**All University Committee**

**Thursday, April 1, 2021**

**3:30 p.m.**

**Virtual via Google Meet**

**Committee Members in Attendance:**

Catherine Canney, Alberto Cardelle, Joe Cautela, Rala Diakite, Sara Levine, Christa Marr, Kerry McManus, Michael Nosek, Steve Olson, Charles Roberts, Daniel Sarefield, Kisha Tracy, Amy Wehe

**Committee Members Absent:** Laura Bayless

**Guests:**

Mary Baker, Christine Dee, Lisa Gim, Sean Goodlett, Katherine Jewell, Keyvan Karbasioun, Ozge Ozay, John Sylvia, Collin Syfert,

*AUC Co-Chair Michael Nosek called the meeting to order at 3:31 p.m*.

**Acceptance of Sub-Committee Minutes**

Motion: Charles Roberts Second: Steve Olson

* LAS Subcommittee Meeting: March 11, 2021
* Curriculum Committee Meeting: March 18, 2021

**Vote: 13/0/0**

**Approval of AUC Minutes**

Motion: Charles Roberts Second: Steve Olson

* AUC Meeting: March 3, 2021

**Vote: 13/0/0**

**REFERRAL OF NEW PROPOSALS**

**Referral of Proposals AUC #’s 55 – 80; 82 – 122; 124 – 135 to the Curriculum Committee**

Motion: Charles Roberts Second: Steve Olson

**Vote: 13/0/0**

**Referral of Proposals AUC #’s 81, 123, and 136 to the Academic Policies Committee and Student Affairs Committee**

Motion: Charles Roberts Second: Steve Olson

**Vote: 13/0/0**

**REVIEW OF PROPOSALS**

**AUC #22: World Languages, Speaking and Listening Requirement Request for 6 SPCH Courses**

Motion: Charles Roberts Second: Steve Olson

Sponsor: Collin Syfert

This proposal is seeking the foundations of lifelong learning designation for the 6 speech courses listed in the proposal. This will fill the “world languages, speaking and listening (WS)” because the course goes through these in classroom activities as well as a lot of communications within these areas. This course provides students with theoretical knowledge and practical experience in communicating interpersonally, working in groups and teams, and speaking in public spaces. We will combine understanding of the theories and research on communication with the development of practical skills. We will explore the ways to analyze the range of ways in which people communicate, in an effort to also improve our own skills in communicating with a variety of people. A primary focus in this course is on analyzing audiences,listening, speaking effectively, managing conflict in teams and in our personal relationships, and in applying skills and strategies to enter into civic engagement and improving our communities.

**Vote: 13/0/0**

**AUC #33: LAS Course Designation Request of PL for 2 ECON Courses**

Motion: Charles Roberts Second: Steve Olson

Sponsor: Christa Marr

Proposal is seeking the LAS course designation of PL “Procedural and Logical Thinking” for both ECON 1100--Principles of Economics Macroeconomics and ECON 1200-Principles of Economics Microeconomics. These courses will also provide critical thinking and quantitative reasoning skills under the “Critical and Creative Thinking Skills” model.

**Vote: 13/0/0**

**AUC #34: Research Methods Options for Psychological Science Minor**

Motion: Charles Roberts Second: Steve Olson

Sponsor: Sara Levine

This proposal relates to an agreement we had with Behavioral Sciences. We normally required two research methods courses. Since those majors count in place for research methods in minors that students take an additional 3 credits in requirements. We normally do a waiver into the course. We thought it would be a formalized policy. So that these other courses count as research methods and they take another elective. If they wanted to take research methods they can.

**Vote: 13/0/0**

**AUC #35: Minimum Grade Requirements for Psychological Science Internship**

Motion: Charles Roberts Second: Steve Olson

Sponsor: Sara Levine

This one relates to a change that was approved last year. We currently have two courses (PSY2370) Psychology of Interpersonal Relationships and (PSY2020) Professional Issues in Psychological Science) that are prerequisites for completing an Internship in Psychological Science.

We felt it was important that students must earn a minimum of a 2.5 in those courses. Helpful both for the faculty and for students to be aware that these courses are important. These students should be earning at least a 2.5 if they complete the work on time and in a reasonable manner; which would also be an indication that they would be ready for an internship.

It serves as a benchmark that is really helpful and important.

**Friendly Amendment:**

Under prerequisite: Change the wording from “2.5 in both courses” to “2.5 in each course”.

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

**AUC 38: Drop the Math Prerequisites/Co-requisites for BIOL 1800 and BIOL 1900**

Motion: Charles Roberts Second: Steve Olson

Sponsor: Michael Nosek

This is to remove the math prerequisite for the courses Biology I and Biology II. A group of teachers who teach these courses have met and came up with a revised curriculum and have made it so that students who don’t need that requirement any longer.

This is because we’ve run into issues where students who need to take entry level Biology courses can’t take it until their sophomore year because of that math requirement; this will help them get into those Intro Biology courses right away. We’ve restructured some of the labs they would have to take but it doesn’t change the fact they still would have to have two math requirements over their 4 years at Fitchburg State, it’s just changing that they would not need those for these two particular courses.

**Vote: 13/0/0**

**AUC 43: Spanish Minor Revision**

Motion: Charles Roberts Motion: Steve Olson

Sponsor: Kevyan Karbasioun

Two years ago, I passed Spanish 3004 to become a regular course because it was taught as a topics course up to that point; and we also considered the course to be an elective in our Spanish minor program.

There are three 2000 level courses that are considered electives in the Spanish minor program. We have more than two 3000 level courses that are considered as electives. There is precedent that they can take any other Spanish course 3000 level or above.

A committee member brought up concern about that last line on “any 3000 level or above” would also be counted as an elective. That’s not something that is usually done in a proposal, if a course gets approved, usually it would have to go through a process to get included in this type of list.

Other committee members chimed in and stated a few of the academic majors actually to have that. (Example: History and English Studies). So this would be fine listed as is.

**Friendly Amendments:**

* Independent Studies listed, should have different credit hours shown. (4901, 4902, 4903, 4906) Those should be shown as 1, 2, 3, and 6 credit hours.
* Electives List: Change the wording of “choose at least 3 from the following” to “at least 9 credits from the following”.

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

**AUC 13: Update Course Description for COMM 4230 Communication Law and Ethics**

Motion: Charles Roberts Second: Steve Olson

Sponsor: JJ Sylvia

This proposal is to change the course description for COMM 4230, Communication Law and Ethics. This is because it now includes a civic engagement project that is now a regular part of the class. We made another minor change from “broadcast law” to “media regulations”.

**Vote: 12/0/0**

**AUC 15: ER and IHIP Designation Request for COMM 4230 (Communication Law and Ethics)**

Motion: Charles Roberts Second: Steve Olson

Sponsor: JJ Sylvia

This proposal is for the LAS designations of ER and IHIP for the Communication Law and Ethics (COMM 4230) course. We are requesting to have (Ethical Reasoning - ER with Critical Thinking) as well as (Advanced Integrating & Applying - AIA) and (Integrative High Impact Practices- IHIP) because it has the Civic Engagement work in the class.

* *The Ethical Reasoning component*: Ethics is a big part of this class. In the class we spend the first quarter talking about ethics and media regulations. We go over major media ethical theory and how those apply to communications within media.
* *The Civic Engagement component*: Then a major part of the class will be a project on civic engagement. Students come together in groups and decide topics that they want to present for a public discussion with the community. After working together as a group they then go back individually and write a research paper about the ethical issue they talked about within their groups. They then go back together as a group and come up with a one-sheet discussion guide that is accessible to the general public. We’ve done these at public libraries, the YMCA, and recently did so online (due to restrictions).
* *The Critical Thinking component:* is how they can apply those ethical theories to the media.
* *The AIA designation*: They are taking the academic question with ethics and integrating that into the public discussion. And they have to think about how they can prepare the complicated issue in a way that someone who doesn’t know about it, would make sense to them.

Course Level:

We’ve had ongoing conversations about this within the department and with the LAS subcommittee. So generally usually theory courses are a 4000 level course in Communications Media. In the Communications Media majors there are 4 phases: 1. The introductory theory; 2 and 3. Hands on production courses; 4. Upper-level theory courses. Some of these theory courses have existed in the department since the 1980’s and were numbered at 4000 levels then. So gives you an idea of the history of these courses within the major and how the numbering system works within the Communications Media department.

One committee member asked if students outside of the major (non Communication Media/Game Design majors) would be ready to take that course at that level?

Sponsor answered: He does believe other students would be ready. There are no other COMM courses that are prerequisites for this course or no course that “all” students would have to go through before they take this course. It’s aimed at a general communication media student which would also be any other major. It’s relevant to those outside of the department because there’s a question of ethics in areas such as social media, questions of liable, and everyone is accessible to using these types of media tools. It really can apply to any job (social media, etc.) and personal social media accounts. We also discuss free speech, pro-legal, and ethical manners.

**Friendly Amendments:**

* Add title in the form.
* Put a reference to the previous proposal we just looked at, (AUC 13).

**Vote: 11/0/1 *(Y/N/A - With friendly amendments)***

**AUC 15: Ethical Reasoning (ER) - LAS Designation**

Motion: Charles Roberts Second: Steve Olson

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

**AUC 15: Integrative High Impact Practices (IHIP) / Advanced Integrating & Applying (AIA) - LAS Designations**

Motion: Charles Roberts Second: Steve Olson

**Vote: 12/0/0**

**AUC 39: New Course - Rhetoric in Greece**

Motion: Charles Roberts Second: Steve Olson

Sponsor: JJ Sylvia

This is a study abroad class. It was taught as a topics course in spring 2020. When I taught it before I did check with the English Studies and Humanities departments for disciplinary reasons and it does cover many different areas in terms of the topic.

The course is a trip to Greece and it covers the topics of rhetoric, truth, and how it affected democracy. The first part of the class we use a “reacting to the past” role playing game about Athens where students take on roles of those characters and present speeches. The game goes over democracy and who can be involved in that role as well.

In Greece we think about Plato’s rhetoric and how that impacts the field of communications media. Because Plato’s critique of rhetoric still impacts communications media today. Once we return from the trip we look out how it applies to the field today and it looks like in our contemporary moment.

**Friendly Amendment:**

Section 9: Check the box that this is a phase 4.

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

**AUC 39: Civic Learning (CL) - LAS Designation**

Motion: Charles Roberts Second: Steve Olson

Pointed to the rhetoric of democracy that this course goes over thoroughly.

**Vote: 12/0/0**

**AUC 39: Integrative High Impact Practices (IHIP) / Advanced Integrating & Applying (AIA) - LAS Designations**

Motion: Charles Roberts Second: Steve Olson

**Vote: 12/0/0**

**AUC 40 - New Course: Data & Society**

Motion: Charles Roberts Second: Steve Olson

Sponsor: JJ Sylvia

This is a new course idea is to explore the ways data is impacting and changing society. We do this by observing two ways:

1.) In one way want to make it personal for students; one assignment is for students to explore how data is impacting their foreseeable careers from “big data”. Also they will see how it impacts Communications Media because a lot of times projects are green lit based off of the data analytics; this in turn will have students see what types of data are used to make those decisions.

2) We are also looking at larger society issues. Looking at data, organizations, and governments and how they are observing data and making decisions based off of these kinds of datas. The students will make arguments on these as well. Exploring big picture questions on how big data are shaping our institutions and how it impacts our lives as citizens.

Committee member had question about the phase level. Thinks this should be identified at “Phase 4, list B - upper Level” course. Recommending a friendly amendment to change the wording to that.

Another recommendation is to add that it should be a “sophomore or junior level” course.

Sponsor answered they tried to have this class open to anyone on campus. Plan is to meet them where they are and help them understand it at whatever level they are at. That’s originally why we didn’t put on a prerequisite for the course. But if you feel we should put something in there, I’d be open to explore the idea. We can say sophomore level or even put English 1200 as a prerequisite. If we put English 1200 than that will demonstrate a certain amount of writing level and maturity level.

**Friendly Amendments:**

* Section 9: Check the box that this is a phase 4.
* Adding Writing II (ENGL 1200) and Phase 4 upper-level theory, list B elective.

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

**AUC 40: Civic Learning (CL) - LAS Designation**

Motion: Charles Roberts Second: Steve Olson

One of the major themes is how data is used by the government. The idea is big data is interconnected to our civic engagement and laws that we may run into. How it’s used in being a citizen and surveillance. It goes over how all that impacts us as being citizens of the United States.

**Vote: 12/0/0**

**AUC 40: Ethical Reasoning (ER) - LAS Designation**

Motion: Charles Roberts Second: Steve Olson

Committee member asked how ethical reasoning and theory fits into this course and how the students will assess ethical reasoning.

Sponsor answered there are several readings that are part of the ethical reasoning portion of the course and we also do more with our in class discussion. In terms of the assessment; one is in the annotation assignment which is a group discussion and I will be assessing their understanding of the ethical readings through that. There’s another assignment where they analyze issues with self and they will see how quantification affects their own lives. I will have them analyze the issues with quantified self and assessing their understanding of that.

Sponsor stated they can make adjustments to the syllabus to make it more clearer what ethical reasonings the students will be going over. It is a major part of the class assignments and discussions. Iif the committee thinks he needs to make it more clearer, he’ll be open to make those adjustments to the syllabus.

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

**AUC 41 - New Course: Critical Making**

Motion: Charles Roberts Second: Steve Olson

Sponsor: JJ Sylvia

This is a merging interdisciplinary method approach to media studies. It’s formed out of science technology studies and media studies. The core idea is it combines critical thinking with hands on making an a interactive process. (3D printing, micro controls, augmented reality, knitting, woodwork)

These projects make arguments or explore theoretical questions about communications in the media. The theory component is thinking about how we make these rhetorical arguments and the different levels: Logical, emotional. There’s a connection with making these arguments and the critical part is how we explore these ideas and bigger challenges in communication. there are technical skills that will be a part of it. I have included some of these projects in other classes taught here and they have worked well.

Committee member had question about department load. Will students who took introduction course before take this course instead?

Sponsor answered no, it means offering less sections of the introductory course per year of the class. We don't’ have to offer as many sections based off the number of students. There has been a slight decline of students over the past years.

Committee member asked if this would be seeking an MAJ down the line?

Sponsor answered no. The course will count as inter departmental elective but not as a MAJ. They would count as phase 4-upper level course in Communications Media but students outside of the department can have it count as one of their LAS courses.

Committee member asked what is the curricular idea of either attracting more students to Communications Media or to take more of these courses?

Sponsor answered the department had a lot discussions about productions and applied theories. Using theory and making a hands on approach. Another discussion is the residences between the various concentrations that we have and how different ideas are sparked from students in various concentrations taking the same courses. The overall idea with these courses is it can connect these ideas between concentrations and within individual students. Creating additional avenues for interconnecting between concentrations is the idea for some of these courses. Also could be used toward a new major/minor we are working on creating.

Committee member had follow-up questions about faculty load. Is the department sure all these new courses and when the new major rolls out, will be able to be taught? Feel it’s a lot of new courses being put through and want to know what’s the plan for faculty load.

Sponsor: Plan is to teach 4 intro sessions in a year and 2 human communications sessions a year. We’re looking to bring it down to 2 intro sessions and 1 section of human communications. Human communications used to be required and now that requirement was taken out. So looking at a two year rotation so all of these courses I will be able to teach every other year. We have looked at it in the department and I have talked with our department chair and we’ve come up with a plan on how I will be able to teach these courses.

**Friendly Amendments:**

* Section 9: Check the box that this is a phase 4.
* Phase 4 upper-level theory, list B elective.

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

**AUC 41: TL Designation**

Motion: Charles Second: Steve Olson

Sponsor: JJ Sylvia

Lines up with the guidelines of the procedure.

**Vote: 12/0/0**

**AUC 41: Advanced Integrating & Applying (AIA) - LAS Designation**

Motion: Charles Roberts Second: Steve Olson

**Vote: 12/0/0**

**AUC 42 - New Course: Creative Coding**

Motion: Charles Roberts Second: Steve Olson

Sponsor: JJ Sylvia

This course uses a program language that’s meant for people who have just began programming; people who don't have any prior experience in programming. We will be thinking about the basics of programming and doing so in the concept of using media. Heavily media based programming approach to this class. The focus is the product of it. They have to master beginner level coding.

**Friendly amendment:**

* Section 9: Check the box that this is a phase 4.
* Phase 4 upper-level theory, list B elective.

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

**AUC 42: PL Designation**

Motion: Charles Roberts Second: Steve Olson

**Vote: 12/0/0**

**Adjournment**

Motion: Charles Roberts Second: Steve Olson

*Meeting adjourned at 5:10 pm*

**Vote: 12/0/0**