Academic & Student Affairs Committee Meeting

University of North Florida
Monday, June 10, 2024 at 12:00 PM to 1:00 PM
Virtual

Agenda

I. Call to Order

Chair Egan will call the meeting to order.

II. Public Comment

Chair Egan will offer those in attendance the opportunity for public comment.

III. Consent Agenda

-Draft February 22, 2024, Academic and Student Affairs Committee Meeting Minutes

Proposed Action: Approval; Motion and Second Required

IV. Vice President Presentation - Focus on Student Success 12:00 PM

The Provost will update the committee on progress made during the 2023-24 academic year toward UNF'S first priority of Ensuring Student Success from Enrollment to Employment and Beyond, and introduce initiatives beginning this Fall for the 2024-25 academic year.

Proposed Action: No Action Required

V. Proposed Amended Regulation: 2.0385R Admissions – International Students 12:12 PM

The amendment to the regulation removes individual standards for health insurance for international students and instead places these standards in University of North Florida Policy 8.0060P, Health Insurance Coverage for International Students policy. The policy revision will accompany this regulation change.

Robyn Blank, Chief Compliance Officer, will present this item.

Proposed Action: Approval; Motion and Second Required

VI. 2023-2024 Post-Tenure Review 12:15 PM

Per BOG regulation 10.003 Post-Tenure Faculty Review, the chief academic officer shall report annually to the university president and Board of Trustees on the outcomes of the outcomes of the post-tenure review process for the previous fiscal year.

Provost Karen Patterson will present this item.

Proposed Action: No Action Required

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VII. Committee Approval of Faculty Tenure Recommendations 12:30 PM

The list of faculty candidates who have been recommended for tenure for the 2023-2024 academic year will be presented. Each of these candidates has been thoroughly reviewed according to rigorous departmental and institutional standards during a one-year process and recommended for tenure by external subject matter experts, the candidate's departmental committee of peers, the candidate's department chair, the candidate's college dean, the University Promotion and Tenure Committee, the Provost, and the President. The faculty thus recommended for tenure will be presented to the committee for approval.

Provost Karen Patterson will present this item.

Proposed Action: Approval; Motion and Second Required

VIII. Tenure Upon Hire - Weimin Gao, Chair, Department of Public Health, Brooks College of Health [1] 12:40 PM

Dr. Weimin Gao has been selected and hired as Chair of the Department of Public Health. He holds a Master of Science in Biostatistics and a Ph.D. in Environmental and Occupational Health from the University of Pittsburgh. He comes to UNF from the Department of Occupational and Environmental Health Sciences, School of Public Health, at West Virginia University, where he was also a tenured Professor and member of the West Virginia University Cancer Institute. In 2023, Dr. Gao was named a Fellow of the Academy of Toxicological Sciences.

Dr. Mei Zhao, Interim Dean of Brooks College of Health, will present this item.

Proposed Action: Approval; Motion and Second Required

[1] *Document available upon request.*

IX. Tenure Upon Hire - Dr. Sebastian Fourné, Professor of Entrepreneurship, Department of Management, Coggin College of Business [2] 12:43 PM

Dr. Sebastian Fourné was educated at Erasmus University in The Netherlands, where he earned both a Master of Science in Business Administration and a Ph.D. in Strategic Management from the Rotterdam School of Management. He has come to UNF by way of Canada, where he was tenured Associate Professor of Strategy & Entrepreneurship, Strategic Management Area, at Wilfrid Laurier University.

Dr. Russell Triplett, Associate Dean of the Coggin College of Business, will present this item.

Proposed Action: Approval; Motion and Second Required

[2] *Document available upon request.*

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X. UNF General Education Core Courses **12:46 PM**

Provost Karen Patterson will introduce Dr. Kaveri Subrahmanyam, Dean of the College of Arts and Sciences, who will present this item.

Proposed Action: Approval; Motion and Second Required

XI. Annual Academic Degree Program List (August 2024 - July 2025) [3] **12:54 PM**

The Board of Governors amended Board Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings, on March 27, 2024.

The amended regulation requires universities to provide the Board office with a list of the new academic degree programs that will be considered by the university boards of trustees for the upcoming academic year. The university's board of trustees must review this list before submission. This is presented for information purposes.

Dr. John Kantner, Senior Associate Provost of Faculty & Research, will present this item.

Proposed Action: No Action Required

[3] *Document available upon request.*

XII. Review of Academic and Student Affairs Committee Charter **12:57 PM**

The Committee reviewed proposed changes to the Academic and Student Affairs Committee Charter at its February 22, 2024 meeting. Robyn Blank, Chief Compliance Officer, will present the final draft for committee consideration.

Proposed Action: Approval; Motion and Second Required

XIII. Adjournment

Why Post-Tenure Review (PTR)?

1. To ensure that tenured faculty members are meeting the responsibilities and expectations associated with assigned duties in teaching, research/scholarship/creative activity, and service, including compliance with state laws, Board of Governors' regulations, and University regulations and policies.
2. To recognize and honor exceptional achievement and provide an incentive for retention as appropriate.
3. To refocus academic and professional efforts and take action when appropriate.

Amended Section 1001.706, FL Statutes

BOG 10.003 Post-Tenure Faculty Review

2.1100P Post-Tenure Faculty Review Policy

MOU: Procedures for Implementing Post-Tenure Review

How is PTR Conducted?

- Members of **two tenured faculty populations** were identified
    - Randomly selected "legacy" faculty (tenured 2017 or before); all faculty tenured 5 years ago (2018)
- **Faculty** selected for PTR compile their dossiers
- **Department chairs** / review / add PTR letter
- **College deans** / review / add PTR letter with recommended rating
    - Exceeds Expectations
    - Meets Expectations
    - Does Not Meet Expectations
    - Unsatisfactory
- **UNF PTR Committee** / review / add PTR letter with recommended rating
- **UNF Provost** / review / add PTR letter with final rating

What are the Outcomes of PTR?

Rank	"Exceeds"	"Meets"	"Does Not Meet Expectations"	Unsatisfactory
Associate Professor	5% bonus or $6K	3% bonus or $4K	PIP	Notice of Termination
Full Professor	5% increase to base salary	3% bonus or $4K	PIP	Notice of Termination

2023-2024 PTR Results

- Thirty-five (**35**) UNF tenured faculty underwent a 5-year PTR
    - Twenty-five (**25**) legacy tenured faculty
    - Ten (**10**) faculty promoted in 2018
- Twenty (**20**) faculty received final ratings of **Exceeds Expectations**.
    - Associate Professors (**9**)
    - Professors (**11**)
- Thirteen (**13**) faculty received final ratings of **Meets Expectations**.
    - Associate Professors (**11**)
    - Professors (**2**)
- One (**1**) Professor received a final rating of **Does Not Meet Expectations**.
- One (**1**) Professor received a final rating of **Unsatisfactory**.

UNF Faculty Candidates for Tenure, 2023-2024

Dr. Amber Barnes
Brooks College of Health (BCH)
Public Health

Dr. Jenifer Ross
BCH
Nutrition and Dietetics

Dr. Lindsay Toth
BCH
Clinical & Applied Movement Sciences

Dr. Indika Kahanda
College of Computing, Engineering & Construction (CCEC)
School of Computing

Dr. Upulee Kanewala
CCEC
School of Computing

Dr. Jonghoon Kim
CCEC
Construction Management

Dr. Jutima Simsiriwong
CCEC
School of Engineering

Dr. Iman Vakilinia
CCEC
School of Computing

Dr. Mandi Barringer
College of Arts and Sciences (COAS)
Sociology, Anthropology & Social Work

Dr. Lisa Byrge
COAS
Psychology

Dr. Linda Howell
COAS
English

Dr. Yisu Jia
COAS
Mathematics & Statistics

Dr. Gregory Kohn
COAS
Psychology

Dr. Adam Rosenblatt
COAS
Biology

Dr. Terrie Galanti
College of Education and Human Services (COEHS)
Teaching, Learning & Curriculum

Dr. Meghan Parkinson
COEHS
Teaching, Learning & Curriculum

Dr. Elizabeth Rozas
COEHS
Teaching, Learning & Curriculum

University of North Florida General Education Course Descriptions and Student Learning Outcomes

Academic Year 2024-25

AMH 2010: US History to 1877

Description

In this course, students will examine United States history from before European contact to 1877. Topics will include but are not limited to indigenous peoples, the European background, the Colonial Period, the American Revolution, the Articles of Confederation, the Constitution, issues with the new republic, sectionalism, Manifest Destiny, slavery, the American civil war, and Reconstruction.

Student Learning Outcomes

Students will describe the factual details of the substantive historical periods under study.

Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills.

Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history.

Students will demonstrate competency in civic literacy.

AMH 2020: US History since 1877

Description

In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the Civil Rights era, the Cold War, and the United States since 1989.

Student Learning Outcomes

Students will describe the factual details of the substantive historical periods under study.

Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.

Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history.

Students will demonstrate competency in civic literacy.

ANT 2000: Introduction to Anthropology

Description

In this course, students will learn the foundations of anthropology as the study of huma variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the

anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social, and cultural issues from multiple disciplinary perspectives.

Student Learning Outcomes

Students will explain scientific approaches to the study of human variation and human origins, including primatology, extinct and extant human cultures, language, and ethnicity.

Students will explain the origins of anthropology as a foundation discipline in the social sciences that examines the nature and definition of culture.

Students will apply anthropological concepts, principles, and methods to the scientific study of past and present human behavior.

Students will explain how anthropology incorporates multidisciplinary knowledge and perspectives.

Students will describe contemporary anthropological contributions.

ARH 2000: Art Appreciation

Description

In this course, students will develop an appreciation of and the ability to think critically about culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture.

Student Learning Outcomes

Students will identify and describe terms, concepts, and methods used in the discipline of art history.

Students will apply terms, concepts, and methods used in the discipline of art history to works of visual art and material culture.

Students will identify and describe works of visual art and material culture in the works' cultural context, including works from or inspired by the Western Canon and other cultural traditions.

Students will analyze works of visual art and material culture in the works' cultural context, including works from or inspired by the Western Canon and other cultural traditions.

Students will generate an analytical response to works of visual art and material culture in the works' cultural context.

AST 2002: Discovering Astronomy

Description

This course provides a comprehensive look at modern astronomy, emphasizing the use of the scientific method and the application of physical laws to understand the universe including earth and its environment. Throughout the course, students will develop the ability to discern scientific knowledge from non-scientific information by using critical thinking.

Student Learning Outcomes

Students will define terms used to measure and describe the universe.

Students will explain the processes involved in the formation and evolution of celestial bodies over astronomical time according to different models and theories.

Students will describe how scientific theories evolve in response to new observations and critically evaluate their impact on society.

Students will formulate empirically testable hypotheses derived from the study of physical processes and phenomena.

Students will apply logical reasoning skills through scientific criticism and argument to separate science from non-science.

Students will gather and analyze astronomical data and communicate results in graphic and written forms.

BOT 2010: Botany

Description

This course is a study of plant anatomy, morphology, physiology, and diversity. there will be three credits lecture and one credit (3 hours) of laboratory in the course. (a laboratory fee of $25 will be assessed.)

Student Learning Outcomes

BSC 1005: Principles of Biology

Description

This course applies the scientific method to critically examine and explain the natural world including but not limited to cells, organisms, genetics, evolution, ecology, and behavior.

Student Learning Outcomes

Students will evaluate data regardiing validity.

Students will read and interpret a variety of scientific data.

Students will describe the natural world.

Students will articulate and practice the scientific method.

BSC 1010C: General Biology I

Description

In this course, students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication.

Student Learning Outcomes

Students will demonstrate scientific literacy by articulating and practicing the scientific method.

Students will evaluate data regarding validity.

Students will read and interpret a variey of scientific data.

Students will identify major macromolecules and state their importance in living organisms.

Students will explain metabolism.

Students will compare and contrast prokaryotic and eukaryotic structures and processes of cell division and replication.

Students will explain gene expression.

Students will solve problems in transmission genetics.

BSC 1011C: General Biology II

Description

This course examines the evidence for evolution by common descent, the mechanisms of biological change, and the diversity, phylogenetic classification, anatomy and physiology of organisms from microbes to plants. There will be three hours of lecture and one hours of laboratory in this course.

Student Learning Outcomes

BSC 2085C: Human Anatomy and Physiology I

Description

This course is the first part of a two-semester sequence in which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of cells and tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous systems.

Student Learning Outcomes

Students will identify cell structures and describe their functions.

Students will distinguish tissues by structure, location in the body, and contrast their normal physiology.

Students will demonstrate an understanding of anatomical structure, organization of the body, cavities, plans, and directional terms.

Students will identify and describe structures of integumentary, skeletal, muscular, and nervous systems.

Students will interpret the functions of the integumentary, skeletal, muscular, and nervous systems.

Students will explain how the components of the human body maintain homeostasis.

Students will analyze and interpret physiological data.

BSC 2086C: Human Anatomy and Physiology II

Description

This course is a continuation of BSC 2085C. The course includes units concerning the cardiovascular and respiratory systems, lymphatic and immune systems, digestion and metabolism, the urinary system and fluid and electrolyte balance, and reproduction and development. The laboratory involves dissection of preserved animals. (A course fee of $30 will be assessed.)

Student Learning Outcomes

CHM 1020: Discovering Chemistry

Description

This course provides students with an introduction to chemical principles and applications for the non-science major. students will engage in problem solving and critical thinking while applying chemical concepts. topics will include the scientific method of problem solving, classification of matter, atomic theory, the periodic table, gases, chemical reactions, energy, and chemical bonds.

Student Learning Outcomes

Students will be able to distinguish between physical and chemical properties and changes.

Students will recognize components of gaseous chemistry.

Students will recognize components of aqueous chemistry including properties of water, solutions, and acids and bases.

Students will correlate the design of the periodic table to periodic trends and physical and chemical properties elements.

Students will write and interpret chemical formulae and write balanced chemical equations.

CHM 2045: General Chemistry I

Description

This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases.

Student Learning Outcomes

Students will apply the law of conservation of matter and energy.

Students will implement rules of significant numbers to all measurements.

Students will explain the fundamental properties of matter including but not limited to atomic and electronic structure, and periodicity.

Students will apply IUPAC rules of nomenclature.

Students will predict molecular geometry and properties from bonding theories.

Students will predict and explain the products of chemical reactions (e.g., acid-base, oxidation-reduction, precipitation, dissociation).

CHM 2046: General Chemistry II

Description

The course is the second semester of a two semester sequence, and includes topics such as the chemistry of liquids and solids, kinetics, aqueous equilibria, thermodynamics, electrochemistry, and nuclear chemistry.

Student Learning Outcomes

ECO 2013: Principles of Macroeconomics

Description

In this course, students will learn the foundations of macroeconomics as the branch of economics concerned with how decision-making, in an environment of scarcity, maps onto the aggregate economy. students will examine theories and evidence related the following core set of topics: national income determination, money, monetary and fiscal policy, macroeconomic conditions, international trade and the balance of payments, and economic growth and development.

Student Learning Outcomes

Students will recognize that all decisions happen in an environment of scarcity.

Students will examine theories and evidence regarding how changes in aggregate measurements are related to economic performance.

Students will recognize the relationships between the components of the national income accounts.

Students will analyze theory and evidence regarding fiscal and monetary policies and how they affect the economy.

Students will identify theories of long-term economic growth and examine evidence for those theories.

ENC 1101: Writing for Purpose and Audience

Description

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

Student Learning Outcomes

Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.

Students will employ critical thinking to analyze forms of communication.

Students will engage in writing processes that involve drafting, revising, and reflecting.

ENC 1102: Evidence-Based Writing (effective Spring 2025)

Description

Prerequisite: ENC 1101. This course will emphasize evidence-based writing to prepare students for upper-level academic writing courses and professional writing considerations. Gordon Rule English credit.

Student Learning Outcomes

Upon completion of the course, the student will be able to:

demonstrate first-year level appropriate proficiency in writing texts that require two or more sources;

demonstrate first-year level appropriate proficiency in the reading and deriving meaning from texts within a discipline;

practice determining validity, credibility, and ethical use of source materials;

recognize and practice source citation within professional-level standards of documentation;

generate various examples of short- and long-form writing that can include traditional essays, multimodal projects, and other types of work that demonstrate the writing process;

develop and practice style and syntax structures within contexts; and

engage in revision practices that can include drafting, editing, and proofreading.

ENC 2210: Technical Writing

Description

This course will introduce students to scientific, technical, and professional writing with a focus on practical information about communicating in different workplace environments and professional/technical discourse communities. Students will analyze rhetorical situations and issues (of audience, organization, visual design, style, and the material production of documents) common to different scientific, technical, and professional writing genres, including emails, letters, resumes, memos, reports (progress, lab, etc.), proposals, technical descriptions, technical definitions, and technical manuals.

Student Learning Outcomes

Students will be able to:

demonstrate an understanding of the basic elements of rhetorical analysis in a range of technical texts and apply that facility in their own writing;

demonstrate the ability to analyze rhetorical situations and to write effectively for different kinds of situations;

produce writing that effectively provides evidence and reasoning for assertions;

incorporate and document information from secondary sources into their writing;

use feedback to revise their own writing, and provide useful feedback to others;

edit and proofread their writing.

ENC 2443: Writing Topics: Literature

Description

This course will introduce students to rhetorical strategies needed for successful research-based writing in diverse academic and non-academic situations. This course will also require students to apply the principles and practices introduced in ENC 1101 with a focus on the writing conventions and expectations in the academic and professional communities associated with a disciplinary area, as well as practice in writing in a variety of genres, including the argumentative essay. Students will practice addressing a variety of audiences and using research strategies relevant to discipline and professional communities.

Student Learning Outcomes

Students will be able to:

demonstrate an understanding of the basic elements of rhetorical analysis in a range of technical texts and apply that facility in their writing;

demonstrate the ability to analyze rhetorical situations and to write effectively for different kinds of situations;

produce writing that effectively provides evidence and reasoning for assertions;

incorporate and document information from secondary sources into their writing;

use feedback to revise their own writing, and provide useful feedback to others;

edit and proofread their writing;

analyze rhetorical conventions in a specific academic discipline or group of disciplines;

engage in academic research through effective writing in at least two of three traditions (interpretive, qualitative, quantitative) or through primary and secondary research within one tradition;

synthesize and document published sources appropriate to specific disciplines or professional communities.

ENC 2450: Writing Topics: Natural Sciences

Description

This course will introduce students to rhetorical strategies needed for successful research-based writing in diverse academic and non-academic situations within the natural sciences. This course will also require students to focus on the writing conventions and expectations in the natural sciences, as well as practice in writing in a variety of genres, including the argumentative essay. Students will practice addressing a variety of audiences and using research strategies relevant to the natural sciences and related professional communities.

Student Learning Outcomes

On completion of this course students will be able to:

demonstrate an understanding of the basic elements of rhetorical analysis in a range of technical texts and apply that facility in their own writings;

demonstrate the ability to analyze rhetorical situations and to write effectively for different kinds of situations;

produce writing that effectively provides evidence and reasoning for assertions;

incorporate and document information from secondary sources into their writing;

use feedback to revise their own writing, and provide useful feedback to others;

edit and proofread their writing;

analyze rhetorical conventions in the natural sciences;

engage in academic research through effective writing in at least two of three traditions (interpretive, qualitative, quantitative) or through primary and secondary research within one tradition;

synthesize and document published sources appropriate to the natural sciences and related academic and professional communities.

ENC 2451: Writing Topics: Health

Description

This course will introduce students to rhetorical strategies needed for successful research-based writing in diverse academic and non-academic situations within health. This course will also require students to focus on the writing conventions and expectations in health, as well as practice in writing in a variety of genres, including the argumentative essay. Students will practice addressing a variety of audiences and using research strategies relevant to health and related professional communities.

Student Learning Outcomes

On completion of this course students will be able to:

demonstrate an understanding of the basic elements of rhetorical analysis in a range of technical texts and apply that facility in their own writings;

demonstrate the ability to analyze rhetorical situations and to write effectively for different kinds of situations;

produce writing that effectively provides evidence and reasoning for assertions;

incorporate and document information from secondary sources into their writing;

use feedback to revise their own writing, and provide useful feedback to others;

edit and proofread their writing;

analyze rhetorical conventions in health;

engage in academic research through effective writing in at least two of three traditions (interpretive, qualitative, quantitative) or through primary and secondary research within one tradition;

synthesize and document published sources appropriate to health and related professional communities.

ENC 2460: Writing Topics: Social Sciences

Description

This course will introduce students to rhetorical strategies needed for successful research-based writing in diverse academic and non-academic situations within the social sciences. This course will also require students to focus on the writing conventions and expectations in the social sciences, as well as practice in writing in a variety of genres, including the argumentative essay. Students will practice addressing a variety of audiences and using research strategies relevant to the social sciences and related professional communities.

Student Learning Outcomes

On completion of this course students will be able to:

demonstrate an understanding of the basic elements of rhetorical analysis in a range of technical texts and apply that facility in their own writings;

demonstrate the ability to analyze rhetorical situations and to write effectively for different kinds of situations;

produce writing that effectively provides evidence and reasoning for assertions;

incorporate and document information from secondary sources into their writing;

use feedback to revise their own writing, and provide useful feedback to others;

edit and proofread their writing;

analyze rhetorical conventions in the social sciences;

engage in academic research through effective writing in at least two of three traditions (interpretive, qualitative, quantitative) or through primary and secondary research within one tradition;

synthesize and document published sources appropriate to the social sciences and related professional communities.

ENC 3202: Professional Communication for Business

Description

In this course, students develop the virtues of business communication—practicality, accountability, and reliability. They learn the profession's language first-hand by reading and researching in business literature. In discussing such texts, evaluating them, and responding in kind through their own presentations and documents, students become more articulate professionals, more insightful thinkers, and more fluent participants in public life.

Student Learning Outcomes

At the conclusion of this course, student will be able to:

identify and recognize business-specific writing, presentation, and reading skills;

integrate the vocabulary of business and self-assess using professional standards;

research, inquire into, and synthesize business literature; and

produce compelling evidence-driven documents and presentations that give usable information to different business audiences in the appropriate style and tone.

ENC 3246: Professional Communication for Engineering

Description

In this course, students develop discipline-specific technical and professional writing skills for the field of engineering. Students will read and write in a variety of genres to understand what writing professionally as an engineer might mean. This course will also prepare students to produce documents for their senior design seminars.

Student Learning Outcomes

At the conclusion of this course, student will be able to:

identify and recognize engineering-specific writing, presentation, and reading skills;

self-assess documents using professional standards;

research, inquire into, and synthesize technical and professional literature; and

produce compelling evidence-driven documents and presentations that give usable information to different audiences in an appropriate style and tone.

ENC 3250: Professional Communication

Description

This course will introduce students to rhetorical strategies needed for successful research-based writing in diverse professional situations. This course will also require students to focus on the writing conventions and expectations in a given profession(s), as well as practice in writing in a variety of genres, including, e.g., case studies and white papers. Students will practice addressing a variety of audiences and using research strategies relevant to stated professional communities. Gordon Rule English credit. ENC1101 (Writing for Audience & Purpose) is a prerequisite for this course.

Student Learning Outcomes

At the conclusion of this course, student will be able to:

identify and recognize professional writing, presentation, and reading skills;

self-assess documents using professional standards;

research, inquire into, and synthesize technical and professional literature; and

produce compelling evidence-driven documents and presentations that give usable information to different audiences in an appropriate style and tone.

ESC 2000: Discovering Earth Science

Description

Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the earth system, composed of an atmosphere, hydrosphere, lithosphere, biosphere, and exosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize earth's connections with humans.

Student Learning Outcomes

Students will use critical thinking to recognize the rigorous standards of scientific theories.

Students will analyze and synthesize earth science data to draw scientifically valid conclusions.

Students will recognize the different time scales associated with different earth processes.

Students will effectively describe interactions between humans and the earth's spheres.

Students will apply their understanding of earth science principles to complex global and local issues.

HSC 2100: Personal and Public Health

Description

this course examines us health priorities with an emphasis on behavioral and social determinants of health. material presented will raise levels of awareness and provide information needed to make informed health related choices, encourage attitude change, and develop decision making skills which facilitate healthier lifestyle behaviors.

Student Learning Outcomes

HUM 2020: Introduction to Humanities

Description

In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the western canon and may also include expressions from around the globe.

Student Learning Outcomes

Students will demonstrate knowledge of arts and ideas and synthesize information from various sources.

Students will analyze and interpret selected expressions of arts and ideas.

Students will compare and contrast selected expressions of arts and ideas.

Students will identify contextual influences on the development of interdisciplinary arts and ideas.

IDS 1932: First Year Interdisciplinary Seminar

Description

This course is a first-year writing seminar that blends topics, issues, and knowledge from two or more disciplines, including writing studies. This course is intended for students interested in topics ranging from history to art to science and technology to business and is designed exclusively for first-year students. This course will substitute for ENC 1143, so students cannot receive credit for both ENC 1143 and the first year interdisciplinary writing seminar.

Student Learning Outcomes

By the end of this course, students will be able to:

differentiate formal features in academic and non-academic texts;

identify and use genre-appropriate source materials;

cite sources in line with style conventions;

compose error-free and stylistically clear documents;

engage in peer review for the purpose of developing revision practices; and

synthesize in writing perspectives and knowledge from two or more disciplines.

IDS 2891: General Education Capstone: Humanities, Professionalization, and Practice (Effective Fall 2025)

Description

In this course, students will participate in high impact practices associated with experiential learning, workforce readiness, and/or other professionalization skills in the disciplines. Students will continue to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, with specific examples from the Western Canon.

Student Learning Outcomes

Upon completion of this course, students will:

identify professional skills central to the practices and professionalism of the disciplines;

apply foundational knowledge in the practice or professionalization of the disciplines;

develop critical thinking skills appropriate to the practice and professional standards of the disciplines; and

develop writing skills appropriate to the practice and professional standards of the disciplines.

IDS 2892: General Education Capstone: Mathematics, Professionalization, and Practice (Effective Fall 2025)

Description

In this course, students will participate in high impact practices associated with experiential learning, workforce readiness, and/or other professionalization skills in the disciplines. Students will continue to master foundational mathematical and computation models and methods by applying such models and methods in problem solving.

Student Learning Outcomes

Upon completion of this course, students will:

identify professional skills central to the practices and professionalism of the disciplines;

apply foundational knowledge in the practice or professionalization of the disciplines;

develop critical thinking skills appropriate to the practice and professional standards of the disciplines; and

develop writing skills appropriate to the practice and professional standards of the disciplines.

IDS 2893: General Education Capstone: Natural Sciences, Professionalization, and Practice (Effective Fall 2025)

Description

In this course, students will participate in high impact practices associated with experiential learning, workforce readiness, and/or other professionalization skills in the disciplines. Students will continue to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.

Student Learning Outcomes

Upon completion of this course, students will:

identify professional skills central to the practices and professionalism of the disciplines;

apply foundational knowledge in the practice or professionalization of the disciplines;

develop critical thinking skills appropriate to the practice and professional standards of the disciplines; and

develop writing skills appropriate to the practice and professional standards of the disciplines.

IDS 2894: General Education Capstone: Social Sciences, Professionalization, and Practice (Effective Fall 2025)

Description

In this course, students will participate in high impact practices associated with experiential learning, workforce readiness, and/or other professionalization skills in the disciplines. Students will continue to practice basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.

Student Learning Outcomes

Upon completion of this course, students will:

identify professional skills central to the practices and professionalism of the disciplines;

apply foundational knowledge in the practice or professionalization of the disciplines;

develop critical thinking skills appropriate to the practice and professional standards of the disciplines; and

develop writing skills appropriate to the practice and professional standards of the disciplines.

IDS 2896: General Education Capstone: Communication, Professionalization, and Practice (Effective Fall 2025)

Description

In this course, students will participate in high impact practices associated with experiential learning, workforce readiness, and/or other professionalization skills in the disciplines. Students will continue to communicate effectively, including demonstrating the ability to write clearly and engage in public speaking.

Student Learning Outcomes

Upon completion of this course, students will:

identify professional skills central to the practices and professionalism of the disciplines;

apply foundational knowledge in the practice or professionalization of the disciplines;

develop critical thinking skills appropriate to the practice and professional standards of the disciplines; and

develop writing skills appropriate to the practice and professional standards of the disciplines.

INR 2002: International Relations

Description

Basic introduction to international politics and relations concentrating on describing the various ways nations interact with one another, how the world community looks at national power and how nations and the world community define and protect the national interest. In addition, the course examines and analyzes the role of international organizations in contemporary organizations in contemporary world politics.

Student Learning Outcomes

LIT 2000: Introduction to Literature

Description

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. these readings will cover a variety of literary movements and historical eras. The readings will include selections from the western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.

Student Learning Outcomes

Students will identify a variety of literary movements, historical eras, and/or cultural contexts.

Students will demonstrate critical thinking and analytical skills.

MAC 1105/MAC 1105C: College Algebra

Description

In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of equations, functions, and their graphs. Emphasis will be placed on quadratic, exponential, and logarithmic functions. topics will include solving equations and inequalities, definition and properties of a function, domain and range, transformations of graphs, operations on functions, composite and inverse functions, basic polynomial and rational functions, exponential and logarithmic functions, and applications.

Student Learning Outcomes

Students will solve an equation or an inequality using an appropriate technique.

Students will define and describe functions, their properties, and graphs.

Students will manipulate functions to simplify expressions and find new functions.

Students will use transformations to write an equation for a function and to graph a function.

Students will model and solve real world problems using functions.

MAC 1114: Trigonometry

Description

This course will include the following topics: trigonometric functions and their inverses, graphing trigonometric functions, identities, complex numbers, solving triangles, and applications of trigonometric functions. Students may not receive credit for both MAC 1114 and MAC 1147.

Student Learning Outcomes

MAC 1147: Precalculus

Description

Topics will include linear and quadratic functions and their applications; systems of equations; inequalities, polynomials, exponentials, logarithms, trigonometric functions and their inverses and their graphs; trigonometric identities, and complex numbers. Students may not receive credit for MAC 1147 and also for MAC 1105 or MAC 1114 or MAC 1101.

Student Learning Outcomes

MAC 2233: Calculus for Business

Description

Topics in differential and integral calculus with applications. (This course cannot be used to satisfy upper-level degree requirements by mathematics, statistics or natural science majors).

Student Learning Outcomes

MAC 2311: Introduction to Calculus I

Description

In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of limits, derivatives, and definite and indefinite integrals of functions of one variable, including algebraic, exponential, logarithmic, and trigonometric functions, and applications. topics will include limits, continuity, differentiation and rates of change, optimization, curve sketching, and introduction to integration and area.

Student Learning Outcomes

Students will calculate a limit, derivative, or integral using appropriate techniques.

Students will determine the continuity and differentiability of a function.

Students will use limits and derivatives to analyze relationships between the equation of a function and its graph.

Students will apply differentiation techniques to model and solve real world problems.

Students will use integrals and the fundamental theorem of calculus to analyze the relationship between the integral of a function and the related area.

MAC 2312: Calculus II

Description

This course continues the study of definite and indefinite integrals, and the Fundamental Theorem of Calculus begun in MAC 2311. The course presents various integration techniques and their applications, convergence of sequences and series, as well as power series and Taylor series of a function of one

variable. (This course cannot be used to satisfy upper-level degree requirements by mathematics, statistics or natural science majors.)

Student Learning Outcomes

MGF 1130: Mathematical Thinking

Description

In this course, students will utilize multiple means of problem solving through student-centered mathematical exploration. The course is designed to teach students to think more effectively and increase their problem-solving ability through practical application and divergent thinking. This course is appropriate for students in a wide range of disciplines/programs.

Student Learning Outcomes

Students will determine efficient means of solving a problem through investigation of multiple mathematical models.

Students will apply logic in contextual situations to formulate and determine the validity of logical statements using a variety of methods.

Students will apply mathematical concepts visually and contextually to represent, interpret and reason about geometric figures.

Students will recognize the characteristics of numbers and utilize numbers along with their operations appropriately in context.

Students will analyze and interpret representations of data to draw reasonable conclusions.

MUL 2010: Introduction to Music Literature

Description

In this course, students will survey the history of classical music from antiquity to the modern period, focusing on western music. The curriculum may also integrate a variety of popular and global styles where appropriate.

Student Learning Outcomes

Students will discuss and analyze music using terminology appropriate for the course.

Students will demonstrate fundamental knowledge of the works of significant composers.

Students will identify connections between music and the other arts.

Students will identify historical styles and periods based on instruments and performance practices utilized.

PHI 2010: Introduction to Philosophy

Description

In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.

Student Learning Outcomes

Students will develop critical thinking skills.

Students will demonstrate an understanding of classical western philosophical views.

Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

PHY 1020: Discovering How Things Work

Description

This course offers a comprehensive survey of physics, covering a wide range of topics including motion, newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications.

Student Learning Outcomes

Students will critically evaluate everyday phenomena using the scientific method.

Students will explain the basis of physical principles (such as conservation laws) and how they apply to everyday phenomena.

Students will interpret information conveyed in diagrams and graphs.

Students will perform simple calculations relevant to real world problems.

PHY 2048: Calculus-Based Physics I

Description

This calculus-based course serves as the first in a two-part series, covering topics like kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. Designed for science and engineering majors, the course integrates critical thinking, analytical skills, and real-world applications.

Student Learning Outcomes

Students will solve analytical problems describing different types of motion, including translational, rotational, and simple harmonic motion.

Students will apply newton's laws, and conservation laws to solve analytical problems of mechanics.

Students will identify and analyze relevant information presented in various formats such as graphs, tables, diagrams, and/or mathematical formulations.

Students will solve real-world problems using critical thinking skills and knowledge developed from this course.

PHY 2049: Calculus-Based Physics II

Description

This course is a continuation of PHY 2048 or PHY 2048C with emphasis on electricity, magnetism and light. This course will be three hours of lecture.

Student Learning Outcomes

PHY 2053: Algebra-Based Physic I

Description

This course is the first in a two-part series intended for non-physics majors, offering an algebra and trigonometry approach to topics such as kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. The course fosters analytical and critical thinking skills to promote a scientific understanding of the real world.

Student Learning Outcomes

Students will solve analytical problems describing different types of motion, including translational, rotational, and simple harmonic motion using algebra and trigonometry.

Students will apply newton's laws, and conservation laws by using algebra and trigonometry to solve analytical problems of mechanics.

Students will identify and analyze relevant information presented in various formats such as graphs, tables, diagrams, and/or mathematical formulations.

Students will solve real world problems using critical thinking skills and knowledge developed from this course.

PHY 2054: Algebra-Based Physics II

Description

This course is an introduction to electricity, magnetism, light and modern physics. Calculus is not required in this course. This course will be three hours of lecture.

Availability: This course is normally offered Summer, Fall and Spring terms.

Student Learning Outcomes

POS 2041: Introduction to American Government

Description

In this course, students will investigate how the national government is structured and how the American constitutional republic operates. it covers the philosophical and historical foundations of American government, including but not limited to the Declaration of Independence, the United States Constitution and all its amendments, and the Federalist Papers. The course examines the branches of government and the government's laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens.

Student Learning Outcomes

Students will demonstrate an understanding of the basic principles and practices of America's constitutional republic.

Students will demonstrate knowledge of the nation's founding documents, including the declaration of independence, the U.S. Constitution and its amendments, and the federalist papers.

Students will demonstrate knowledge of landmark U.S. Supreme Court cases, landmark legislation, and landmark executive actions.

Students will demonstrate knowledge of the history and development of the American federal government and its impact on law and society.

Students will demonstrate an ability to apply course material to contemporary political issues and debates.

Students will demonstrate the ability to engage in discussion and civil debate on American politics that are associated with multiple points of view.

PSY 2012: Introduction to Psychology

Description

In this course, students will gain an introduction to the scientific study of human behavior and mental processes. topics may be drawn from historical and current perspectives in psychology.

Student Learning Outcomes

Students will be able to identify basic psychological theories, terms, and principles from historical and current perspectives.

Students will be able to recognize real-world applications of psychological theories, terms, and principles.

Students will be able to recognize basic strategies used in psychological research.

Students will be able to draw logical conclusions about behavior and mental processes based on empirical evidence.

REL 2300: Comparative Religion

Description

Current: Comparative Religion first introduces students to the major religions of the world, and then seeks points of comparison between those religions in an effort to come to terms with the common bases of human religious experience.

Proposed: Comparative Religion introduces students to the academic study of religion through comparison among major and minor religious traditions, including examples from the Western Canon. It also introduces students to key critical thinking concepts concerning human culture through a study of the traditions, theologies, major figures, and practices of the world's religions, with attention to Western religious traditions and other religious traditions.

Student Learning Outcomes

SPC 2608: Fundamentals of Public Speaking

Description

Introductory course emphasizing current theories of communication, audience analysis and persuasion. preparation and presentation of speeches on topics of current concern. conferences, evaluations and videotape replay provide personalized assistance. May be taken to satisfy teaching certification requirement in speech.

(Department is revising descriptions and outcomes to address humanities area. Effective Fall 2025)

Student Learning Outcomes

STA 2023: Introductory Statistics

Description

In this course students will utilize descriptive and inferential statistical methods in contextual situations, using technology as appropriate. The course is designed to increase problem-solving abilities and data interpretation through practical applications of statistical concepts. This course is appropriate for students in a wide range of disciplines and programs.

Student Learning Outcomes

Students will visualize and summarize data using descriptive statistics.

Students will apply basic probability concepts to draw reasonable conclusions.

Students will employ concepts of random variables, sampling distributions, and central limit theorem to analyze and interpret representations of data.

Students will choose an appropriate method of inferential statistics, including confidence intervals and hypothesis testing, to make decisions about a population based on sample data.

Students will model linear relationships between quantitative variables using correlation and linear regression.

STA 3163: Statistical Methods I

Description

This course is the first in a two-term sequence in applied statistical methods. This course focuses on descriptive and inferential statistics for means and proportions in one and two groups, simple linear regression with its diagnostics, and the one-way analysis of variance. The course incorporates technology and uses SAS for analysis of statistical data.

Student Learning Outcomes

Students will be able to learn to:

identify and interpret the appropriate descriptive techniques associated with quantitative variables in one or more groups, and with bivariate quantitative data;

identify and interpret the appropriate inferential statistics for means in one or more groups;

identify and interpret the appropriate descriptive summaries for qualitative data in one or more groups;

identify and interpret the appropriate inferential statistics for use with proportions in one or more groups;

construct and interpret simple regression models for bivariate data, and interpret the associated inferential statistics; and

implement the above descriptive and inferential techniques using SAS.

STA 4202: Design of Experiments

Description

This course is an introduction to the statistical design and analysis of experiments. Topics covered will include single factor, multi-factor, randomized block, Latin square, incomplete block, factorial, fractional factorial, and nested designs.

Student Learning Outcomes

STA 4664: Statistical Quality Control

Description

This course provides an introduction to the methods of statistical quality control. topics covered include control charts, acceptance sampling, and experimental design.

Student Learning Outcomes

SYG 2000: Introduction to Sociology

Description

In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class, and population.

Student Learning Outcomes

Students will apply multiple sociological perspectives.

Students will identify methodological tools used to evaluate sociological research questions.

Students will understand dynamics between individual agency and social influences.

THE 2000: Theater Appreciation

Description

In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the western canon.

Student Learning Outcomes

Students will identify the basic principles of theatrical performance, design, technology, organization, and management.

Students will assess the significance of the human condition as expressed through the performing arts.

Students will explore and interpret works of art utilizing creative and critical thinking skills.

Students will demonstrate college-level writing.

Students will define, compare and contrast theater as both an expressive art form and a commercial industry.

University of North Florida
Board of Trustees

Academic Affairs and Student Affairs Committee Charter

Section 1: ROLE AND PURPOSE

The Academic and Student Affairs Committee (Committee) provides strategic input to the Provost and President to ensure that curricular and co-curricular educational programs, student life, support services, faculty personnel appointments and promotion systems, academic policies and procedures, academic budget, library resources, learning resources, and assessment systems are of high quality and that they support and strengthen the Institution's mission, strategies, and academic priorities. The primary function of the Committee shall be to review and recommend for consideration by the Board policies related to the academic functions and the quality of nonacademic student life, encouraging innovation in such programs and initiatives.

Section 2: AUTHORITY

The board authorizes the committee to:

2.0 Perform activities within the scope of its charter.

2.1 Engage external advisors and University staff as it deems necessary to carry out its duties.

SECTION 3: MEMBERSHIP AND MEETINGS

Membership and meetings shall be as follows:

3.0 The Chair of the Board will appoint the chair and members of the Committee.

3.1 Members will serve on the Committee until their resignation or replacement by the chair of the Board.

3.2 The Committee may request special reports from the members of the University or Direct Support Organizations' (DSO) management on topics that may enhance its understanding of their activities and operations as it relates to the Committee' s mission.

3.3 The Committee will meet not less than four (4) times per year.

Section 4: COMMITTEE RESPONSIBILITIES

The Committee will:

As needed and required, the Committee approve and recommend to the University Board of Trustees:

4.0 Proposals for new bachelor's, master's, doctoral, and specialized admissions status programs.

4.1 Proposals for terminating bachelor's, master's, doctoral, and limited access status programs.

4.2 Enrollment goals.

4.3 Academic year calendar.

4.4 The awarding of tenure.

4.5 Policies and regulations important to the success of the educational, research, and service missions of the University.

4.6 Major initiatives for enhancing progression, retention, and graduation rates; student health and well-being; university research, scholarship, and creative activities; and university engagement with the greater community.

4.7 Board of Governors' reports that require approval including, but not necessarily limited to, the following:

- Textbook Affordability (BOG 8.003)
- UNF Accountability Report (BOG 2.002)
- Legislative Budget Requests

Additionally, the Committee will:

4.8 Evaluate its own performance, both of individual members and collectively, on a regular basis.

4.9 Assess the achievement of the Committee's duties specified in this Charter and report findings to the Board.

4.10 Review this Charter at least every three years and discuss any required changes with the Board.

ADOPTION OF CHARTER

I HEREBY CERTIFY that the University of North Florida Board of Trustees reviewed and approved this Charter at its regularly scheduled meeting on [date].

_____

Moez Limayem
President

_____

Dr. Annie Egan
Chair, Academic and Student Affairs Committee

_____

Kevin Hyde
Chair, Board of Trustees

History: