

Florida Institute of Technology  
Undergraduate Curriculum Committee  
October 23, 2009  
8:00 a.m.  
F.W. Olin Physical Sciences Building  
Second-floor Conference Room  
**MINUTES**

*The meeting began at 8:00 a.m.*

*The Chair welcomed members of the Committee*

*Dr. Bahr thanked the Committee for their assistance and input on developing the proposed Applied Psychology program. She said that everyone's effort was well-appreciated.*

Consent Agenda:

*The following items remained on the Consent Agenda and passed unanimously.*

1. Dept. of Marine and Environmental Systems
  - a. Adding a New Course to the Curriculum – OCE 4572 (Structural Design of Marine Vehicles)  
*Tabled from the previous meeting*
  - b. Changing Restrictions or Credits in a Course – OCE 4575 (Design of High-Speed Small Craft)
2. College of Aeronautics – Adding a New Course to the Curriculum
  - a. AVT 3999 (Planning Aviation Research)
  - b. AVT 4000 (Conducting Aviation Research)
  - c. AVT 4001 (Reporting Aviation Research)
  - d. AVT 4002 (Aviation Research)

Agenda Discussion Items:

*The following items were discussed and passed as amended.*

3. School of Psychology – Adding a New Course to the Curriculum
  - a. PSY 3012 (Research Methods in Applied Psychology)
  - c. PSY 3100 (Law and Psychology)
  - d. PSY 3344 (Multicultural Issues)
  - f. PSY 4101 (Human Factors)
  - g. PSY 4112 (Applied Tests and Measures)
  - h. PSY 4242 (Organizational Psychology and Behavior)
  - i. PSY 4302 (Human-Computer Interaction)
  - j. PSY 4512 (Personal and Professional Development)
  - k. PSY 4612 (Employment and Personality Testing)
  - l. PSY 4712 (Professional and Ethical Issues)

*Amended to change the Schedule Type to "Virtual (H)" and to include a restriction of "Must be enrolled in University Alliance."*

- b. PSY 3013 (Applied Psychology)  
*Amended to change the Schedule Type to “Virtual (H),” to include restrictions of “Must be enrolled in University Alliance” and “Junior Standing,” and to change the prerequisite from PSY 3012 to PSY 1411.*
- e. PSY 3761 (Abnormal Psychology)  
*Amended to include the “SS” designation in the course description.*
- m. PSY 4791 (Critical Issues in Child Advocacy)

*There was discussion as to why specific textbooks had not been proposed for the courses in items 3b, 3c, 3e, and 3m. The response was that the material covered in these courses is not covered solely within a single textbook and that chapters would be selected from multiple textbooks to create a custom textbook. In addition, at least one of the courses is taught from a practical point of view, with a number of invited guest lecturers anticipated, and may not use a course text at all. It was also noted that since PSY 3761 will replace PSY 4461, the courses that have PSY 4461 as a prerequisite, specifically PSY 4462 and PSF 4562, will need to be updated to reflect the new course.*

*The following item was discussed and passed unanimously on the condition that the QEP courses (PSY 4901 and PSY 4902) successfully pass out of the QEPIC and are ultimately passed by the UGCC.*

4. School of Psychology – Adding a New Major to the Curriculum (Applied Psychology)

*A typographical error was pointed out on the program chart: “PSF 3100” should read “PSY 3100.” It was asked if all courses in the program would be online courses, and the answer was yes. Some courses have been previously passed by the Committee, and others are currently on-campus courses for which equivalent online courses are being developed. It was also asked how these courses will appear in the catalog, and it was noted that online courses for this type of program are only listed in the UA catalog, and not the printed University catalog.*

*Following passage of item 4, clarification was requested as to the actual starting term for this program. In response, it was explained that the Spring 2010 term would be the first where freshmen and transfer students (with no more than approximately 9-12 transfer credits) would be admitted into the program. Transfer students with significantly more transfer credit would not be admitted into the program that term due to the progress in the development of the upper-level courses. Such an agreement has been made with Bisk. It was also asked if the age restriction for this online program had been lifted. Because there is no equivalent program on-campus, the age restriction had been lifted for this program. A similar question was asked about online courses that future co-op students (in the 4-year co-op program to begin next year) will take. It was noted that special allowance has been made for those students as well, regardless of age.*

Other:

1. Continuation of discussion as to what constitutes a passing grade in a P/F course (Ms. Young, Dr. Baum) *Tabled from the previous meeting*

*The Chair briefly reviewed for the Committee the discussion from the previous meeting and invited additional discussion. It was suggested that perhaps the best approach for the remedial math courses would be to have an ~A-F grade mode and give follow-on courses a “C or better” prerequisite. It was noted that this would be acceptable for the remedial COM courses as well. The question was then asked as to what the purpose would then be for giving a ~D grade, for which there was no good answer. It was suggested that if the issue is that and “F” means something specific in the catalog, perhaps a new grade mode of “Pass/Not Pass” (P/NP) be implemented, though it was thought by some that this was similar to the S/U grade mode and perhaps that should be implemented for the relevant remedial courses. It was noted, however, that that would be in conflict with the meaning of the S/U grade mode used at the graduate level. Another suggestion was that the course standards simply be raised such that 60% successful completion is sufficient to show competency. As the discussion continued, it focused around two issues: the numerical level of successful course work that a “P” should represent, and that there are competency standards that are necessary to move on from a remedial course and that they may be at a level greater than 60%. Another suggestion was that the students, to show competency, retake the placement exams. It explained that a ~A-F grade mode is important to both the students and the faculty to show the degree to which a student has passed: important for the students because those who might otherwise strive for greater achievement might decided they can do less, and only as much as needed, to get a “P” grade, and important for the faculty teaching follow-on courses to know what expectations they can have of the students. In the end, three topics were noted that could provide the basis for a future vote: using a ~P/F, ~S/U, or ~P/NP grade mode for the remedial courses, using an ~A-F grade mode for the remedial courses, and, if ~A-F is used, whether a “C or better” prerequisite is appropriate for follow-on courses.*

*In the interest of time, it was unanimously agreed to table the discussion until the next meeting.*

*The following items were noted by the Chair:*

2. Informational – Approval of an Undergraduate Online Course to Have the Same Number as an On-Campus Undergraduate Course
  - PSY 1462 (Substance Abuse)
  - PSY 3421 (Psychology of Learning and Motivation)
  - PSY 3423 (Physiological Psychology)
  - PSY 3431 (Child Psychology)
  - PSY 3442 (Psychology of Personality)
  - PSY 3522 (Human Cognition: Theory and Application)
  - PSY 3541 (Psychology of Leadership)
  - PSY 3542 (Survey of Industrial/Organizational Psychology)

PSY 4462 (Clinical and Community Psychology)  
PSF 3551 (Integrated Theories of Crime)  
PSF 4551 (Principles of Individual and Community Advocacy)

Our next meeting is Friday, November 20 at 8:00 a.m. in the Physical Sciences conference room. Agenda items are due Friday, November 13.

*Meeting adjourned at 8:54 a.m.*

*Respectfully submitted,*

*Mark Archambault – Chair*