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ALL UNIVERSITY COMMITTEEE

Thursday, April 6, 2023

3:30 p.m.

Hammond Hall – Room 314

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Committee Members in Attendance:

Franca Barricelli, Laura Bayless, Rala Diakite, Rachelle Dermer, Steven Fiedler, Laura Garofoli, Patricia Marshall, Juan Pablo Casilla Nicodemus, Kisha Tracy, Allison Turner, Amy Wehe, Paul Weizer

Committee Members Absent: Ashley Lopez, Elisabet Takehana

Guests in Attendance:

Barbara Cormier, Christine Dee, Sean Goodlett, Katherine Jewell, Benjamin Lieberman, Nadimpalli Mahadev, Jannette McMenamy, Kelly Morgan, Hildy Schilling, Jason Talanian, Sgt. Maj. Gill

Meeting called to order at 3:30 pm

Acceptance of Minutes from Subcommittee Meetings
Motion: Paul Weizer   Second: Rala Diakite

- Academic Policy Meeting: February 14, 2023
- Student Affairs Meeting: February 14, 2023
- Curriculum Meeting: February 16, 2023

Vote: 10/0/0

Approval of Minutes from AUC Committee Meeting

Motion: Paul Weizer   Second: Patricia Marshall

- AUC Meeting: March 2, 2023

Discussion: Sentence where it says "Committee member asked if there was a list of what's substituted and not substituted?" The words substituted and non-substituted need to be changed to "substantial" and "non-substantial."

Vote w/ Friendly Amendment: 8/0/2 *(Y/N/A)*

Amendments to AUC Policies and Procedures: Non-Substantive Changes

Motion: Laura Garofoli   Second: Rala Diakite

In the last meeting we talked about changes we wanted to put into the Non-Substantive Changes form and the process. The AUC co-chairs met with the University Registrar to go over this and we discussed procedural issues that we wanted to clear-up. The following are some of the procedural changes we discussed.

- We discussed some of the mis-communications of when things should be approved and put into the system.
- We talked about changing the workflow process so that now they will not go into the system until AUC approves them.
- We also talked about a deadline for when the substantive changes have to be in for the academic year. They cannot be processed in the summer because we do not have AUC meetings to approve them.
- Updating the website: We will post the procedural changes we discussed as well as a link to the Excel sheet with all of the changes that have gone through the committee. This way people can access them.
- AUC Co-Chair stated that all of the changes in the form will be put in a spreadsheet and shared with the committee. A deadline has been added so that it will align with AUC proposal submission deadline as well.

University Registrar brought amendments to the floor:

1) Attributes for the Gen Ed requirements are meant to be added to the form for courses that are cross-listed that already have that attribute but were simply not added to the cross-listed course.

2) Right now we can remove prerequisites and corequisites from courses only if the course is within their own department. We are proposing to add the ability to do this with courses that are outside the department. We can add this workflow for adding prerequisite and corequisite courses into a dynamic form.

3) When a department would like to deactivate a course, it need not have been five years since the course was last offered.

Discussion:

- There was a question about what the communication procedures would be for a course being removed as a prerequisite from the second department. Response: it would be between the chairs of the department. There was a concern expressed that some important members who should be part of the discussion might miss the communication.
- Another question: is there an example in the catalog of when Accuplacer is used as a prerequisite and corequisite or any other tests and scores? Response: there are some mathematics courses. Want to make sure we are aligned with state guidelines on that.
- Another concern was the addition of prerequisite and corequisite courses. There are some courses students are required to take within their majors, and if you add prerequisites and corequisites to those courses or on top of these courses, it can affect the number of credits students will need to take within their majors. With that, there needs to be a discussion for ramifications of these types of changes.
- One person expressed appreciation of the changes that the registrar has done since her arrival and with these non-substantive changes procedures.
- Comment about how course name changes can affect other departments. Example: In Psychological Sciences, the department wanted to change "Human Growth & Development" into "Lifespan Development," which was going to affect a list of majors because their licenses show a certain name for the course. A change like that doesn't seem to be "non-substantive."
- These non-substantive changes will be documented in the minutes but not documented in the proposal, which is where people could look back at historical records. It would make it more difficult for someone to see when the policy was enacted because it would be more hidden.

One member commented that the more we talk, the more it's not clear what is and what is not a minor change. There are some changes that we would not know because it would go through this process.

The co-chair said that these are changes that are going through the same way that AUC proposals go through and AUC has to vote on it. We can always work to improve the process.

Friendly amendment to remove the prerequisite and corequisite additions by Kisha Tracy and seconded by Allison Turner.

Vote to approve amendment: 11/0/0

Counter amendment by Registrar: Bases on concern, wonder if we can swap a prerequisite taking one off, to replace instead. To have the same credits earned.

Looking back at minutes, this process will be more hidden because you can't see it as clearly as the proposals that go through the proposal process.

A committee member commented that going through the process of noting a non-substantive change was more difficult than simply going through the process of submitting a proposal. If you go through the AUC webpage, it is not visibly easy to find. If you go to the AUC archive

section of the page, there are no non-substantive changes archives there, and so no visibility. We should promote visibility of the archives and the process because it was hard to find the form and previous ones that have gone through.

Propose to table this discussion on amendments by Kisha Tracy and seconded by Paul Weizer
Vote: 11/0/0

Acceptance of the Non-Substantive Changes for April 6, 2023

Motion: Juan Pablo Casilla Nicodemus   Second: Rachelle Dermer

Date Processed	Requesting Department	Sub	CRSE	Course Title	Change Type	Current	New	Notes
3/2/2023	Behavioral Sciences	CJ	3055	Legal Issues in Policing	Title & Description Change	Legal Issues in Policing This course will enable the student to read, analyze and apply legal issues that might arise in the course of duties of a police office in Massachusetts. These topics include those related to the 1st, 4th, 5th, 6th, 8th, and 14th amendments to the United States Constitution and the corresponding provisions in the Massachusetts Constitution. The student will learn about all levels of search and seizure, probable cause to arrest with and without a warrant, searching with and without a warrant, automobile searches, custodial interrogation and Miranda warnings, right to counsel, rights of suspects in identification procedures, due process, speedy trial, and cruel and unusual punishment. Legal research and writing are essential	Constitutional Law and the Police This course will help students learn to read, analyze and apply due process issues relevant to Massachusetts law enforcement, and to take field notes and summarize those notes in police reports. Topics relate to the 4th, 5th, and 14th amendments to the US Constitution and their counterparts in the Massachusetts Constitution, including but not limited to search and seizure; probable cause to arrest, with and without a warrant;	

| | | | | | | | to this course and the student will become adept at using Lexis-Nexis and United States Law Week. At the conclusion of this course, students will be expected to understand the amendments of the Constitutions, analyze and evaluate how the Massachusetts and federal courts have interpreted these amendments, and understand how police behavior is governed by these court decisions. Most importantly, students will be expected to apply these principles in real-world situations in research and writing assignments. | searching with and without a warrant; automobile searches; use of force; due process; and when and how government agencies and actors can be sued. After this course, students will be expected to understand due process rights that emanate from these constitutions, analyze and evaluate how Massachusetts and federal courts have interpreted these rights, and understand how these court decisions govern police behavior. Students will be expected to apply these principles to real-world situations in writing assignments. This course meets the Report Writing and Constitutional Law requirements of the MPTC Curriculum for Police Program students. | |

| 3/2/2023 | Mathematics | MATH | 3010 | Methods of Teaching Mathematics (5-12) | Description Change | This is the first of two methods courses and will focus on content pedagogy of mathematics at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in mathematics. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Teacher candidates will gain knowledge in using technology to facilitate teaching and learning based on the needs of diverse learners and across varied subject areas. A pre-practicum of 25 hours is required. Students pursuing initial licensure will be required to complete two ESE required gateway tasks in this course. Candidates must pass the gateway tasks to continue on within the licensure concentration. | This is the first of two methods courses and will focus on content pedagogy of mathematics at the middle and secondary level. Teacher candidates design and implement standards-based instruction and assessments that are aligned with best practices for teaching and learning in mathematics. Special emphasis is placed on employing a variety of instructional practices and classroom management strategies that provide learning opportunities for diverse student populations and enhance multicultural pluralism. Teacher candidates will gain knowledge in using technology to facilitate teaching and learning based on the needs of diverse learners and across varied subject areas. A pre-practicum | |

							of 25 hours is required. Students will arrange pre-practicum hours on their own or through the support of the Placement Coordinator. An observation by the Supervising Practitioner, and the accompanying Pre-Practicum Targeted Feedback Form are required.	
3/30/2023	Business Administration	BSAD	2100	Introduction to Entrepreneurship	Remove prerequisite / restriction	Sophomore status	All class levels permitted	
3/30/2023	Business Administration	BSAD	4600	Writing the Business Plan	Remove prerequisite / restriction	ECON 1200 and (BSAD 3200 or BSAD 2030) and (BSAD 3300 or BSAD 2040)	ECON 1200	Removed prerequisites BSAD 2030 (FKA 3200) and BSAD 2040 (FKA 3300) from Banner course catalog and the following CRNs: 202360 63897 (SGOCE) 202430 36137 (DAY) 202460 63897 (SGOCE)

4/3/2023	Business Administration	BSAD	3800	Digital Commerce	Remove prerequisite / restriction	(BSAD 1700 or CSC 1100) and (BSAD 3200 or BSAD 2030) and (BSAD 3300 or BSAD 2040)	No prerequisites	Removed BSAD 1700, 2030, 2040
4/3/2023	Business Administration	BSAD	3330	Advertising	Remove prerequisite / restriction	BSAD 2020 and (BSAD 3200 or BSAD 2030) and (BSAD 3300 or BSAD 2040) and BSAD 3500	BSAD 3300 or BSAD 2040	Removed BSAD 2020, 2030, 3500

Table the "Legal Issues in Policies Constitutional Law" submission form Paul Weizer for now, motion by Paul Weizer and seconded by Allison Turner

Vote to Table above submission: 11/0/0

Committee member asked what changes are happening to the Writing the Business Plan course. Response: to change the prerequisites.

Another member asked if this were a 4000-level course that would have only a 1000-level prerequisite? They asked because they know NECHE has concerns about numbering policies and practices that we have in place.

Vote: 11/0/0

Proposals for Referral to Subcommittees

Motion: Laura Garofoli   Second: Steven Fiedler

- Refer AUC #67 to Academic Policy and Student Affairs subcommittees.
- Refer AUC #68 to Academic Policy, Curriculum, and Student Affairs subcommittees *(As acceptance process)*
- Refer AUC #60 – #66, and #69 – #118 to the Curriculum Subcommittee.

Vote: 11/0/0

Proposals to Consider for Recommendation of Approval

AUC 19: Revisions to the EXSS Fitness Management Concentration

Motion: Juan Pablo Casilla Nicodemus   Second: Steve Fiedler

Sponsor: Jason Talanian

Doing a revision to the Fitness Management concentration that has a core of Exercise and Sports Science classes and requires a minor in Business. We thought if we revised the concentration by removing the minor in Business and allowing students to choose their own minor/path of studies, would open it up so that students will have more career options. We think this would be beneficial for where our student population is going and thinks it would be a good idea.

Vote: 11/0/0

AUC 26: Changes to CSC 1650 Digital Electronics

Motion: Juan Pablo Casilla Nicodemus   Second: Steve Fiedler

Sponsor: Nadimpalli Mahadev

The course CSC 1650-Digital Electronics has a prerequisite of CSC 1600-Intro to Electronics and we want to change that to MATH/CSC 1900-Disrete Math

Vote: 11/0/0

AUC 27: Changes to Computer Science Major and its Concentrations

Motion: Juan Pablo Casilla Nicodemus   Second: Steve Fiedler

Sponsor: Nadimpalli Mahadev

This proposal is to remove some courses from the Computer Science major: CSC 1600-Intro to Electronics, CSC 3600-Microprocessors, and a 4 credit Natural Science course w/ Lab attribute. We will then replace them with 6 credits in natural sciences with an SI attributed in the lab component.

Friendly Amendment by Sponsor: There was a friendly amendment at curriculum but I want it to be slightly modified to read "natural sciences" and have in parenthesis what depts are in there. Can change to say *"Natural Sciences currently defined as: BIOL, PHYS, CHEM, and GEOG".*

Vote w/ friendly amendments: 11/0/0

AUC 28: Remove One Literature Survey Course and One World Literature Survey Course

Motion: Juan Pablo Casilla Nicodemus   Second: Steve Fiedler

Sponsor: Kisha Tracy

When changes were put through for Secondary and Middle School Education, they thought they had extra room and put in one literary survey course and one world literary survey course, but unfortunately having those courses have not worked out best in the curriculum. We are asking to take them back out. We are currently working on fixing the world requirement in our core, so that will take care of that issue.

Vote: 11/0/0

AUC 29: Literary Inquiry and Analysis (LI) Designation for ENGL 2720: Reading Poetry

Motion: Juan Pablo Casilla Nicodemus   Second: Steve Fiedler

Sponsor: Kisha Tracy

When we were doing bulk proposals from our department, we missed on of the LI designation requests for the course ENGL 2720-Reading Poetry. So, this is requesting to add the LI designation to the course.

Vote: 11/0/1 *(Y/N/A)*

AUC 30: New Course: U.S. Military History (With HI Designation)

Motion: Juan Pablo Casilla Nicodemus   Second: Steve Fiedler

Sponsor: Sean Goodlett

This is not a new course; a similar course in the 1980s was created. It was a two-part series of U.S. Military Survey from colonial period to the present. That series was then changed to one course in the 1990s, which was taught until about 2010. We are not clear why the course was originally eliminated from the course offerings. When I became department chair, I was working with the Worcester Battalion and Sgt. Maj. Gill,

to get the course reinstated so our cadets on campus could take the course. Then when I came back as a full-time faculty member, I worked on getting this course on the books.

I went to the Army's Military Training History course in order to be certified to teach Military History. I then taught a version of this course as a topics course in spring 2022.

When I originally proposed this course to our department's curriculum committee, it was proposed as a 1000-level course; after discussions with the department they decided it should be moved to an elective category, making it a 3000-level course.

Opened to the Floor:

Christine Dee and Kate Jewell read and passed out a letter to the AUC committee and the guest present.

They raised questions and concerns related to the proposal regarding the need for this course, existing courses, the requested course level, and course alternatives according to the Army TRADOC Regulation. They requested that this proposal be tabled until these questions are answered.

The Sponsor stated he has tried to capture the various issues that have been raised since the proposal went through at the department level.

Regarding the need for this course: There are a handful of students on a two-year rotation who need this course. The bulk of enrollees will be non-ROTC students. At FSU, we do not have a course as described by TRADOC [Army] regulations that satisfies the requirement for the cadets, and so they would have to take it at another approved institution. Without the course, cadets would not be commissioned upon graduation.

Regarding whether the requirement could be met with existing courses: TRADOC regulations say that cadets will complete a one-semester undergraduate-level survey course in U.S. Military History, taught by a certified instructor. We don't have such a course on our books.

Other universities in this area that are offering or using other campus courses to meet this requirement are an exception to the rule if they don't have a qualified instructor or if there is not a course that meets the specific requirements as outlined in the TRADOC regulations.

Is a 3000 level necessary?: It was requested in the department that the course be moved from a 1000- to a 3000-level, from a survey to an elective. The proposal went on to pass the departmental Curriculum as well as the AUC Curriculum Committees.

Guest: Fitchburg State University is a military-friendly school. Rejecting a course in Military History that was previously offered here is questionable. The course that was previously offered sounds a lot like what is being put through now in this current proposal; so, we have a previous history of offering this course.

Textbook: Committee member expressed concerns about the textbook. Sponsor stated the textbook is not required and is evaluating other textbooks.

An AUC committee member reminded the committee and guests that the AUC Committee is here to discuss the proposal itself.

Motion to table AUC #30 by Kisha Tracy and seconded by Laura Garofoli

Vote to table AUC #30: 10/0/1 *(Y/N/A)*

Adjournment

Motion: Allison Turner   Second: Steve Fiedler

Meeting adjourned at 5:02 p.m.

Vote: 11/0/0