

North Florida College
Faculty Senate Meeting
Approved Minutes
November 9, 2022 11:00 am
Building 6. Room 101

Call to order

President Jay Welch called the meeting to order at 11:01 am

Members present

Jay Welch, Michelle Ginn, Phillip Taylor, Kathy Spence, David Paulk, Cavid Palimino, Daniel Harris, Rick Davis, Elizabeth Gonzales, Carol Burkhart, Anna Doughty, Manoharan Mariappan, Laura Hanna, Sharon Bravehart

1. Approval of minutes

Minutes from October 12, 2022 meeting were approved by show of hands

2. Old Business

A – **Assessment Sub-committee** – Jay Welch reported from the sub-committee’s meeting. It is looking at Program Assessments and Departmental Reports. They are working for standardization, and possible re-phrasing and re-writing. Once decided, this information will be sent out earlier than before and repeated, to allow for better completion of reports.

B – **QEP Update** – Phillip Taylor presented the top 3 proposals for the new QEP topic. Senate comments indicated all were acceptable

3. – New Business

A – **POS 2112 Journalism** – Philip Wilkerson presented the Master Syllabus for a proposed new course, POS 2112 Journalism. This was approved with the condition that the General Education Outcomes be added to the syllabus

B – **EDP 2002 Educational Psychology** – Sharon Braveheart presented the Master Syllabus for a proposed new course, EDP 2002 Educational Psychology. This was approved with the condition that the General Education Outcomes be added to the syllabus

C – **Video Class Guidelines** – Jay Welch moderated a general discussion of the Faculty’s concerns about our responsibilities and liabilities under the new hyflex format of class delivery. Major concerns included: should we have an Institutional Netiquette Policy? Should we have an Online Respect/Harassment Policy? Should we have an Institutional Requirement for Cameras on, and under what conditions? Much comment and discussion ensued.

Motion: President Welch will meet with the administration about the above faculty concerns with the hyflex delivery with a view to establishing appropriate policies. Seconded and passed.

4. Adjournment

Meeting adjourned at 11:33 am. Next meeting will be Wednesday, January 11, 2023.

Minutes submitted by: Phillip Taylor, Vice-President (and Ersatz Vice-Secretary)

Faculty Senate Meeting Agenda

11:00am 11/9/22

- 1) Approval of Minutes

- 2) Old Business
 - A) Semester info & Assessment sub-committee – Jay Welch
 - B) QEP – Philip Taylor

- 3) New Business
 - A) POS 2112 Journalism – Philip Wilkerson
 - B) EDP 2002 Educational Psychology – Sharon Braveheart
 - C) Video class guidelines – Jay Welch

The three top vote attainers from among the QEP proposals are:

A - Enhancing Pathways to Student Success, Persistence, Retention and Completion

This QEP would seek to increase student success, persistence, retention and completion through student goal setting and providing a consistent and engaging experience for all students. Aspects would include utilizing guided pathways and meta-majors with intentional advising, forming a 3-year academic plan based on student goals and expectations utilizing the career and transfer center, creating a consistent quality user experience online complete with an online orientation, developing a year-round schedule with resources and training for advisors and mentors, increasing student engagement in campus and classroom activities, and improving quality teaching through implementing consistent rubrics, improving SLOs, and utilizing assessment for improving learning.

B - Targeting an Underperforming Student Population for Success, Persistence and Completion

This QEP would seek to facilitate the success, persistence and completion of a targeted underperforming student population (First Gen, Full time FTIC, Minority, e.g.). Aspects would include continued and expanded intentional advising, expanding mentoring, upgrading ASC outreach, providing appropriate faculty training, ensuring a consistent quality user experience online, monitoring of student performance in gateway courses, and developing enhanced engagement activities.

C - Increasing Student Success through Optimizing Academic Success Center Usage

This QEP would seek to increase student success, persistence, retention and completion through expanding student usage of the Academic Success Center through improved faculty partnerships with the ASC. Aspects would include expanded usage of ASC classroom orientations, test and final exam reviews, success seminars, workshops, writing consultations, absent professor services, as well as peer tutoring, academic coaching and smarthinking services for struggling students and expanded technology resources for the ASC.

COURSE TITLE: American State and Local Government		
COURSE NUMBER: POS 2112	NUMBER OF CREDIT HOURS: 3	
PREREQUISITES: POS 2041, American National Government	COREQUISITES: N/A	
REQUIRED TEXT: No Textbook is required for this course.		
OTHER REQUIRED MATERIALS: N/A		
ADDITIONAL RESOURCE MATERIALS AND/OR SUPPLIES: Internet access for completing course assignments and access to a computer with Microsoft Word for papers.		
COURSE DESCRIPTION: This course provides a comparative study of American state governments and political processes, with an emphasis on Florida. The curriculum emphasizes the structures and functions of state governments, as well as the importance of federal-state relations and state-local relations.		
COURSE LEVEL STUDENT LEARNING OUTCOMES All courses with multiple sections must use the same wording for all SLOs, and assessments must share common attributes.		
<ol style="list-style-type: none"> 1. Students will apply an objective, analytical approach to understanding state and local government issues and concerns. 2. Students will describe the major characteristics of a representative republic. 3. Students will explain how the Florida Constitution protects life, liberty, and the pursuit of happiness. 4. Students will examine the role of state legislative, executive, and judicial branches within a system of checks and balances. 		
Course Level SLO #	Gen Ed/Program Outcome #	Summative Assessments (A student artifact: A specific assignment that could be submitted as evidence of a General Education competency)
1	4a, 7a	Class discussion and Discussion Post 2
2	4a, 7a	Quiz 5 and Final Exam
3	4a, 7a	Class discussion and Final Exam
4	4a, 7a	Quiz 8 and Final Exam
SUGGESTED METHODS OF ASSESSMENT:		
Writing Assessment: 5 Discussion Posts, 2 website reviews		
Quizzes: 9 multiple choice/short answer blended quizzes		
Exams: 2 major exams, Midterm & Final		



MASTER SYLLABUS
EDP 2002 Educational Psychology

COURSE TITLE: Educational Psychology		
COURSE NUMBER: EDP 2002		NUMBER OF CREDIT HOURS: 3
PREREQUISITES: PSY 2002 is recommended, but not required		COREQUISITES: None
REQUIRED TEXT: Santrock (2021) Educational Psychology 7e.		
OTHER REQUIRED MATERIALS: Access to a computer with Internet connections and MS Word for completing assignments.		
ADDITIONAL RECOMMENDED MATERIALS OR RESOURCES: N/A		
COURSE DESCRIPTION: Educational Psychology offers a survey of the psychology of education, learning, and motivation. The course analyzes the different variations in ability among students and discusses their achievement of personal and social adjustment. Students will be introduced to major theoretical perspectives of development that impact learning, including the development of cognition, language, socialization, morality, behavior, and motivation. The diversity of learners, including individuals with exceptionalities, is also explored. Finally, assessment methods and practices are reviewed.		
General Education Competencies:		
<ol style="list-style-type: none"> 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology and education. 2. Recognize and apply psychological principles to personal, social, and organizational issues. 3. Increase familiarity with characteristics contributing to the diversity of learners and laws protecting learners with special needs. 4. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and improvement. 		
Course Level SLO #	Gen Ed Competencies	Required Common Summative Assessments
1	1	Assessed through objective quiz(zes), online discussions with peers, and/or learning task(s) - (web-based, written, and/or personal insight).
2	2	Assessed through objective quiz(zes), online discussions with peers, and/or learning task(s) - (web-based, written, and/or personal insight).
3	3	Assessed through objective quiz(zes), online discussions with peers, and/or learning task(s) - (web-based, written, and/or personal insight).
4	3	Assessed through objective quiz(zes), online discussions with peers, and/or learning task(s) - (web-based, written, and/or personal insight).
SUGGESTED METHODS OF ASSESSMENT:		
<ul style="list-style-type: none"> • Quizzes • Discussions concerning course material • Tasks including short papers, problems, and website, article, and video reviews. 		