

## Curriculum and Teaching Committee meeting minutes (February)

Attendees: M. Weigold, K. Cody, J. Pisani, W. Wanta, D. Ostroff, J. Hunter

Absentees: S. Kim, M. Foley

### Opening:

**Weigold:** Reviews curriculum proposals. Mentions that there were/ are three steps in creating a new proposals

- Getting the courses approved
- Getting the curriculum proposals/ new 8 semester plans approved
- Beginning the process of winnowing out classes that will no longer be offered

**Weigold** transitions into discussion on classes that will not be offered. Gave example that:

Seniors who are eligible to take *Advertising, Design and Graphics* will be encouraged to take *Sight, Sound and Motion*.

Mentions that the college can't offer classes that we don't have people to teach.

**Weigold** goes into discussion about where the classes stand:

- Entrepreneurship approved
- Denied: Numeracy and Writing for fundamentals class
- Rest of classes were recycled-opportunity to revamp course, send back to Bernard for approval

**Weigold** mentions that as of right now everything has been approved with the exception of *Numeracy*. Spoke with Norm and the class will not be offered

**Ostroff** asks: What was the problem with the course?

**Weigold** replies: That the two courses on the "chopping block" are *Writing Fundamentals* and *Numeracy* Reason being that they were somewhat similar: *Writing fundamentals* had characteristics of English and math incorporated and the question came up "why are we teaching these skills?" Ultimately- didn't see a plausible reason of how student's benefitted front his course. For *Numeracy* made the argument to Bernard that those students take 6 credits of math. The math department believed that these are skills that the students would benefit from. (There was a perception that our students didn't have said skills.) Response was similar for *Writing Fundamentals* originally a course that was a grammar and mechanics course now expanded to be a writing course.

**Weigold:** University perceives that our proposed courses are remedial courses which they will not allow

**Proper way to go about this is to:**

- Change prerequisites

- Bring to the UCC data showing that students are not prepared based on classes they have taken and then the UCC will go to the English and Math departments and present the data to them and inquire about the disconnect

**Weigold** goes into Writing Basics:

C in 1101 could require an A or

*Goes into other options we could require in order to have students prepared for classes:*

- require a grammar class
- identify some other class experience that would help train students to be better writers
- etc.

**Weigold** mentions that the same thing goes for Math:

Two majors require statistics: while other two departments don't: Journalism and Telecommunications we could revisit that and say that all majors in the College need to have a better understanding of basic numbers therefore making one of the math requirements beginning statistics. In the end the Numeracy class wasn't the most feasible option in the College which is way it was pronounced dead

Moving forward: Writing Fundamentals has been completely revised:

**Weigold** went to Norm and they had discussion on how to reconstruct the course- Now the newly constructed class is a true writing course that requires a writing book that has a very heavy focus on the kind of writing that mass communicators should do. (This has been approved.)

Instead of striking the 1 credit writing course from the books there will now be another class created/ and or class renamed to make it distinguishable from the 1 credit class: *Writing Mechanics*

This "new" class was to be named: *Writing Fundamentals for Communicators*. However name may be negotiated with English Department

The hesitancy with this name is that "Mass" is no longer the only audience that is targeted in 21<sup>st</sup> century. Many times the audiences are smaller and micro-targeted. Therefore in search of revised name for the 2<sup>nd</sup> writing course offering. Suggestions:

- Writing Fundamentals for Professional Communicators
- Writing fundamentals for Professional Communicators
- Mediated Communications
- Digital was an option- however engineering has precedent over the word as they deal with a particular type of "digital" communication
- Writing Fundamentals for Strategic Communicators
- Strategic Communications
- Writing for Professional Communicators
- Etc...

*The name is still up for discussion*

UCC meeting takes place on *February 18<sup>th</sup>*. All chairs will be at this meeting because Curriculum is up for approval.

**Weigold** goes onto to discuss the process that takes place at the UCC meeting. Weigold will be absent at the meeting.

**Weigold** ask that all department chairs be at present at the meeting.

**Ostroff**: Sight, Sound and Motion course made to be 4 credits.

**Weigold** offers options on ways to offer more credits for the said course:

- *Sight, Sound and Motion 1*
- *Sight, Sound and Motion 2*
- Or *Sight, Sound and Motion* to be offered as a 6 credit course-however UCC is not familiar with 6 credit courses

**Weigold** goes onto to speak more about what to expect at UCC meeting. Weigold wrote a narrative explain process of creating the curricular, the Dean's meeting with all the faculty, the fall faculty retreat, the committees that were created. Weigold spoke with Ted to give the small narrative at the meeting.

**Pisani** mentions that curricula was already on the website.

**Ostroff** gives suggestion how Writing Mechanics 1 credit course will be approved

Weigold moves forward:

Speaks on academic assessment and mentions that one has been sent to each of the committee.

Weigold created a form that is a communication device for many audiences such as:

- For you, the committee member, to help organize semester
- Way to share with both the instructors and Weigold

Every for fall semester the two most important questions that need to be asked are:

- What am I assessing this semester?
- What did I assess last semester?

The activities for last semester are:

- Getting the data
- Summarizing
- Meeting with faculty to discuss them and their implications
- Presenting them to this committee for feedback
- Putting them into compliance

**Weigold** would like for the form to be turned into him. Then follow-up with the form with the instructors. Form explains everything that is needed in order to completely review the data.

**Weigold** touches on the next thing they will need to do that hasn't been done in the past:

Having percentages of students that have met, exceeded or fallen below expectations. This requires scoring system of some kind. This form will help guide the numbers/ percentages and be useful information to have

**Weigold** requests that:

- All assessments be completed for Fall
- Tabulate assessment in spreadsheet
- Can indicate percentage that are at or below expectations
- Meet with faculty to discuss data
- In March have result of data:
- Pisani mentions issue with SLO: specifically on how rubric has changed

**Weigold moves forward:**

Mentions that Ostroff is the new chair for the online under graduate degree. (UF is the official distance provider for the state of Florida for online education. We will be creating 4 year online degrees and those degrees will pay 75% of the tuition and students will never have to step foot on the campus. They will provided with the same superior service.

**Weigold** goes onto talk about Media and Society track and how this track is being developed and Ostroff is creating the first course. Media and Society draws across from several departments. Weigold and Ostroff would like to identify classes that can be translated online with a couple of important caveats:

- The online version will need to follow UF online system (Weigold to meet with Betty Phillips to discuss more about UF's online system and its requirements)
- **Weigold** would like to investigate adding *Mass Comm Law* "just makes sense as an online offering-would have broad appeal."

Side note: Sports Law in development for online track

**Dave** and **Weigold** working on class development and will get together and report back.

**Pisani** wanted to know if these classes are an "overload."

**Weigold** states that they could be taught as overload but that another possibility is that they use the existing classes in the college and offer sections of those classes online

**For example: Public Relations always has one in person class and the same version of the class recorded for online.**

UF Online uses program/ shell called "Canvas." Looking for an interactive setup for online not just "talking heads." First course will have to be ready for fall of 2014.

**Moving Forward**

**Weigold** that SLO forms will need to be completed every semester. Also mentions that our SCH has gone up and we are turning things around for the positive.

**Meeting adjourned**