

TO: Senate Executive Committee

FROM: UCC Council  
Jean Levitan and Kathy Malanga, Co-Chairs

SUBJECT: 2009-2010 Annual Report

DATE: June 30, 2010

Members of the 2009-2010 UCC Council

Alejandro Anreus, Art  
Giuliana Andreopoulos, Economics  
Lorra Brown, Communication  
Peter Griswold, Special Education  
Linda Hamalian, At Large  
Robert Harris, IRT  
Christine Kelly, Political Science  
Jean Levitan, Co-Chair, Public Health  
Kathy Malanga, Co-Chair, Library  
Lynne Orr, Career Development  
Robert McCallum, Chemistry  
Frank Pavese, Adjunct  
John Peterman, At Large  
Robert Rimmer, Educational Leadership  
George Robb, History  
Viji Sarjis, Adjunct  
Kathy Silgailis, Kinesiology  
Ron Verdicchio, At Large  
Mahmoud Watad, Marketing and Management  
Nancy Weiner, Library  
Jennifer DiNoia and Dan Meaders joined the Council in April 2010 replacing two members who resigned.

Kara Rabbitt, Administrative Liaison  
Balmurli Natrajan, Administrative Liaison

Goals for the Year

Our primary goals for the year were to gain Senate approval of a revised general education curriculum by the end of December 2009, to work with both academic and administration

offices to establish the new curriculum and to develop procedures and processes to begin the course review process in time for fall 2011 implementation.

### Overview of Activities of the Council for 2009-2010

The 2009-2010 Council met in five times through May and June 2009 and informally throughout the summer to prepare to present two models to the Senate by September 29. Three subcommittees met independently throughout the summer and the beginning of the fall semester to work on the both models and a variety of issues of importance to both models. The Council met an additional 16 times throughout 2009-2010 in addition to sponsoring two forums during the fall semester and one forum in February 2010. Faculty development workshops were offered with the assistance of several of the review panels on writing and technology intensive courses, community & civic engagement, diversity and justice and community and civic engagement.

Following Senate approval of the University Core Curriculum and the Implementation Plan in November 2009, the Council began preparing documents and materials to assist in the Implementation Process. Review Panels were instructed to meet and clarify the outcomes as stated in the approved model by the February Forum. The Council then reviewed all of the recommendations from the Panels and worked throughout the spring semester to approve a final set of outcomes. In addition to the area outcomes, the Council assumed responsibility for the development of guidelines and a final set of outcomes for both writing intensive courses and technology intensive courses. The final set of outcomes for all of the areas and the writing and technology intensive courses are now posted online.

### The University Core Curriculum

The William Paterson University Core Curriculum is designed to be a user-friendly curriculum for students, advisors and administrators. Students must complete 31-40 credits within the UCC providing opportunities for student choice without compromising intellectual integrity. The UCC is based on clearly defined student learning outcomes for the program and areas in addition to writing and technology intensive courses.

Students choose a sequence of courses, from a diverse set of course offerings six areas of study:

1. *Personal Well-Being* for appreciating individual and public wellness
2. *Expression* for exploring and interpreting diverse modes of expression and communication
3. *Ways of Knowing* for learning about diverse and competing modes of knowledge

4. *Diversity & Justice* for engaging with challenges of difference, pluralism, inequality and justice
5. *Community & Civic Knowledge* for participating effectively as responsible citizens
6. *Global Awareness* for becoming conscious of complex local, regional and global connectivity

#### Implementation of the UCC

Throughout the spring semester, the co-chairs met regularly with the Director of the UCC, the Provost and the Senate Chair to facilitate the implementation process. Sub-committees of the Council were formed to work separately on two key areas: implementation and assessment.

The Implementation Working Group has met with the Registrar and others in academic and administrative offices to work through a variety of implementation issues. A paper course proposal form approved by the Council has been converted into an online course proposal form tied to the Banner system. This form will incorporate elements of the approval process and may serve as a basis for non-UCC courses in the future.

The Assessment Working Group applied for and has been accepted to an institute on general education and assessment sponsored by AACU in June. The Provost's Office is supporting the participation of a six-member team that will work on components of an assessment plan for the UCC to be presented to the Senate during the upcoming year.

The Review Panels have each met at least once and in some cases have met several times throughout the spring semester. The Panels for Areas 4, 5, and 6 provided support for the faculty development workshops this spring, providing presentations, sample syllabi and additional resources to assist in the development of courses. A meeting of the Review Panel chairs has been held and a listserv set up in order to facilitate discussion and communication among this group.

Throughout this process, the UCC Council maintained an open and transparent process. Meetings were posted on the Senate webpage and in announcements. A new UCC webpage developed by the Director of the UCC links to approved UCC documents including

- Flowchart of Approval Process for UCC Courses
- University Core Curriculum Program and Area Outcomes
- Criteria for UCC Designation
- Guidelines for Technology Intensive Courses
- Guidelines for Writing Intensive Courses

#### Recommendations for 2010-2011

The course approval process must be the primary focus for the next UCC Council. Additional faculty development activities will need to be planned for the fall 2010 semester.