

Minutes from the Undergraduate Programs (UP) Committee meeting on 9/5/14

Prepared by Rob Kilpatrick

Minutes approved on 10/3/2014

I. Call to Order

II. Attendance

Members: Jessica Critten, Myrna Gantner, Kim Green, Rob Kilpatrick, Ladonia Patterson, Sandy Robbins, Debrah Santini, Kathy Scott-Myhre, Lara Willox

Guests: Cathi Jenks, Elizabeth Kramer, Debra MacComb, Denise Overfield, Salil Talpade, Nadya Williams

III. Approval of Agenda

Approved with modifications: “QEP: Core Area B Outcome Revisions” moved to item I and “Adult Learning Consortium” moved to item II.

IV. Approval of Minutes from 4/10/14

Approved

V. QEP: Core Area B Outcome Revisions (Appendix A)

NW (Chair of SP) informed committee of developments in the Strategic Planning Committee (SP), which had also reviewed the proposed revisions earlier on 9/5. NW stated that

- there was general agreement in SP that the proposal sent forward by the QEP Implementation Committee was not yet ready for presentation before the Faculty Senate (FS). Specifically, there are questions related to how the revisions may impact RPG, place of certain courses in the Core, and SACS review.
- Approval of the QEP proposal straddles the purview of SP and UP, and that SP was favorable towards the idea of a joint meeting between SP and UP, as proposed by CJ (SACS liaison).

CJ informed the committee that the Spring 2014 SACS review had found UWG’s plan to modify Core Area B as part of the QEP in compliance, so we must move forward with our plan to change this part of the Core.

NW drew the committee's attention to the alternate proposal submitted by Foreign Languages and Literatures (Appendix B). As explained by RK, the proposal submitted by the QEP implementation committee could have the effect of removing Foreign Languages from Core Area B-2. RK further argued that

- 1) the outcomes and assignments of FL courses align well with the QEP
- 2) removing FLs from Core Area B could have adverse effects on RPG, since students could no longer count FL 1001 AND FL 1002 in the Core. These are prerequisites for FL 2001 and FL 2002 (required courses for a BA). Students from majors with few or no electives, such as Nursing, would not be able to fit two semesters of FL into a 120-hour degree.

RK stated that the purpose of the proposal from FL is to retain a place for FL in Core Area B-2 while retaining and strengthening Area B's focus on writing.

MG asked whether or not keeping FL in Core Area B-2 would be consistent with the proposal to use a common rubric across all courses in Area B-2. NW said the rubric was likely broad enough to apply to FL courses as well.

RK asked DM about the possibility of revising Core Area B-2 outcomes based on the alternative proposal from FL. DM responded that she recognized the relevance of FL to the QEP, but that she would prefer to maintain the word "English" in B-2 because it appears in the QEP. DM stated that, in her opinion, FL courses could remain in B-2 as long as they could present a coherent rationale for why they fit there. RK responded that it could be difficult to work a rationale around the "English" wording, especially when we must demonstrate that our students meet each outcome.

CJ noted that putting any Area B outcome solely in B-1 is risky because, in essence, UWG would be relying solely on a one-credit-hour course to satisfy the outcome. According to CJ, we should be careful not to frame B-1 as a "remedial" sub-area, because of our new institutional classification.

RK pointed out that the word "writing" had been removed from the latest Area B-2 outcomes, even though that word appears in the language of the QEP. He also noted that general Area B outcome 3 had been changed in the latest proposal to "Adapt written and/or oral communication for specific rhetorical purposes." (change is highlighted), and that the proposed title for Area B-2 ("Critical Thinking and Communication") does not imply a focus on writing. This change means that students could move through Area B with only a 1-credit-hour course focused on writing, which could also raise problems for accreditation or approval by the

Board of Regents. RK recognized the importance of courses such as “Public speaking” to the QEP, but asked if such courses would be excluded from Core Area B if we adopt “narrow” language taken straight from the QEP.

DM will take the Area B proposals and the feedback given in the SP and UP Committees back to the QEP Implementation Committee for further consideration. The new proposal will be submitted as an action item to a joint committee of SP and UP.

Changes to Core Area B must be submitted to the BOR by January 2015, so revisions should be submitted to Faculty Senate for the either the October or November meeting

VI. Adult Learning Consortium

MG informed the committee that UWG is considering joining the USG Adult Learning Consortium, whose goal is to increase accessibility to higher ed for non-traditional students. The Memorandum of Understanding, for the most part, addresses Prior Learning Assessment. MG emphasized that the Faculty would still exercise control over what is acceptable or not for credit at UWG.

MG reported that UWG has made significant progress in improving its credit by exam procedures.

MG will ask Faculty Senate to endorse UWG’s involvement

VII. Program and Course Proposals

B. Richard College of Business

Course Proposals:

1. MKTG 4868
Marketing
Request: Add **APPROVED**

C. College of Education

Course Proposals:

1. ECSE 4761
Learning and Teaching
Request: Add **APPROVED**
2. ECSE 3214
Learning and Teaching

Request: Add **APPROVED**

3. ECSE 4762
Learning and Teaching
Request: Add **APPROVED**
4. ECSE 4763
Learning and Teaching
Request: Add **APPROVED**
5. ECSE 4764
Learning and Teaching
Request: Add **APPROVED**
6. ECSE 4783
Learning and Teaching
Request: Add **APPROVED**
7. ECSE 4784
Learning and Teaching
Request: Add **APPROVED**
8. ECSE 4786
Learning and Teaching
Request: Add **APPROVED**
9. ECSE 4789
Learning and Teaching
Request: Add **APPROVED**

Program Proposals:

1. Bachelor of Science in Education with a Major in Early Childhood Education
Learning and Teaching
Request: Modify **APPROVED**

VIII. General Education Subcommittee

Committee discussed the purpose and necessity of the Gen Ed. Subcommittee. EK reported that the Gen Ed. Subcommittee did not have a formal place in current policies and procedures (subcommittee has been operating under guidelines first drafted in 1969 and last revised in 2003).

Committee **decided to discontinue the Gen. Ed. Subcommittee** because the general UP committee can adequately handle its tasks. All business previously referred to the Gen. Ed. Subcommittee will go directly to the UPC.

IX. XIDS Core Review

UPC needs to populate the XIDS review subcommittee. JF will contact the Rules Committee in order to establish procedures regarding duties and membership.

X. Meeting adjourned

Appendix A

Proposal drafted by the QEP Implementation Committee

7/15/2014—Revised 8-20-14

Proposed General Learning Outcomes, Core Area B

1. Use diverse information sources effectively.
2. Synthesize and logically organize material for written assignments and/or oral presentations on academic topics.
3. Adapt written and/or oral communication for specific rhetorical purposes.
4. Effectively employ English language conventions appropriate to academic discourse.

B-1

Applied Writing (1 credit hour)

ENGL 1101 Lab

Students will:

1. Employ effective revision strategies at different drafting stages of their writing. (2,3)
2. Effectively edit their work for grammar and mechanics as well as MLA formatting conventions. (4)

B-2 (3-4 credit hours) Critical Thinking and Communication (?)

Critical Thinking and Writing

- ~~1. Distinguish fact and informed argument from opinion in a variety of contexts. (1)~~
- ~~2. Employ rhetorical and organizational skills that complement persuasive argumentation. (2,3)~~
- ~~3. Effectively employ English language conventions appropriate to academic discourse. (4)~~

Professional Communication

- ~~1. Use diverse information sources effectively~~
2. Synthesize and logically organize materials for effective presentation on academic topics. (1,2)
3. Adapt communication to specific rhetorical purposes and audiences.
4. Effectively employ English language conventions appropriate to academic discourse.

Response from the Department of Foreign Languages and Literatures to proposed changes to Core Area B-2.

We respectfully submit the following suggestions (indicated in green) for changes to Core Area B-1 learning outcomes. A rationale and reference follow.
Proposal from the QEP Implementation Committee

7/15/2014—Revised 8-20-14

Proposed General Learning Outcomes, Core Area B

1. Use diverse information sources effectively.
2. Synthesize and logically organize material for written assignments and/or oral presentations on academic topics.
3. Adapt written and/or oral communication for specific rhetorical purposes.
4. Effectively employ English language writing conventions appropriate to academic discourse.

B-1

Applied Writing (1 credit hour)

ENGL 1101 Lab

Students will:

1. Employ effective revision strategies at different drafting stages of their writing. (2,3)
2. Effectively edit their work for grammar and mechanics as well as MLA formatting conventions. (4)

B-2 (3-4 credit hours) Critical Thinking and Communication (?)

Critical Thinking and Writing

- ~~1. Distinguish fact and informed argument from opinion in a variety of contexts. (1)~~
- ~~2. Employ rhetorical and organizational skills that complement persuasive argumentation. (2,3)~~
- ~~3. Effectively employ English language conventions appropriate to academic discourse. (4)~~

Professional Communication

- ~~1. Use diverse information sources effectively~~
2. Synthesize and logically organize materials for effective presentation on academic topics. (1,2)
3. Adapt communication to specific rhetorical purposes and audiences.
4. Effectively employ English language writing conventions appropriate to academic discourse.

Suggested changes to QEP Implementation Committee Proposal (changes indicated in green) – Submitted by Foreign Languages and Literatures

Option 1 – Change language of outcome for Area B-2 (and Core Area B)

Proposed General Learning Outcomes, Core Area B

1. Use diverse information sources effectively.
2. Synthesize and logically organize material for written assignments and/or oral presentations on academic topics.
3. Adapt written and/or oral communication for specific rhetorical purposes.
4. Effectively employ English language conventions appropriate to academic discourse.

B-1

Applied Writing (1 credit hour)

ENGL 1101 Lab

Students will:

1. Employ effective revision strategies at different drafting stages of their writing. (2,3)
2. Effectively edit their work for grammar and mechanics as well as MLA formatting conventions. (4)

B-2 (3-4 credit hours) Critical Thinking and Communication (?)

Critical Thinking and Writing

- ~~1. Distinguish fact and informed argument from opinion in a variety of contexts. (1)~~
- ~~2. Employ rhetorical and organizational skills that complement persuasive argumentation. (2,3)~~
- ~~3. Effectively employ English language conventions appropriate to academic discourse. (4)~~

Professional Communication

- ~~1. Use diverse information sources effectively~~
2. Synthesize and logically organize materials for effective presentation on academic topics. (1,2)
3. Adapt communication to specific rhetorical purposes and audiences.
4. Effectively employ **English language** conventions appropriate to academic discourse.

Option 2 – Move outcome 4 from Area B-2 to Area B-1

Proposed General Learning Outcomes, Core Area B

1. Use diverse information sources effectively.
2. Synthesize and logically organize material for written assignments and/or oral presentations on academic topics.
3. Adapt written and/or oral communication for specific rhetorical purposes.
4. Effectively employ English language conventions appropriate to academic discourse.

B-1

Applied Writing (1 credit hour)

ENGL 1101 Lab

Students will:

1. Employ effective revision strategies at different drafting stages of their writing. (2,3)
2. Effectively edit their work for grammar and mechanics as well as MLA formatting conventions. (4)
3. Effectively employ English language conventions appropriate to academic discourse.

B-2 (3-4 credit hours) Critical Thinking and Communication (?)

Critical Thinking and Writing

- ~~1. Distinguish fact and informed argument from opinion in a variety of contexts. (1)~~
- ~~2. Employ rhetorical and organizational skills that complement persuasive argumentation. (2,3)~~
- ~~3. Effectively employ English language conventions appropriate to academic discourse. (4)~~

Professional Communication

- ~~1. Use diverse information sources effectively~~
2. Synthesize and logically organize materials for effective presentation on academic topics. (1,2)
3. Adapt communication to specific rhetorical purposes and audiences.
4. Effectively employ English language conventions appropriate to academic discourse.

Rationale for implementing either option 1 or option 2

Retaining outcome 4 in Area B-2 effectively eliminates the option of taking a foreign language in this area. We feel it is important to keep FL courses as an option in Area B-2 for the following reasons.

1) FL courses contribute to UWG’s QEP (“Improve students’ ability to write in standard academic English”):

Study of a second language contributes to increased metalinguistic awareness (students become more aware of how language works as a system). All elementary language courses at UWG involve prewriting, peer review, and self-correction, as well as explicit instruction on the mechanics of language (students learn what a direct object is, what a preposition is, what syntax is etc.). FL students must think daily about word choice, syntax, and rhetorical strategy, all of which carry over to English-language writing. In other words, FL students develop and hone a strong awareness of their own writing and the strategies/grammar they deploy when crafting a text. This awareness carries over to and helps to improve English-language writing. Daily instruction and writing in FL classes thus contribute to learning outcomes for area B-1 and, more generally, to the QEP.

2) The presence of FL courses in Area B contributes to RPG and the goals of Complete College Georgia:

Students pursuing a BA at UWG must complete FL 2001 and 2002 as part of Core Area F. FL 1002 is a prerequisite for FL 2001, Having FL 1001 or 1002 count in Core Area B means that students, who typically begin the FL sequence in FL 1001, may count all of their FL courses towards the Core. Removing FL from Area B would mean that FL 1001 (a required prerequisite for FL 1002) would not be able to count that course in the Core.

* It has been stated in the past that the word “English” should be in the Core Area B outcomes because it is part of the governing QEP language. In our view, retaining the word “English” is not necessary because working on writing in a foreign language has a “cross-over” effect on English-language writing. In the proposed changes submitted by the QEP Implementation Committee, the word “writing” has been stricken from Area B-2 outcomes, even though it is arguably even more central to the QEP than “English.” Presumably, this change has been made to allow for courses such as “Public Speaking” (COMM 1110) or “Oral Communication and the Visual Arts” (ART 2000) to remain in CORE area B. We agree with the assertion that oral communication skills can inform and enhance writing skills, and that changes should be made allowing these courses to remain in Core Area B. However, we also argue that similar modifications be made to allow FL courses to retain their vital role in Core Area B.

References:

Cooper, Thomas. "Foreign Language Study and SAT-Verbal Scores." *The Modern Language Journal* 71.4 (1987): 381-87.

Fernandez, Sue. "Promoting the Benefits of Language Learning: Report to the Department of Education and Training," Research Unit for Multilingualism and Cross cultural Communication at the University of Melbourne, 2007.

Garfinkel, Alan and Tabor, Kenneth. "Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship." *Foreign Language Annals* 24.5 (1991): 375-82.