The meeting began at 8:00 a.m.

The Chair welcomed the members of the Committee.

Consent Agenda:

The following items remained on the Consent Agenda and passed unanimously

2. College of Aeronautics – Adding a New Course to the Curriculum – AVT 1007 (Helicopter Transition Private Pilot Add-On)

3. Department of Humanities and Communication – Adding a New Major/Minor to the Curriculum – Minor in Prelaw

4. College of Business – Adding a New Course to the Curriculum – BUS 4520 (Leadership Theory and Practice)

Agenda Discussion Items

The following items were briefly discussed and passed unanimously, as amended.

1. Department of Mechanical and Aerospace Engineering – Changing Restrictions or Credits in a Course
   a. MAE 3024 (Computer-Aided Engineering)
   b. MAE 4024 (Mechanical Vibrations)
   c. MAE 4171 (Principles of Heat Transfer)

Because each of these courses has multiple prerequisites, there was a concern that the paperwork for the proposed changes was not sufficiently clear, and might lead one to believe that the proposed changes were meant to require the current prerequisites OR MTH 3210 (Introduction to Partial Differential Equations and Applications). The paperwork was amended to clarify the intent of the changes. For instance, item 1a was amended as “All course restrictions should read: CHE 3260, MAE 2024, MAE 3083, AND (MTH 3201 OR MTH 3210).” Items 2b and 2c were similarly amended, as appropriate.

Discussion:

1. Proposal to modify the University core. (Dr. Rosiene)

Before Dr. Rosiene (Dept. of Humanities and Communications) discussed possible changes to the University core, he noted that Dr. R. Bonhomme (Sr. Vice Provost) had asked over the summer that a number of courses that had not been offered in the last
three years be end-dated. As a result, it was requested that a list of end-dated courses be provided. In response, it was said that a list of all courses that had not been offered in the past three years had been sent to the Deans in July, to be promulgated to the Departments with the intent to decide by a specified deadline which courses should be end-dated. Courses for which no response was received were end-dated, however it was noted that any of these courses can reactivated if the relevant Department requests as much of the Registrar’s office. It was asked if end-dating a course simply meant it would not appear in the University Catalog, but would still be an active course, to which the reply was that such courses would not appear active in PAWS and could not be scheduled. Also asked was if this would present a problem for other institutions reviewing Florida Tech transcripts if they could not find an end-listed course in PAWS.

In response, it was pointed out that other institutions should be looking for the course descriptions in the archived electronic edition of the Catalog, which goes back approximately ten years.

After thanking the Registrar’s office for the clarification on end-dated courses, Dr. Rosiene described the motivation for his proposal to change the University core (hereinafter “core”). He explained that Dr. Taylor (Dept. Head, Humanities and Communications, in attendance) had spoken to the heads of each Department about ways to improve the humanities component of the core. The response he got was that the heads generally viewed the humanities offerings favorably, but requested more flexibility with the “Civilization” courses (HUM 2051 and HUM 2052) to incorporate more modern concepts and to de-emphasize the “Euro-centric” view. As a result of Dr. Taylor’s findings, the Humanities Dept. developed a list of courses, focusing on interdisciplinary concepts, that could substitute for HUM 2052 (Civilization 2: Renaissance Through Modern). Some of these courses are existing courses at the 3000-level which would be lowered to the 2000-level, while others would be developed in the future with the core in mind.

Dr. Rosiene noted that there are pros and cons to this idea. On the plus side, this change would provide students and the Humanities faculty more choices in the courses they take or teach. Also, it would introduce more flexibility in the acceptance of transfer credit to satisfy core requirements, which is particularly important for those transfer students who hold A.A. degrees. On the downside, the apparent increase in course choice may not be as great as first seen, since the Humanities Dept. can only offer so many courses per semester due to teaching resources, scheduling conflicts, and room availability. Further, elective courses, particularly lower-division courses, tend to fill up quickly by upperclassmen during registration, preventing underclassmen from registering for them. Third, how does one determine if a course is now being taken to satisfy the core (which makes it more important that the student be registered for it) or an elective? Finally, the increase gained in teaching more modern concepts comes at the expense of more “historical” content. Dr. Rosiene lastly noted that this idea does not mean that HUM 2052 is going away, and will still be offered, though perhaps with fewer sections each semester.

One suggestion that was offered to help alleviate the problem of upperclassmen enrolling
in the courses was to initially set the class size to a much lower number than intended, with the idea that Closed-Class forms could be signed for underclassmen, though it was recognized that this would increase the work load on the Humanities Dept. Another comment was that the memo Humanities forwarded to the Committee referenced recommendations made by a previous subcommittee, but that another recommendation was that the Humanities Dept. be given at least one additional faculty position to help diversify the courses the Department could offer, and it was asked if this had been done. The response was that it had not. It was then asked if the Humanities Dept. makes use of adjunct faculty, to which the answer was “yes,” but that it is difficult to find well-qualified adjuncts who are willing to teach for the compensation afforded adjunct faculty. A final question was asked regarding prerequisites for some of the courses being listed as possible substitutes for HUM 2052, noting that several of the courses appeared to be the second in a sequence [e.g. HUM 2142 (World Art History 2)], and if students would be required to take World Art History 1 as a prerequisite. The answer was “no,” that the “1” courses would not necessarily be prerequisites to the “2” courses, much the same way that HUM 2051 (Civilization 1: Ancient Through Medieval) is not now a prerequisite to HUM 2052. However, as part of this proposal, it is conceived that HUM 2051 will become a prerequisite to not only HUM 2052, but also to the courses listed as allowable substitutes, and that all other upper-division courses will have their prerequisites re-evaluated.

A subcommittee was formed to examine the issues associated with this proposal and to develop a more formal proposal for changing the core. The subcommittee members are Dr. Rosiene (Chair), Ms. Blenis (Dept. of Science and Mathematics Education), and Ms. Young (University Registrar).

2. Credit for Laboratory Courses (added to the Agenda)

During the previous meeting the Committee discussed what constitutes an appropriate correlation between the number of credits hours awarded for a laboratory course and the number of contact hours for that course. Dr. Hadjilogiou (Dept. of Electrical and Computer Engr.) agreed to conduct a search into how other universities address this issue. He was joined by Dr. Baum (Dept. of Chemistry) and Dr. Bahr (School of Psychology). Dr. Hadjilogiou provided a summary of their search, but emphasized that a consensus had not yet been reached and that his summary should not be taken as a final report. He described how 20 years ago many schools had separate lecture and lab courses, where the lecture might constitute 3 credit hours and the lab 1 credit hour, with three contact hours per week for the lab. However, schools realized that there was little coordination between the concepts being taught in the lectures, and those presented in the lab, and thus schools began to combine the lectures and labs into a single 4-credit-hour course. In the last several years, however, it had been noticed that for some of these combined courses, the time being spent outside of class by the students exceeded what might be considered an appropriate work load for the course, resulting in unequal loads for equal-credit-hour lab courses. Thus, some schools have now moved towards assigning course credit hours based upon the anticipated work load for a course. For
instance, if a program requires 15 credit hours per term, some schools anticipate this to require 45-60 hours of student work outside of class, leading to 3-4 work hours per credit hour. It is based on this assessment that credit hours are assigned to courses. It was also noted that this is all documented for accreditation purposes. Dr. Hadjilogiou expressed his anticipation that a final report would be forthcoming at the next meeting.

Informational:

The Chair noted the following meeting schedule for the rest of the academic year.

1. Remaining meeting schedule for AY 2010/2011

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<th>Fall 2010</th>
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<tr>
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Meetings will be held at 8:00 a.m. in the Physical Sciences conference room.

Our next meeting is Friday, October 29 at 8:00 a.m. in the Physical Sciences conference room. Agenda items are due Friday, October 22.

The meeting adjourned at 8:43 a.m.

Respectfully submitted,

Mark Archambault – Chair