%	0%
UC	19	0	0	0%	0%
Total	5273	775	146	15 %	2.8%
Other Colleges/Units with Substantially Different Inventories					
SOPP	106	0			
BSOM	301	0			
HONORS	4	0			
ROTC	25	0			
OTHER	71	0			

* Where as the total Quarter Course Inventory numbers 6,758, that presented here only includes “Active Courses” and “Non-Zero Credit Hour Courses.”

** The conversion progress of a course “Saved” varies significantly among and within colleges. Some courses show barely any conversion work while others appear to be ready for submission.

*** Courses “Submitted” to the Workflow are in process of being reviewed or are ready to be reviewed at either the department or college level but have not yet been approved by the college and submitted to UCAPC or the Graduate Council for review..

Note: Undoubtedly, in the above there will be some errors due to the data base that currently exists for the inventory and some workflow nuances that still need attention. Courses entered into the workflow and carrying the “Incomplete Status”, generally have not been subject to conversion activity and, therefore, are not included in this analysis.

WSU Course Inventory Quarter to Semester Conversion

Workflow Status as of Saturday, January 16, 2010

		Saved	Submitted
College of Ed & Human Services	ABS	1	
	BME		
	CNL	11	
	CTE	7	
	ED		24
	EDL	19	
	EDT	9	
	EE		
	FR		
	HEA	8	
	HED	2	
	HPR	60	
	LDR	7	
	ME		
	PLS		
	RHB	2	
	SPN		
STT			
Totals		126	24

		Saved	Submitted
College of Liberal Arts	ARA		
	ART		
	ATH		
	CHI		
	CST	1	
	ENG	4	
	FR		30
	GER		
	HST	6	
	ITA		
	JPN		
	ML		
	MUA	29	
	MUE	62	
	PLS	17	
	POR		
	REL	2	
RUS			
SPN			
Totals		121	30

		Saved	Submitted
College of Science & Math	ANT	1	
	BIO	3	
	BMB		22
	CHM	16	
	ES	1	
	MTE	11	
	MTH	82	1
	NCP		
	P&N		
	PHY	10	
	PSY	1	
	STT	46	3
Totals		171	26

		Saved	Submitted
College of Egr & Computer Sci	BME	14	3
	CEG	21	
	CS	9	
	EE	130	
	EGR	1	
	ISE	16	
	ME	56	19
	Totals	247	22

		Saved	Submitted
Raj Soin College of Business	CSE	1	
	EC	59	
	FIN		39
	LAW	4	
	MBA	3	
	MGT	4	
	MIS	18	
	MKT	17	
	SCM	3	5
	Totals	109	44

College of Nursing & Health	Submitted
	1
Totals	1

DATE: January 4, 2010

TO: Tom Sav, Chair
Undergraduate Curriculum and Academic Policy Committee (UCAPC)

FROM: Jeff Vernooy and Charlotte Harris, Co-Chairs
UDAC Cultural Competence Subcommittee

RE: Establishment of Multicultural Competence Committee and Course
Designations

The University Diversity Advisory Committee (UDAC) Cultural Competence Subcommittee requests approval of the attached proposal for the establishment of the Multicultural Competence Committee as a subcommittee of the Undergraduate Curriculum and Academic Policy Committee to provide oversight responsibility for reviewing and approving the multicultural competence (MC) course designation for Wright State Core and major courses.

Multicultural Competence in the WSU Curriculum: A Proposal

Wright State University's vision is to be "known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve." This is exemplified in Element 3 of the Wright State Core. As the world becomes "increasingly interconnected," we recognize that "the future lies at the Intersection," the place where "cultures, disciplines, concepts, and domains" intersect, where creative and innovative ideas that change the world are generated and realized (Johansson, 2006, pp. 186-189). Our students must be prepared to participate in and contribute to this interdependent global community. *College Learning for the New Global Century* (AAU&C, 2007), a report focusing on "what contemporary college graduates need to know and be able to do," includes "intercultural knowledge and competence" as one of the recommended "essential learning outcomes" needed to prepare students "for twenty-first-century challenges" (pp. 1-3). Preparing students to be multiculturally competent is consistent with the university's desire to renew the curriculum based on national best practices in an effort to prepare students well for the 21st century global world.

Multicultural competence is *the ability in personal and professional contexts to interact respectfully and effectively with diverse individuals and groups in a manner that recognizes, affirms, and values the worth, and protects the rights and dignity, of all.* To foster multicultural competence, the goals of the curriculum should include (a) increasing students' understanding of issues of race, gender, age, language, socioeconomic status, ethnicity, religion, ability or disability, sexual orientation, nationality, national origin, and other factors of diversity and hierarchy; and (b) developing their ability to recognize, analyze, and work to transform social relations favoring some groups and subjugating other groups, while understanding their own position in these relationships. "Developing such skills requires exposure to, knowledge of, and appreciation for cultural, economic, social, and racial diversities within the United States and throughout the world" (Wright State Core Proposal, p. 2). The expected outcome is that students will graduate with the ability to interact with others productively in their communities, jobs, nation, and the world.

To foster multicultural competence, the curriculum needs to provide opportunities for students to be able to:

- a. Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world.
- b. Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity.
- c. Demonstrate an understanding of contemporary social or ethical issues related to diversity.
- d. Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures, and histories.

Courses that address these outcomes will be designated as multicultural competence (MC) courses.

The **Multicultural Competence Committee (MCC)**, as a subcommittee of the Undergraduate Curriculum and Academic Policy Committee (UCAPC), will have oversight responsibility for reviewing and approving the MC designation for Wright State Core and major courses; assessing the development of multicultural competence in Wright State students; and increasing opportunities to foster multicultural competence in the curriculum. The MCC will follow the reporting process recommended by UCAPC.

The Wright State Core Course Proposal Form and process will be used to apply for the MC designation for Wright State Core courses. Applications for MC designation for courses in the major will be submitted to the MCC for approval, and will be required to explain (a) how the instructional strategies/academic assignments (readings, writings, exams, presentations, reflection activities, projects, etc.) will be connected to each of the four required outcomes; and (b) how the accomplishment of each of the four required outcomes will be assessed.

The MCC will be composed of one faculty member representative from each undergraduate college with Faculty Senate constituency representation. UCAPC will appoint and the Faculty Senate will confirm faculty member appointments. The co-chairs of the UDAC Cultural Competence Subcommittee, a representative from the University College, a representative from UGEC, and an undergraduate student representative selected by Student Government will serve as non-voting members.

References

- Association of American Colleges and Universities. (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education & America's Promise*. Washington, DC: Author.
- Johansson, F. (2006). *Medici effect: What elephants and epidemics can teach us about innovation*. Boston: Harvard Business School Press.