

THE UNIVERSITY OF TOLEDO
Minutes of the Senate Meeting of April 27, 2010
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

approved @ F.S. meeting on 8-31-2010

HIGHLIGHTS

Faculty Senate election results
Election of Executive Committee officers
Prof. Robin Kennedy, Chair of Elections Committee (20 min. confirmed)
Terence Romer, College of A&S Information Systems Analyst
Dr. Steve Peseckis, Chair, Undergraduate Curriculum Committee (confirmed)
Prof. Celia Regimbal, Chair Academic Programs Committee (tentative)
Dr. Jamie Barlowe, Chair, Women's and Gender Studies
Dr. Penny Poplin Gosetti, Interim Vice Provost

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President John Barrett called the meeting to order, **Nick Piazza**, Executive Secretary, called the roll.

I. Roll Call –2009-2010 Senators:

Present: Anderson, Ankele, Barlowe, Barnes, Baumgartner, Brickman, Caruso, Chiarelott, Coventry, Crosetto, Dismukes, Dowd, Dupuy, Fink, Fournier, Giovannuci, Hoblet, Horan, Hornbeck, Hottell, Humphreys, Jenkins, Jorgensen, Kennedy, Kistner, Laux, LeBlanc, Lee, Lundquist, Malhotra, McSweeny, Metting, Moore, Nandkeolyar, Niamat, Nims, Olson, Peseckis, Piazza, Plenefish, Powers, Randolph, Regimbal, Rouillard, Sheldon, Solocha, Stepkowski, Teclehaimanot, Thompson-Casado, Wedding, Wolff

Excused absences: Barrett, Denyer, Elmer, Gunning, Skeel, Tietz

Unexcused absences: Grothaus, Heberle, Marco, Powless, Shriner

II. Approval of Minutes: Minutes of 4/13/2010 were approved as distributed.

III. Executive Committee Report:

Executive Secretary Nick Piazza is asking the Senators and guests to introduce themselves before speaking to get the speakers' names recorded accurately in the minutes.

President-elect John McSweeny:

Farewell Address

- John is away in Japan; I am covering
- The provost and presidential evaluations are underway; you should have received an e-mail with a link to fill out the evaluation instruments.
- I have two announcements and some messages of thanks
- First, this is Kathy Grabel's last senate meeting; she is retiring after many years of faithful service with the UT Faculty Senate and the University of Toledo.
 - Please join me in thanking Kathy.

- Also, please join Kathy and all of us for a reception immediately following the senate today.
- Second I have accepted an attractive offer to retire and return on a ½ time basis to pursue some special projects in law and medicine.
- Accordingly, instead of assuming the office of president; I will be resigning from my position of president-elect at the end of today's meeting.
 - I would like to thank Provost Haggett, Provost Gold, President Jacobs, the members of the FSEC and all of the senators for your support and assistance over the last year.
 - I think we are well on our way in achieving our goal of being the faculty's unified voice in the new university of Toledo.
 - I would ask that you give your support to our next president, whoever that may be.
 - I would also ask that you continue to work to staying engaged with the affairs of the university and that you ask your colleagues to do so as well.
 - As I often tell junior colleagues, 90% of having influence in any group decision-making process is just showing up.
 - I also believe that despite our differences, we share a common belief in the success of the University as an engine of innovation in research, education and service with each other, with the members of the administration, the board of trustees and our students.
 - We should be forthright and strong in our positions but recognize that in order for our University to be successful in achieving our goals we need to work together in a manner that befits a civil society.
 - I believe we have made progress in doing this over the past year and I again thank you for your efforts. I know the new senate will continue the progress and look forward to hearing about the senate from my colleagues in future.
 - Questions?
 - I would now like to step out of the written agenda for a minute and introduce Jamie Barlowe who wished to say a few words.

Senator Barlowe: As you know, we always give a gavel to the incoming president. John will have his gavel for a very short time, welcome and congratulations on the retirement front. You can pass the gavel on at the end of the meeting.

Three years ago, in the aftermath of the merger of our two campuses, a new provost arrived at U.T., Dr. Rosemary Haggett. The job of provost is never an easy one, but in that post-merger atmosphere of suspicion—with each campus believing the other was involved in a take-over—the job must have seemed even more daunting. Moreover, she was quickly introduced to the Main Campus style of relentless questioning. I can only imagine that it must have often felt as if she were in a small police interrogation room with blindingly bright lights. And, let's add one more complicating factor: She was a high-level woman administrator in a sea of men. Dr. Haggett, however, moved forward with determination, integrity, vision, and what I can only describe as grace under pressure, to borrow a line from Ernest Hemingway. Her determination, vision, integrity, and composure never wavered, and whatever progress we have made as a merged institution is due in large part to Dr. Haggett—from the Academic Journey to the Getting to Professor Initiative and workshops. You may not agree with all of

her decisions—or even her vision—but you cannot doubt her commitment to the University of Toledo and its academic and clinical missions and its missions of diversity and engagement. At the beginning of my year as FS President, Dr. Haggett and I quickly and easily established a working relationship built on trust and mutual respect. She never failed to give me a “heads-up” on every initiative or, even, possible initiatives. She always listened to my concerns and feedback, and she steadfastly supported the underlying principles of shared governance. John Barrett is out of the country right now, but I know he experienced similar support, encouragement, and attentiveness. I already know this, but I predict that we will all learn in the months and years to come the truth of the immortal words of Joni Mitchell from the 1970 hit song, “Big Yellow Taxi”: “Don't it always seem to go; That you don't know what you got 'til it's gone.” Thank you Dr. Haggett and God speed.

I am also going to step out of the agenda and introduce Dr. Jeffrey Gold.

Provost Gold: Good afternoon everybody, I know that I am not on your agenda this afternoon. However, as this is the last Senate meeting of the academic year, I wanted to take a minute to address several items.

First, to congratulate and thank Dr. Barrett, Dr. McSweeney, Dr. Barlowe, and the other members of the Senate Executive Committee for all of their hard work and their camaraderie this year. It has been an amazing year of great progress. I would also like to thank all the members of the Senate for your help in supporting countless programs and ideas. I would like to congratulate Professor Karen Hoblet for receiving the Jefferson award this morning for her remarkable achievements, and I would also like to thank and congratulate Kathy for all her wonderful service and the unending number of minutes to be edited.

I would also like to take a minute, just to congratulate Dr. Haggett on this remarkable opportunity that is now before her. Perhaps during her report she will take a few minutes and tell you about what lies ahead for her. It is unquestionably a great opportunity in the “sovereign country of Texas.” I could spend a lot of time talking about the three years Dr. Haggett and I have come to know each other I would say that Dr. Barlowe’s comments are right on in every respect. Dr. Haggett has not only been a wonderful colleague for me at one of the steepest times in my learning curve, but has been a mentor and friend, and we will all miss her. So, Rosemary, we offer to you and to Gordon, the sincerest thanks of our faculty and administration. I am sure we will have many other opportunities to share that sentiment, but I just couldn’t let today go by without doing so. So thank you very much.

Senator McSweeney: Thank you very much Dr. Gold. Our next item is the Provost Report from the Main Campus, so Dr. Haggett will you come up please.

Provost Haggett: Howdy, at least that is what I was told I needed to practice. Thank you first of all, for those touching remarks from both Jamie and Jeff and all of you who have sent me congratulations after my news yesterday that I shared with you by email. I really don’t have prepared remarks today. I was going to speak from the heart and I particularly want to do that now after receiving such kind words from you. I will tell you a little bit about what led me to this decision and what I look forward to and what I don’t look forward to about leaving here. Over the last three years, we have come a long way together I think. I remember the conversations we had

early on, and, I think we have built a positive relationship over the three years I have been here, and I will miss that very much. Everything I ever said about being your Provost, I still believe today. I have been incredibly privileged to hold that honor to be in this role here at this University, and to get to know each and every one of you, and to work together to make this a better place, and improve the human condition. So please understand that because I've chosen to follow a personal path that gives me the opportunity for more personal growth and a new learning curve, and maybe no more snow, which does not mean that I don't hold you all and this institution very dear as I always have. I am not "running away from, I am going to", and that is an important distinction. A provost I worked for once asked me, when I made a change, was I "running from, or going to", and I am definitely "going to", not "running from". My heart is here and it will take a while for it to be transplanted. In my remarks to you yesterday in my letter, it is true that you will always have a Rockets fan in Texas, and I know that the real UT is in Northwest Ohio. Just a couple words about what I'm doing and where I'm going. This is again a real different job for me it is a Vice Chancellor position, it's a system position. What I've learned, in the State of Texas at least, you don't have any political clout unless you're a system. So the University of North Texas, about seven years ago decided that it was going to become a system when that legislation passed. It has its flagship institution at the University of North Texas in Denton, an institution that's not very different in some ways than the University of Toledo. It is one of the up and coming institutions according to the US News and World Report. They are doing some innovative things and have aspirations to go much further. In addition to the Denton campus, there is a Health Science center in Fort Worth that is part of the system, there is a new campus in Dallas that began as a branch of the University of North Texas, but now will become with this incoming class in the fall an independent institution. One of my jobs will be to help it become accredited as a separate institution. In addition to that, the new NT system is starting a Law School, the Law School has funding, it has no Dean, it has no students yet, the first class will be in 2012, and that will be another thing on my to-do list, to get that up and running. So, according to the press release from the University of North Texas, it says, "*As the UNTS Vice Chancellor for Academic Affairs and Student Success, Dr. Haggett will direct the University of North Texas System's academic planning, reporting, and campus support. As the System's chief academic officer, she will provide leadership and consultation in the development of the academic planning process, academic and research policy, and academic personnel policy. Dr. Haggett also will be charged with oversight and evaluation of selected educational programs, professional education, major systemwide academic initiatives, graduate and undergraduate student affairs, and international and other extended learning programs.*" There are a couple things to do. The title is Vice Chancellor for Academic Affairs and Student Success. I go with a lot of enthusiasm and excitement about this position, but with regret for what I leave behind. I will continue to be with you in spirit and will be anxious to watch your continued growth and development. I will be glad to answer any questions about my transition or about anything else in my role as Provost here at the University. The first question you are probably going to ask, so let me answer it, no I don't know what's going to happen next in my position. There's been no discussion about who the interim Provost is going to be, but I know that the President is seriously working on that issue. I will be happy to answer any questions.

Senator McSweeney: Thank you very much Provost Haggett, and good luck and Godspeed. We have a suggestion from a long-term members of the Senate that we go to the reports, and then to the elections. Professor Kennedy, do you want to give us your report on how the elections process will be conducted in the future and the possibilities?

Robin Kennedy: Thank you. We have a report of the Committee of Elections, and the committee consists of Dr. Malhotra, Niamat, Marco, and I. We were assisted by Kathy Grabel and by Terry Romer. Today we are just going to go over the three-page report we have, then Terry Romer is going to come up and give a couple slides, and take you through an electronic election.

Report of the Committee on Elections

Question from Executive Committee

The Executive Committee asked the Committee on Elections to consider whether to recommend changes to the election process.

“Interoffice Mail” Paper Ballot Process

The Appendix¹ to the Faculty Senate Constitution requires Faculty Senate to conduct through “interoffice mail” elections of representatives to Faculty Senate, University Committee on Academic Personnel, and University Committee on Sabbaticals from 11 colleges and 1,000 faculty members. Each election requires identification of electorate from each college and preparation, distribution, and manual tallying of nomination and final election ballots.² The “interoffice mail”

¹ Article I. University Faculty Elections, Section D. Conduct of Elections, Subpart 1., Appendix to the Faculty Senate Constitution.

² **First Step: Nomination Ballot for Each College**

Electorate. Determination of the electorate in January each year requires considerable staff time that college-run election could save. Kathy Grabel requests rosters of full-time, continuing faculty and lecturers (not including: part-time faculty, faculty emeriti, faculty with superannuate status, visiting faculty, adjunct faculty, faculty for a term, and administrators who are deans and above) from University sources and cross-checks them with rosters from deans’ offices. Errors occur occasionally that require reprinting nominating ballots.

Labels, Envelopes and Ballots. Ms. Grabel creates a list of labels based upon university faculty rosters. She puts faculty names in the order of the university list and compares the list to college rosters. She verifies the qualification of faculty status in the event of discrepancies.

Envelopes. Ms. Grabel orders large yellow envelopes from the Print Shop and orders plain white envelopes.

Nominating Ballot. After determining the number of vacancies to fill in the next year in each college, Ms. Grabel starts to prepare nominating ballots by referring to the chart in the Appendix to the Faculty Senate Constitution. Art. I.C.3. She checks for faculty going on sabbaticals or leaves of absence. She prepares and orders printing of General Instructions sheets for each ballot. She orders printed ballots from the Print Shop in a different color for each college. She stuffs a ballot, instructions sheet, and plain white envelope in each large yellow printed envelope. She labels each yellow envelope. She places the ballots in interoffice mail in mid-February with 2-week due date.

Tally of Nominating Ballots. The Committee on Elections tallies votes and sends emails to top nominated vote getters (pluralities win) to ask whether each is willing to be on the final ballot. For each “no,” the Committee moves to the next highest vote-getter until getting “yes’s” from the number of nominees needed for final ballots.

Second Step: Final Election Ballot, Labels, Envelopes.

Final Ballot Preparation.

Ms. Grabel prepares final ballots and orders them printed from the Print Shop on colored paper again. She prepares the Final Ballot General Instructions sheet and orders printing of another 1,000 of the final ballot general instructions sheet. She orders large yellow envelopes from the print shop and plain white envelopes.. She stuffs a ballot, instructions sheet, and plain white envelope in each large yellow printed envelope. She labels each yellow envelope. She places the ballots in interoffice mail in the beginning of April.

Tally of Final Ballots. The Committee on Elections tallies the votes, notifies the winners, and invites all the winners to attend the last Faculty Senate meeting to participate in election of officers for the Faculty Senate Executive Committee (FSEC).

Election to UCAP and UCS. Elections to UCAP and UCS follow similar steps.

process of paper ballots for election to Faculty Senate necessitates 4,000 large yellow printed and small white envelopes, 2,000 individual labels, 2,000 instruction sheets, and 2,000 ballots. It also requires manual stuffing and opening of envelopes and tallying of results. Elections for University Committee on Academic Personnel and Committee on Sabbaticals require thousands more envelopes, paper, printing and stuffing. Occasional errors in omission of eligible faculty from college electorate rosters have necessitated reprinting and re-mailing ballots.

Committee Assessment

The Committee estimates paper, envelope and printing costs of \$500 for the Faculty Senate election alone. The Committee has not determined the cost of faculty and staff time associated with compiling rosters, stuffing envelopes, and tallying ballots.

Secrecy of “interoffice mail” paper ballot voting relies on integrity of those who handle envelopes and ballots including mail personnel, Faculty Senate staff and faculty members of the Committee on Elections.

Alternatives

The Committee considered two alternatives. The first would allow each college to conduct Faculty Senate elections. The second alternative would add an electronic voting option to Article I.D. of the Appendix to the Faculty Senate Constitution.

Alternative 1: Conduct of Elections by Each College

Conduct of Faculty Senate elections within each college would simplify elections by eliminating entirely “interoffice mail” paper balloting. This alternative would save costs, time and effort of the Committee on Elections and Faculty Senate staff and would appear to reduce risks of error in comprising college rosters of eligible voters for nomination and final ballot voting.

College-conducted secret ballot elections in college faculty meetings would appear to protect confidentiality at the same or greater levels as voting by “interoffice mail.” If college voting were by electronic means, the risk of loss of secrecy would appear to be equal to or slightly greater than that associated with “interoffice mail” voting. The Committee notes that membership elections differ in sensitivity from voting on issues within Faculty Senate concerning faculty and university matters.

Alternative 2: Electronic Voting

Electronic voting would simplify distribution of ballots and tallying of voting. Both would occur almost instantaneously. Various organizations within the University currently employ electronic voting.³

Electronic voting would require decisions about whether to rent web space and voting assistance or to run a designed program from a local server. Either would require some resources. One organization affiliated with the University spends \$750 annually on electronic voting. The Committee would need to provide Faculty Senate a statement of specific costs and methods should Faculty Senate chose to add an electronic voting option.

Secrecy of electronic voting appears to be equal to or slightly greater than that associated with “interoffice mail.”

The electronic voting alternative would require amendment to Article I.D.1. of the Appendix to the Faculty Senate Constitution. The amendment would require passage by a “vote of two-thirds of those in attendance at a duly convened meeting of the Faculty Senate at which a quorum is present at the time of the vote.”⁴ Amendment would not require elimination of the “interoffice mail” process. Amendment would amount to an addition of an electronic voting option for conduct of elections.

Resolution

To go forward with further investigation, the Faculty Senate should authorize the Committee on Elections to pursue further information on either alternative and to provide Faculty

³ Arts and Sciences Council, AAUP, Student Government and Center for Creative Instruction.

⁴ Article VI. Amendment of the Appendix to the Faculty Senate Constitution.

senate with a specific proposal containing specific information on costs and benefits at a meeting in the fall semester of 2010.

Acknowledgement and Expression of Thanks

The Committee would like to acknowledge and thank Ms. Mary Jane Erard, Ms. Shashi Kala, and Mr. Terry Romer for hours of volunteer work each contributed to the committee's understanding of electronic voting.

I have asked Terry Romer who is a research analyst in the College of Arts and Sciences, who runs the electronic voting for the College of Arts and Sciences to Arts and Science Council. So Terry is going to talk about how this works and maybe some of you have participated in that kind of election. He is going to show us some slides and talk about this.

Terry Romer: While we are getting that up and running, I am going to introduce myself. My name is Terry Romer I work in the Dean's office of the College of Arts and Sciences, and this project came to me in April 2009 originally when I spoke with some members of the Arts and Science Council Election Committee, and at that time, they were interested in maybe moving their elections process to an electronic format. My background is I happened to be there when they were discussing this and I have run some electronic assessment for courses and other issues, and that's how it came to be, because I had set up for at least one of the members of the elections committee an electronic assessment for a course.

For those of you that don't know, the College of Arts and Sciences has an Arts and Sciences Council, and as elected faculty body there is about 260 voting eligible faculty members in the college and those vote for about 61 positions on the council. But, only 50 odd or 52 of those seats are actually filled by full-time faculty members. There are some seats for students that are appointees; there are some seats for the administrators, faculty administrators. Our voting timeline in the process is very similar to the Faculty Senate timeline. We have a round of nominations elections that happens in early to late January, to early February, and the final elections are held in early to mid April; In fact, we just finished up the final elections, I guess it would have been the third week, or the second week of April, about a week and a half ago. The difference between our elections and the Faculty Senate elections as they stand now is that we run our CCAP and Graduate Council elections simultaneously. So if you are thinking of this as a paper process, a voter will get up to three ballots, an at large ballot, they will get the CCAP ballot, and they will get a Graduate Council Ballot, if they are on the Graduate Faculty.

The Elections Committee expressed to me a desire to alter the process sometime in April 2009. At the end of the 2009 elections, they had just got done counting all of the final tally's at the second meeting of theirs, they asked me, "Could this be moved electronically?" at the time I kind of shrugged my shoulders and said, "I don't see why not". Then I forgot I said that, and then in the fall 2009, I was approached and they said, "Remember when you said you could do this"? It's time to do this. At the time my recollection was that the idea was the process was time and resource intensive, there is a lot of envelope costs, there's printing costs, cost of the ballots, like I said, there are three ballots per person, you have double the envelopes going out, you have office staff time. We kind of get volunteers in the office, but there is a Secretary and our Business Manager tend to be the point people in the office up until recently to get some of these things done. Then there is the elections committee time, getting everybody together to get all this done. It is resource and time intensive to get these elections up. Remember all this labor has to be multiplied by two, one for the nomination round and one for the final election round. So, there are thousands of pieces of paper being printed, dozens of hours at the very least, and it becomes a very difficult process. Then there is six different ballots, three different ballots per voter, it does become a very complicated process.

So how do they go about making this change? This was kind of fortunate I guess for the Council, is that they were able to pass a motion at the council meeting saying go ahead and change the procedure. As far as I know, I believe there are some council members in here who can correct me

if I'm wrong on this, is that the actual procedures for the voting are not necessarily described in the constitution. It outlines the details of having the election, who will be elected and how that happens, but there's no language in the actual constitution that says you must do it this way, you must do it that way. Those procedures are outlined in the elections handbook, and the motion that was passed, again I could be a little wrong on this, what was a pretty general motion saying that we will change what we need to change to move this from a paper process to an electronic process. That meant changing the language on the ballots, instead of stuffing something in an envelope, instead of going through mail, this and that, it was, we will get you the ballot and you will return the ballot and the language will be changed accordingly on the ballots and communications will be adjusted for the electronic process.

After a very brief investigation, we determined that the software that we already had purchased, it's a survey kind of assessment, feedback package of software, most institutional surveys that get administered, get administered through this. The client survey that is out there now is being administered through this same software. We own a seat for this software because we run several assessments for various departments for the college throughout the year, so we pay \$750.00 for a seat. However, the per-use cost ends up being pretty low because we use it so much, and at least for us the Arts and Sciences Council, it was a marginal cost increase of zero dollars because this was already in use. So how do we go about making this change? Starting I guess in late September, early October 2009, I created using that software package a test ballot site. That was created to kind of simulate an electronic version of the elections that was as close to the paper elections as we could get, is what we had. For that to happen, we had to allow for an accurate presentation of the ballots for each voter, meaning that if you are in the division of Mathematics and Natural Sciences, that is the CCAP ballot you will see, because you do not vote for anybody else. If you are on the Graduate Faculty you will get the Graduate Faculty ballot, you only get one vote per person to make sure people are not stuffing the ballot box with extra votes. Importantly enough, you must allow some kind of verification that a vote was cast, but we have to separate that from the actual record of the voter. So if you think about this in terms of the actual paper process, you get back, or you send back an envelope with your signature on it, the elections committee then separates that ballot from the envelope, and you know that person voted, but you don't know who they voted for. So, at least you have a record of that. We did a couple of rounds of testing, increasing the number of people until it got to the whole faculty who were able to vote, so how does it work? Essentially, you get an email from our Council Committee on Elections that says here you are going to vote, here is your username for the site, here is your password for the site, and here are the ballots that you ought to see. If this is wrong don't vote, or contact the elections committee and we will fix any errors before you vote, because after you vote it is very difficult to fix things. Again, everything is designed to mimic the paper ballot as best you can so, you click on it, you type in those things, and you get to vote. So the main challenges and concerns is what do we accomplish? We reduce paper usage tremendously, we reduce the overall staff time, except the first time around, restarting the election because of an error on the ballot costs zero, we just send it out again, and fix the ballot and have everybody revote, and the tallying is very quick. But what did not change? The creation of the actual ballots is in the purview of the Elections Committee, knowing who should be on the ballot. That is still something that they do; however they do that.

Senator Fink: I am concerned about this process and the response rate; do you know what the response rate for this type of election would be?

Terry Romer: The response rate for the final elections was about 50% doing an electronic ballot, and the year before was 40% with paper ballots.

Senator Fink: Statement from Senate member: If the elections were held within each college the return would be 100%

Terry Romer: Perhaps you could.

Senator Fink: In addition, it doesn't cost you any money because you already have this in place, but other colleges don't, and right now resources are stretched thin, so to add an expense to my college at a time when we are counting paperclips is something I personally would be strongly against.

Terry Romer: I would agree completely with both of those things. We were lucky.

Senator Olson: I would like to make a motion that we table this until the first meeting in the fall since this is going to require some discussion, and we do not have the time at this meeting,

Senator Dowd: Second

Senator McSweeney: We have a motion to table this discussion until the fall meeting because we have limited time today. All in favor of tabling this until the fall? Any opposed? Anything you would like to add Terry? *Motion passed*

Terry Romer: No, that's fine

Senator McSweeney: Thank you for that report Terry, it obviously holds a lot of promise and we will revisit this in the fall.

I did want to mention one thing I neglected to mention, you should have received the results of the election of the Faculty Senate. You will notice that my name is in parenthesis amongst the people that were newly elected, or re-elected in the College of Medicine. Joseph Atallah will be replacing me as Senator at the end of this meeting. So, with that, if we could have the brief report from Dr. Steve Peseckies.

Senator Peseckies: Ok, so everyone should have received my email about the courses for approval.

Senator Jorgensen: I realize that you and the committee worked very hard on this, but when you send us a 23-page document six hours before the Senate meeting it cannot be effectively studied.

Senator Peseckies: I appreciate that. They need this for accreditation, so, we would have preferred more time. All in favor in passing the Curriculum say "aye", all opposed say "nay". *Motion passed*

Course Modification and New Course Proposals Approved by the Faculty Senate on April 27, 2010

College of Arts and Sciences (ARS)

Note: A&S Department of Art course proposals are listed after all other course proposals because of their number

New Courses

EEES 3800 Botany 4 ch

- Lec 3, Regular Lab, 3; 20 students/semester, 20/section; Semester offered: Fall, Alternate Years

- Prerequisite: EEES 2150 or BIOL 2170 or Permission of Instructor.

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "A detailed introduction for science majors to plant biology via lecture and laboratory. Topics include plant structure, function, evolution, diversity, agriculture and other non-food uses, and ecology."

- Fit: No course in general botany/plant biology exists at UT. At present, students in Environmental Sciences (ES) or Biology (BIOL) receive brief coverage of plants in introductory biology (EEES 2150/BIOL 2150, 2170), and subsequent plant-related courses in each department are on specialized topics (e.g.; Plant physiological ecology/EEES 4800, Plant physiology/BIOL 3410). Hence, no "bridge" courses exist for botany for ES/BIOL undergraduates, which at many universities is a "general botany". So, it is difficult to recruit UT undergraduates into upper-level plant courses, into undergraduate research with UT plant faculty, and into DES/ BIOL graduate programs with plant faculty. To be taught in alternate years (or on student

demand) at the 3000 level (e.g., to sophomores majoring in Biology, via DES or BIOL). Requires prior completion of introductory biology (EEES 2150/BIOL 2170 in DES or BIOL 2150/2170 in BIOL) or permission of instructor. Anticipated enrollment = 20/year.

Course Modifications

ENGL 1110 College Composition I 3 ch

- Update catalog description to “Explanatory and persuasive writing in both personal and public genres; instruction and practice in generating, focusing, developing, researching and presenting ideas in ways consistent with one's subject, purposes and intended audience. Placement through examination or portfolio evaluation or through completion of ENGL 1100 with grade of NC. (ESL students must have completed ENGL 1020 with grade of Pass.) From Composition I with Workshop, Composition I and Composition II, no more than 6 hours apply toward graduation.

3.000 Credit Hours

3.000 Lecture hours”

Reason: To delete the reference in the catalog description to the course "English 1120" since English 1120 is being dropped.

College of Education (EDU)

New Courses

CIEC 3600 Creating Effective Learning Environments 9 ch

- Computer Assisted Instruction 9; 60 students/semester, 30/section; Semester offered: Fall, Spring, Every Year

- Prerequisite: Permission of Instructor.

Corequisite: CIEC 3610

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: “This 9 semester hour course is required for the “Fast-Track” non-licensure program in ECE and explores foundational principles and research in curricula for children from infancy to age 5.”

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

CIEC 3610 Field: Creating Effective Learning Environments 7 ch

- Computer Assisted Instruction 9; 60 students/semester, 30/section; Semester offered: Fall, Spring, Every Year

- Prerequisite: Permission of Instructor.

Corequisite: CIEC 3600

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: “Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments for young children. This field experience is part of the non-licensure “Fast-Track” ECE program.

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

CIEC 3700 Early Literacy, Language, and Social Studies 9 ch

- Computer Assisted Instruction 9; 60 students/semester, 30/section; Semester offered: Fall, Spring, Alternate Years

- Prerequisite: CIEC 3600, CIEC 3610

Corequisite: CIEC 3710

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "This 9 semester hour course is required for the "Fast-Track" non-licensure program in Early Childhood Education and provides an integrated study of social studies and literacy development and instructional practices in early childhood education."

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

CIEC 3710 Field: Early Literacy, Language, and Social Studies 7 ch

- Field, 7; 60 students/semester, 30/section; Semester offered: Fall, Spring, Alternate Years

- Prerequisite: Permission of Instructor.

- Prerequisite: CIEC 3600, CIEC 3610

- Corequisite: CIEC 3700

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments and activities related to the learning of literacy and social studies for young children. This field experience is part of the non-licensure "Fast-Track" ECE program."

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

CIEC 4600 Supporting ECE Science and Mathematics 9 ch

- Computer Assisted Instruction 9; 60 students/semester, 30/section; Semester offered: Fall, Spring, Every Year

- Prerequisite: CIEC 3700, CIEC 3710

Corequisite: CIEC 4610

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "This 9 semester-hour course is required for the "Fast-Track" non-licensure program in Early Childhood Education and explores the study of math and science teaching practices in preschool education (ages birth to five)."

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

CIEC 4610 Field: Supporting ECE Science and Mathematics 7 ch

- Field, 7; 60 students/semester, 30/section; Semester offered: Fall, Spring, Every Year

- Prerequisite: Permission of Instructor.

- Prerequisite: CIEC 3700, CIEC 3710

- Corequisite: CIEC 4600

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments and activities related to the learning of mathematics and science for young children (infants, toddlers, or preschoolers). This field experience is part of the non-licensure "Fast-Track" ECE program."

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time

study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

SPED 4700 Meet Needs Young Children Disabilities 9 ch

- Computer Assisted Instruction 9; 60 students/semester, 30/section; Semester offered: Fall, Spring, Every Year

- Prerequisite: CIEC 4600, CIEC 4610

Corequisite: SPED 4710

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "This 9 semester-hour course is required for the "Fast-Track" non-licensure program in Early Childhood Education and focuses on knowledge and skills that general early childhood teachers must have to work with young children between the ages of birth to 5 years who have disabilities."

- Fit: This course is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

SPED 4710 Field: Meet Needs Young Children Disabilities 7 ch

- Field, 7; 60 students/semester, 30/section; Semester offered: Fall, Spring, Every Year

- Prerequisite: Permission of Instructor.

- Prerequisite: CIEC 4600, CIEC 4610

- Corequisite: SPED 4700

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments and activities for young children with special needs (infants, toddlers, or preschoolers). This field experience is part of the non-licensure "Fast-Track" ECE program."

- Fit: This field experience is part of a new concentration in the Early Childhood Education non-licensure program. This concentration will be offered entirely online. It is intended to meet the needs of early childhood teachers who have an associate's degree in early childhood education or child development and wish to complete a bachelor's degree. It is an accelerated option that combines coursework and job-embedded professional development. Students will be able to complete the program in 4 semesters (excluding summers) of full-time study. There are currently approximately 15,000 ECE teachers in Ohio who have an associate's degree who would be prospective students.

Course Modifications (EDU)

CIEC 4070 Effective Teaching Practices 3 ch

- Change pre-requisites to "CIEC 3200; CIEC 4340; PROFESSIONAL STANDING "
- Reason: Students need to take this course in sequence

SPED 4080 Curriculum Adaptations and Strategies 3 ch

- Change pre-requisites to "Prerequisites: CIEC 3200; CIEC 4340; Professional Standing; or Permission of Instructor "
- Reason: Students seeking an ECE teaching license need to take this course in sequence.

College of Engineering (ENG)

Course Modifications

CIVE 3120 Soil Mechanics 3 ch

Change prerequisite from "CIVE 1160, 1170" to "CIVE 1160"

Reason: Dropped CIVE 1170 as a prerequisite is the only change.

CIVE 3310 Structural Analysis 3 ch

Change prerequisite from "CIVE 1160, EECS 1050, MATH 1890 OR 2890" to "CIVE 1160, MATH 1890 OR 2980"

Reason: Dropped EECS 1050 as a prerequisite is the only change.

CIVE 3610 Water Supply and Treatment 3 ch
Change prerequisite from “CIVE 1170 FOR LEVEL UG WITH MIN. GRADE OF D-” to “CIVE 1150 FOR LEVEL UG WITH MIN. GRADE OF D-”
Update Catalog description to “The topics covered in the lecture will include water supply, design of the physical and chemical treatment processes associated with water treatment, water distribution systems, and contemporary issues related to drinking water.”
Reason: Course description was shortened and prerequisite was changed.

CIVE 3620 Air Pollution Engineering I 3 ch
Change prerequisite from “CIVE 1170 FOR LEVEL UG WITH MIN. GRADE OF D-” to “CIVE 1150 FOR LEVEL UG WITH MIN. GRADE OF D-”
Reason: Prerequisite was changed.

CIVE 3630 Wastewater Engineering 3 ch
Change prerequisite from “CIVE 1170 FOR LEVEL UG WITH MIN. GRADE OF D-” to “CIVE 1150 FOR LEVEL UG WITH MIN. GRADE OF D-”
Update Catalog description to “The topics covered during the semester will include wastewater characteristics, collection, treatment, and discharge, sludge treatment and disposal, and contemporary issues related to wastewater treatment.”
Reason: Course description was shortened and prerequisite was changed.

MIME 3380 Modeling and Control of Engineering 3 ch
- Update catalog description from “Physical modeling and feedback principles are applied for control of mechanical systems. Transient response, root locus and frequency response principles are experimentally applied to the control of basic mechanical and electrical systems.” to “Physical modeling and feedback principles are applied for control of mechanical systems. Transient response, root locus and frequency response principles are applied to the control of basic mechanical and electrical systems.”
- Reason: The original catalog description indicated that principles are 'experimentally applied' in this course. There are not any experiments in this course and the MIME Dept. would like the word 'experimentally' removed from the course description.

College of Arts and Sciences (ARS)

The following course proposals are from the Department of Art

New Courses

ART 1070 Fundamentals of Digital Media 3 ch
- Regular Lab: 3, 20 students/semester, 20/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: “This course introduces art students to the basic digital technologies of contemporary art and design. This is a web-assisted course.”
-Reason: This course adds a foundational new media component to the departmental curricular offerings.

ART 2100 Life Drawing 3 ch
- Studio: 3, 23 students/semester, 23/section; Semester offered: Fall, Spring, Every Year
- Grade Only (A-F, PR, I)
- Prerequisite: ART 1090
- Catalog Description: “Development of visual and technical skills necessary to represent the figure, working from live models. Presentations focused on artistic understanding of the human body in architectural space, proportion, volume, and anatomy. “
-Reason: This course is required for all 2D & 3D students both BFA and BA.

ART 2300 Painting 3 ch
- Studio: 3, 18 students/semester, 18/section; Semester offered: Fall, Spring, Every Year
- Grade Only (A-F, PR, I)
- Prerequisite: ART 1050, ART 1090
- Catalog Description: “Introduction and overview of painting materials and techniques, including oil, acrylic, and watercolor media. Explores design concepts, formal and conceptual skills, and color theory.”

-Reason: This is the introductory course in the painting discipline. This course will be required of all BFA 2D Studies students; may be elected by BFA 3D and New Media Studies students; and is a 2D option for a BA in Visual Arts and Art Education.

ART 2400 Concepts in Art, Studio, and Theory 3 ch

- Studio: 3, 22 students/semester, 22/section; Semester offered: Fall, Every Year

- Grade Only (A-F, PR, I)

- Prerequisite: None

- Catalog Description: "This course will create a forum where students will experience studio demonstrations, learn tool and materials best practices, exchange ideas with visiting artists, and engage in the broader art community."

-Reason: This 2000 level support course, required of all degree students, is aimed at directly exposing and connecting students with the contemporary art scene outside of the traditional classroom. The course helps prepare the student for the BFA Thesis Exhibition.

The Department of Art has proposed multiple course subtitles that can be used under a single core course number and title. This is a new approach at UT. Each title will have associated prerequisites. It will be the responsibility of the Department to enter the correct prerequisites for each course title. Student transcripts will reflect the correct course title based on the semester taken. All potential course titles and prerequisites must be approved by the traditional curriculum authorization process to insure compliance with University and State requirements. Examples of such courses are ART 3000, 3010, 3100, 3110, 3120, 3200, 3210, 4000, 4010, 4020, 4100, 4110, 4120, 4200, and 4210.

ART 3000 NM Imaging 3 ch

ART 3000 NM Imaging: Black and White Photography

- Prereq: ART 2010 NM Digital Print-based Media, and ART 2003 Photography

ART 3000 NM Imaging: Digital Photography

- Prereq: ART 2010 NM Digital Print-based Media, and ART 2003 Photography

ART 3000 NM Imaging: Digital Drawing

- Prereq: ART 2010 NM Digital Print-based Media

- Studio: 3 (5 contact hours), 18 students/semester, 18/section; Semester offered: Fall, Spring, Every Year

- Grade Only (A-F, PR, I)

- Catalog Description: "Varying studio topics in fine art photography and digital imaging, including digital photography, digital drawing, and B&W photography. May be repeated under different course titles.

-Reason: The course realizes the New Media Imaging component of the curriculum at the 3000 level including photography and digital imaging. Topics in these area will vary according to the planned semester rotation of courses.

ART 3010 NM Interactivity 3 ch

ART 3010 NM Interactivity: Web-based Art

ART 3010 NM-Interactivity: 2-D Animation

- Prerequisite: ART 2020 NM Digital Interactive Media

- Studio: 3, 20 students/semester, 20/section; Semester offered: Fall, Spring, Every Year

- Catalog Description: "Varying studio topics in interactive new media including web-art and the exploration of interface design and information dissemination. May be repeated under different course titles.

-Reason: The course realizes the New Media Imaging component of the curriculum at the 3000 level including photography and digital imaging. Topics in this area will vary according to the planned semester rotation of courses.

ART 3100 2D Methods 3 ch

ART 3100 2D Methods: Monotypes and Relief

- Prereq.: ART 2110 2D-Printmaking

ART 3100 2D Methods: Screenprinting

- Prereq.: ART 2110 2D-Printmaking

ART 3100 2D Methods: Oil Painting

- Prereq.: ART 2300 2D-Painting

ART 3100 2D Methods: Acrylic Painting

- Prereq.: ART 2300 2D-Painting

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year

- Catalog Description: "Studio course focusing on one of the following disciplines: drawing, painting or printmaking, within separate class settings. Courses explore various topics and techniques. May be repeated under differing course titles."

- Grading: Grade Only (A-F, PR, I)

-Reason: The course functions as a structure under which multiple 2 dimensional skill bases will be grouped. Topics in these areas will vary according to the planned semester rotation of courses.

ART 3110 2D Visual Perception 3 ch

ART 3110 2D Visual Perception: Anatomy

- Prereq: ART 2100 2D Life Drawing

ART 3110 2D Visual Perception: Analytic Drawing

- Prereq: ART 3110 2D Visual Perceptions: Anatomy, or ART 3110 2D Visual Perceptions: Anatomy & Space, or ART 3120 2D Concepts: Drawing-The Poetics of Line

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year

- Catalog Description: "Studio course in one of these disciplines: drawing, painting or printmaking, separate class settings. Courses explore visual perception relating to the creation of artworks. May repeat under different course titles."

- Grading: Grade Only (A-F, PR, I)

-Reason: The course functions as a structure under which multiple 2 dimensional skill bases will be grouped. Topics in these areas will vary according to the planned semester rotation of courses.

ART 3120 2D Concepts

ART 3120 2D Concepts: Drawing-The Poetics of Line

- Prereq: ART 2100 2D Life Drawing; ART 2400 CAST

ART 3120 2D Concepts: Printmaking-Visual Language

- Prereq: ART 2110 2D Printmaking; ART 2400 CAST

ART 3120 2D Concepts: Painting-Surface and Content

- Prereq: ART 2100 2D Life Drawing, ART 2300 2D-Painting; ART 2400 CAST

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year

- Catalog Description: "Studio course in one of the following disciplines: drawing, painting, or printmaking, within separate class settings. Courses deal with various concepts and topics. May be repeated under different course titles. "

- Grading: Grade Only (A-F, PR, I)

-Reason: The course functions as a structure under which multiple 2 dimensional skill bases will be grouped. Topics in these areas will vary according to the planned semester rotation of courses.

ART 3200 3D Methods 3 ch

ART 3200 3D-Methods: Sculpture Casting and Fabrication

- Prereq: ART 2200 3D Sculpture

ART 3200 3D Methods: Sculpture Replication

- Prereq: ART 2200 3D Sculpture

ART 3200 3D Methods: Sculpture Subtraction

- Prereq: ART 2200 3D Sculpture

ART 3200 3D Methods: Ceramics Form Execution

- Prereq: ART 2210 3D Ceramics

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year

- Catalog Description: "Varying studio topics in 3D form creation and processes, including sculptural fabrication and casting, replication, and subtraction; or ceramics form execution. May be repeated under different course titles."

- Grading: Grade Only (A-F, PR, I)

- Course may be repeated for up to 18 credit hours total

-Reason: The course realizes the 3D Methods component of the curriculum at the 3000 level including sculpture and ceramics. Topics in these area will vary according to the planned semester rotation of courses.

ART 3210 3D Concepts 3 ch

ART 3210 3D Concepts: Installation and Performance Art

- Prereq: ART 2200 3D Sculpture, ART 2400 CAST, (ARTH 2010 Art History Survey I, or ARTH 2030 Art History Survey II)

ART 3210 3D Concepts: Expression in Clay

- Prereq: ART 2210 3D Ceramics; ART 2400 CAST

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Varying studio topics in 3D art including the creation of works and the exploration of new models of sculpture and ceramics. May be repeated under different course titles."
- Grading: Grade Only (A-F, PR, I)
- Reason: The course realizes the 3D Methods component of the curriculum at the 3000 level including sculpture and ceramics. Topics in these area will vary according to the planned semester rotation of courses.

ART 3900 NMDP Externship 3 ch

- Lecture: 3, 18 students/semester, 18/section; Semester offered: Fall, Every Year
- Catalog Description: "Students will participate in multiple externship experiences throughout the term in print-based, web-based, and organizational/educational settings. The externship will involve pre-observational research, job shadowing, and post-observational seminar sessions."
- Prerequisite: Admission into program; permission of instructor.
- Grading: Grade Only (A-F, PR, I)
- Reason: This is a 3000 level course is the entry course into the practicum/field experiences for the BA New Media Practices. It will be taken after the student has completed a significant portion of their New Media Practices coursework, allowing them to apply their previous studio knowledge in their observations. It will be taken by all students admitted to the New Media Practices major course of study.

ART 3950 NMDP Methods and Practices 3 ch

- Lecture: 3, 40 students/semester, 40/section; Semester offered: Spring, Every Year
- Catalog Description: "Survey of methods, techniques, and professional practices in new media design, including: historical overview, creative and design processes, new media design environments, marketing and commerce and workflow and collaboration."
- Prerequisite: ART 3900 NMDP Externship
- Reason: This course is the second course in the New Media Practices Practicum series. Taken after the student has completed the NMP Externship, this course prepares the student for the following practicum course ART NMP Intensive. Taken together with Art Museum Practices (AMP) students, this course provides an overview of mediated possibilities for adaptation into the intensive experience.

ART 4000 NM Imaging 3 ch

Art 4000 NM Imaging: The Body and the Lens

- Prereq: ART 3000 NM-Imaging: B&W Photography, or
ART 3000 NMImaging: Digital Photography, ART 2400 CAST

Art 4000 NM-Imaging: Large Format & Studio

- Prereq: ART 3000 NM Imaging: B&W Photography, ART 2400 CAST

Art 4000 NM Imaging: Documentary Photography

- Prereq: ART 3000 NM Imaging: B&W Photography, ART 2400 CAST

Art 4000 NM Imaging:Re-inventing the Landscape

- Prereq: ART 3000 NM Imaging: B&W Photography, ART 2400 CAST

Art 4000 NM Imaging: Photographic Alternatives

- Prereq: ART 3000 NM Imaging: B&W Photography, or
ART 3000 NM Imaging: Digital Photography, ART 2400 CAST

Art 4000 NM Imaging: Photo-Projects

- Prereq: ART 3000 NM Imaging: B&W Photography, or
ART 3000 NM Imaging: Digital Photography, ART 2400 CAST

- Studio: 3, 18 students/semester, 18/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio courses in fine art photography and digital imaging, which within separate class settings may include a variety of processes and topics. May be repeated under differing course titles.
- Reason: ART 4000 NM Imaging: is a category listing for advanced studies with an imaging basis. This category listing allows a variety of subjects to be offered and course content to vary with semester departmental thematics. These course offerings are included in the Advanced Art Studies offerings within New Media Studies.

ART 4010 NM Interactivity 3 ch

ART 4010 NM Interactivity: Expanded Interactive Media

- Prereq: ART 2020 NM Digital Interactive Media, ART 2400 CAST

ART 4010 NM Interactivity: Electronic Text & Publishing

- Prereq: ART 3010 NM Interative: Web-based Art, ART 2400 CAST

- Studio: 3, 20 students/semester, 20/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio topics in interactive new media including web-art, multi-media, electronic publishing, and the expanded exploration of interface design and information dissemination. May be repeated under different course titles."
- Reason: The course realizes the New Media Imaging component of the curriculum at the 3000 level including photography and digital imaging. Topics in these area will vary according to the planned semester rotation of courses.

ART 4020 NM Time/Motion/Space 3 ch

NM Time/Motion/Space: Time-based Digital Media

- Prereq: ART 2020 NM Digital Interactive Media, ART 3000 NM Imaging: Digital Photography, ART 2400 CAST

NM Time/Motion/Space: 3D Modeling and Animation

- Prereq: ART 2020 NM Digital Interactive Media, ART 2400 CAST

- Studio: 3, 18 students/semester, 18/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio topics in time-based new media, which within separate class settings may include a variety of media and topics, such as 3D modeling and rendering and digital video and compositing. May be repeated under differing course titles."
- Reason: ART 4020 NM Time/Motion/Space is a category listing for advanced studies relating to digital artwork that explores creative temporal, movement and spatial aspects and theoretical issues. This category listing allows a variety of subjects to be offered and course content to vary with semester departmental thematics. These course offerings are included in the Advanced Art Studies offerings within New Media Studies.

ART 4100 2D-Methods 3 ch

ART 4100 2D-Methods: Etching

- Prereq: ART 2110 2D-Printmaking

ART 4100 2D-Methods: Lithography

- Prereq: ART 2110 2D-Printmaking

ART 4100 2D-Methods: Mixed Media Painting

- Prereq: ART 3100 2D-Methods: Oil Painting, or ART 3100 2D-Methods: Acrylic Painting

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio course focusing on one of the following disciplines: drawing, painting or printmaking, separate class settings. Courses explore various topics and techniques. May be repeated under differing course titles."
- Grading: Grade Only (A-F, PR, I)
- Reason: The course functions as a structure under which multiple 2 dimensional skill bases will be grouped. Topics in these areas will vary according to the planned semester rotation of courses.

ART 4110 2D Visual Perception 3 ch

ART 3110 2D Visual Perception: The Printing Matrix

- Prereq: ART 3100 2D-Methods: Monotypes and Relief, or ART 3100 2D Methods: Screenprinting, or ART 4100 2D Methods: Etching, or ART 4100 2D Methods: Lithography

ART 3110 2D-Visual Perception: Anatomy and Space

- Prereq: ART 2100 2D Life Drawing

ART 3110 2D-Visual Perception: Sequential Drawing

- Prereq: ART 3110 2D Visual Perceptions: Anatomy, or ART 3110 2D Visual Perceptions: Anatomy & Space

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio course in one of these disciplines: drawing, painting or printmaking, separate class settings. Courses explore visual perception relating to creating artworks. May repeat under different course titles."
- Grading: Grade Only (A-F, PR, I)
- Reason: The course functions as a structure under which multiple 2 dimensional skill bases will be grouped. Topics in these areas will vary according to the planned semester rotation of courses.

ART 4120 2D Concepts 3 ch

ART 4120 2D Concepts: Printmaking

- Prereq: ART 2200 3D Sculpture; ART 3100 2D Methods: Monotypes and Relief, or ART 3100 2D Methods: Screenprinting, or ART 4100 2D Methods: Etching, or ART 4100 2D Methods: Lithography

ART 4120 2D Concepts: Interpretive Drawing

- prereq: ART 3110 2D Visual Perceptions: Anatomy, or ART 3110 2D Visual Perceptions: Anatomy & Space, or ART 3120 2D Concepts: Drawing-The Poetics of Line, ART 2400 CAST

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio course in one of the following disciplines: drawing, painting or printmaking, separate class settings. Courses deal with various concepts and topics. May be repeated under different course titles."
- Grading: Grade Only (A-F, PR, I)
- Reason: The course functions as a structure under which multiple 2 dimensional skill bases will be grouped. Topics in these areas will vary according to the planned semester rotation of courses.

ART 4200 3D Methods 3 ch

ART 4200 3D Methods: Ancient and New Sculpture Processes

- Prereq: ART 2200 3D Sculpture

ART 4200 3D Methods: Ceramics Firing Process

- Prereq: ART 3200 3D Methods: Ceramics Form Execution

ART 4200 3D Methods: Ceramics Embellishment

- Prereq: ART 3200 3D Methods: Ceramics Form Execution

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio courses in 3D form creation that, within separate class settings, includes a variety of processes and topics. May be repeated under different course titles."
- Grading: Grade Only (A-F, PR, I)
- Reason: The course realizes the 3D Methods component of the curriculum at the 3000 level including sculpture and ceramics. Topics in these area will vary according to the planned semester rotation of courses.

ART 4210 3D Concepts 3 ch

ART 4210 3D Concepts: 21st Century Sculptural Concepts

- Prereq: ART 3200 3D Methods: Sculpture Casting and Fabrication, or ART 3200 3D Methods: Sculpture Replication, or ART 3200 3D Methods: Sculpture Subtraction; ART 2400 CAST

ART 4210 3D Concepts: Larger Ceramics Construction

- Prereq: ART 3200 3D Methods: Ceramics Form Execution, or Art 3210 3D Concepts: Expression in Clay; ART 2400 CAST

- Studio: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring, Every Year
- Catalog Description: "Advanced studio topics in 3D art includes the creation of works and the further exploration of emerging issues in contemporary sculpture and ceramics. May be repeated under different course titles."
- Grading: Grade Only (A-F, PR, I)
- Reason: The course realizes the 3D Methods component of the curriculum at the 3000 level including sculpture and ceramics. Topics in these area will vary according to the planned semester rotation of courses.

ART 4400 BFA Thesis Exhibition 3 ch

- Seminar: 3, 15 students/semester, 15/section; Semester offered: Spring, Every Year
- Catalog Description: "A capstone course taken by BFA art students during the final spring semester that creates a context for accomplishing a professional gallery exhibition and supportive materials."
- Grading: Grade Only (A-F, PR, I)
- Prerequisite: *Permission of Instructor* (115 credit hours overall; ART 2400 CAST; ART 4850 Professional Practices; 21 credits in Advanced Art Studies.)
- Reason: This is a capstone course for the Bachelor of Fine Arts in Studio Art degree program.

ART 4410 BA Thesis Project 3 ch

- Seminar: 3, 20 students/semester, 20 section; Semester offered: Spring, Every Year
- Catalog Description: "A capstone course where BA art students create a topic-based project and published body of artwork relating to the student's area of concentration."
- Grading: Grade Only (A-F, PR, I)

- Prerequisite: *Permission of Instructor* (109 credit hours overall; ART 2400 CAST; 12 credits in Advanced Art Studies.)

-Reason: This is a capstone course for the Bachelor of Arts in Visual Arts degree program.

ART 4950 NMDP Intensive 3 ch

- Studio: 3 (5 contact hours), 18 students/semester, 18/section; Semester offered: Fall, Spring, Every Year

- Catalog Description: "Working with AMP students, art history faculty, and museum professionals, students will create a mediated delivery system related to a TMA exhibition topic studied in ARTH 3950."

Prerequisites: ART 3950, ARTH 3950, Permission of Instructor

- Grading: Grade Only (A-F, PR, I)

-Fit: This is the culminating studio course in the New Media Design Practices BA degree. This course requires the student to utilize all the experiences, skills, and knowledge from their previous NMDP/ART/ARTH coursework. This is an intensive collaboration when taught in the same semester with ARTH 3960 students, who will be curating a Toledo Museum of Art exhibition.

ART 4960 NMDP Seminar 1 ch

- Seminar: 1, 15 students/semester, 15/section; Semester offered: Spring, Alternate Years

- Catalog Description: "Analysis of the NMDP experience and creation of a written and mediated project focusing on student activities, client relationship, collaborative efforts, and final product/audience assessment."

- Prerequisite: ART 4950 NMDP Intensive

-Reason: This is the culminating course in the New Media Design Practices (NMDP) curriculum. Opening with a discussion, analysis, and review of all activities and collaborative interactions relating to the NMDP curriculum. Students with supervision of a faculty member will create a mediated and written portfolio of their practice program experiences.

ARTH 3900 Art Museum Practices 3 ch

- Seminar: 3, 15 students/semester, 15/section; Semester offered: Fall, Alternate years

- Catalog Description: "Overview of issues and professional practices in art museums, including curatorial responsibilities, interpretation of collections, conceptualization and design of exhibitions, development, education, marketing, and administration."

- Prerequisite: ENGL 1130, ARTH 2010, ARTH 2030, or permission of instructor

-Reason: ARTH 3900 will be a course required for majors pursuing the new Art Museum Practices concentration in Art History, to begin in the Fall of 2011. It will also be open to any student interested in the subject matter, provided they have the prerequisites and there is room in the class (maximum enrollment of 15). Prospective demand is 15 students per section, with the course to be offered in alternate Fall semesters.

ARTH 3910 AMP Project 3 ch

- Seminar: 3, 24 students/semester, 24/section; Semester offered: Fall, Spring Alternate years

- Catalog Description: "Study of an art historical topic with culmination in a project relating to Art Museum Practices, but not an exhibition. May be repeated when topic varies."

- Prerequisite: ARTH 2010, ARTH 2030

-Reason: ARTH 3910, AMP Project, a new course, is a key component of a battery of courses leading to the completion of the concentration and will enroll 24 students per offering: 1) ARTH, 3900 (3 hours), 2) ARTH 3910 (3 hours), 3) ARTH 3920 (3 hours), 4) ARTH 4940 (3 hours), and 5) ARTH 4950 (1 hour). ARTH 3920 will also serve as a stand-alone elective in the Art History major and as a related course or elective in Studio Art or other programs that permit it.

ARTH 3920 AMP Exhibition 3 ch

- Seminar: 3, 24 students/semester, 24/section; Semester offered: Fall, Spring Alternate Years

- Catalog Description: "Study of art historical topic with culmination in an exhibition in a Toledo Museum of Art gallery. May be repeated when topic varies."

- Prerequisite: ARTH 2010, ARTH 2030

-Reason: ARTH 3910, AMP Project, a new course, is a key component of a battery of courses leading to the completion of the concentration and will enroll 24 students per offering: 1) ARTH, 3900 (3 hours), 2) ARTH 3910 (3 hours), 3) ARTH 3920 (3 hours), 4) ARTH 4940 (3 hours), and 5) ARTH 4950 (1 hour). ARTH 3920 will also serve as a stand-alone elective in the Art History major and as a related course or elective in Studio Art or other programs that permit it.

ARTH 3950 AMP Topics 3 ch

- Lecture: 3, 35 students/semester, 35/section; Semester offered: Spring Alternate Years
- Catalog Description: "Study of art historical topic theme relating to Museum works. Precedes Museum exhibition course, ARTH 3960, but may be taken by itself. May be repeated when topic varies."
- Prerequisite: ARTH 2010, ARTH 2030
- Corequisite: ART 3950
- Reason: ... of 35 students with the prerequisite courses. For Art History majors pursuing the concentration in Art Museum Practices, this exhibition based course will be part of an optional sequence of courses leading to the completion of the concentration: ARTH 3900, ARTH 3950, ARTH 3960, ARTH 4940, and ARTH 4950. It can also serve as a related course for majors in Studio Art or other programs that allow Art History courses to be part of their curriculum. Art History majors pursuing the concentration in Art Museum Practices should also take ART 3950 as a Co-requisite.

ARTH 3960 AMP TMA Exhibition 3 ch

- Seminar: 3, 15 students/semester, 15/section; Semester offered: Fall, Alternate Years
- Catalog Description: "Working with faculty and museum professionals, student creation of a Toledo Museum of Art exhibition relating to topic studied in ARTH 3950. May be repeated when topic varies."
- Prerequisite: ARTH 3900, ARTH 3950, Permission of Instructor
- Reason: This new course is a key component in the proposed Art Museum Practices concentration in Art History, and will be open only to 15 students with the prerequisites and the permission of the instructor. For Art History majors pursuing the concentration in Art Museum Practices, this exhibition-based course will be part of an optional sequence of courses leading to the completion of the concentration: ARTH 3900, ARTH 3950, ARTH 3960, ARTH 4940, and ARTH 4950. It can also serve as a related course or elective in Studio Art or other programs that allow the use of Art History courses as part of their curriculum.

ARTH 4950 AMP Seminar 1 ch

- Seminar: 1, 15 students/semester, 15/section; Semester offered: Spring, Every Year
- Catalog Description: "Analysis of the AMP experience and creation of a written project focusing on art museum practices."
- Prerequisite: Permission of Instructor
- Reason: This course will culminate the Art Museum Practices curriculum. Opening with a discussion, analysis, and review of all activities and coursework relating to the Art Museum Practices curriculum, it will culminate in the student's independent creation of an AMP project under supervision of a faculty member and a museum professional. Open to those pursuing the AMP concentration in Art History only.

Course Modifications

ART 1080 Foundations in Drawing I 3 ch

- Change name to "Perceptual Drawing"
- Update catalog description to "Various approaches to drawing intended to develop skills, perception, and visual acuity. Introduction to a broad range of subject matter and a variety of graphic media. Web-assisted course. Humanities core course "
- Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2050 Foundations 2D Design 3 ch

- Change course alpha code to "ART 1050"
- Change title to "Fundamentals of Surface"
- Update catalog description to "Exploration of design concepts, formal and conceptual skills, materials and color, media manipulation and study of 2-dimensional surfaces. Discussion of contemporary studio practices and critiquing skills included. Web-assisted course. Humanities core course"

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2060 Foundations 3D Design 3 ch

- Change course alpha code to "ART 1060"
- Change title to "Fundamentals of Form"
- Update catalog description to "Exploration of design concepts, formal and conceptual skills, materials and color, through media manipulation and study of three-dimensional space. Discussion

of contemporary studio practices and critiquing skills included. Web-assisted course. Humanities core course”

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2080 Drawing II 3 ch

- Change course alpha code to “ART 1090”
- Change title to “Explorations in Drawing”
- Update catalog description to “Dimensional, perspective, and volumetric drawing applied to natural, man-made forms, environment, and the figure. Rendering techniques, skills and exploration of media integrated with formal composition. This is a web-assisted course. Humanities core course.”

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2150 Digital Art I: Print-Based Media 3 ch

- Change course alpha code to “ART 2010”
- Change title to “Digital Print-based Media”
- Change prerequisite from “ART 2050, 2060” to “ART 1050, 1070”.
- Update catalog description to “This course covers basic computer operations in a visual art context, utilizing bit-mapped, vector, and page layout programs. This is a web-assisted course.”

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2160 Digital Art II: Interactive Media 3 ch

- Change course alpha code to “ART 2020”
- Change title to “Digital Interactive Media”
- Change prerequisite from “ART 2150” to “ART 2010”.
- Update catalog description to “Survey of interactive computer operations in a visual art context, utilizing web, 2D animation, and sound applications. This is a web-assisted course.”

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2230 Aspects of Printmaking

- Change course alpha code to “ART 2110”
- Change title to “Printmaking”
- Change prerequisite from “ART 2050, 2080” to “ART 1050,1070, 1090”.
- Update catalog description to “Study of basic print materials and media, including relief, monoprint, planographic and intaglio process, general print shop skills, and safety practices. The course forms the basis for further exploration. ”

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2430 Foundations of Sculpture 3 ch

- Change course alpha code to “ART 2200”
- Change title to “Sculpture”
- Change prerequisite from “ART 2050, 2060, 2080” to “ART 1050, 1060, 1090”.

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2530 Ceramics I 3 ch

- Change course alpha code to “ART 2210”
- Change course title to “Ceramics”
- Change prerequisite from “ART 2050, 2060” to “ART 1050, 1060”.

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

ART 2810 Art Photography 3 ch

- Change course alpha code to “ART 2030”
- Change title to “Photography”
- Change prerequisite from “ART 2050, 2060” to “ART 1050, 1070”.

- Update catalog description to “An introduction to photography as a fine art medium; includes digital and traditional camera operations, printing processes, presentation techniques, and historic and contemporary photographic concerns. This is a web-assisted course.”

Reason: Curricular changes based on NASAD re-accreditation process and alignment of art curriculum with TAGS compliance and numbering.

Art Studio Curriculum Implementation Plan

Foundations Art Studies

Art 1090 Explorations in Drawing

Prerequisite: Art 1080 Perceptual Drawing

Core Art Studies

ART 2010 NM Digital Print-Based Media

Prerequisite: ART 1050, 1070

ART 2020 NM Digital Interactive Media

Prerequisite: ART 2010

ART 2030 NM Photography

Prerequisite: ART 1050, 1070

ART 2100 2D Life Drawing

Prerequisite: ART 1090

ART 2110 2D Printmaking

Prerequisite: ART 1050, 1070, 1080

ART 2200 3D Sculpture

Prerequisite: ART 1050, 1060, 1090

ART 2210 3D Ceramics

Prerequisite: ART 1050, 1060

ART 2300 2D Painting

Prerequisite: ART 1050, 1090

Advanced 2D Studies

Art 3100 2D Methods:

Monotypes and Relief

Screen-printing

Oil Painting

Acrylic Painting

Prerequisite: ART 2110 2D Printmaking

Prerequisite: ART 2110 2D Printmaking

Prerequisite: ART 2300 2D Painting

Prerequisite: ART 2300 2D Painting

Art 4100 2D Methods:

Etching

Lithography

Mixed Media Painting

Prerequisite: ART 2110 2D Printmaking

Prerequisite: ART 2110 2D Printmaking

Prerequisite: ART 3100 2D Methods: Oil Painting,
or ART 3100 2D Methods: Acrylic Painting

Art 3110 2D Visual Perception:

Drawing-Anatomy

Analytical Drawing

Prerequisite: ART 2100 2D Life Drawing

Prerequisite: ART 2100 2D Life Drawing

Art 4110 2D Visual Perception:

The Printmaking Matrix

Prerequisite: ART 3100 2D Methods: Monotypes
and Relief, or ART 3100 2D Methods:
Screenprinting, or ART 4100 2D Methods:
Etching, or ART 4100 2D Methods: Lithography
Any 3000 or 4000 level printmaking course

Drawing-Anatomy/Space
Sequential Drawing

Prerequisite: Art 3110 2D Visual Perception: Drawing-Anatomy
Prerequisite: ART 3110 2D Visual Perceptions: Drawing-Anatomy,
or ART 3110 2D Visual Perceptions: Analytical Drawing, or
any 3000 level Visual Perceptions course

Art 3120 2D Concepts:

Drawing-The Poetics of Line

Printmaking-Visual Language

Painting-Surface and Content

Prerequisite: ART 2100 2D Life Drawing; ART 2400 CAST

Prerequisite: ART 2110 2D Printmaking; ART 2400 CAST

Prerequisite: ART 2100 2D Life Drawing, ART 2300 2D Painting;
ART 2400 CAST

Art 4120 2D Concepts: Printmaking	Prerequisite: ART 2200 3D-Sculpture; ART 3100 2D Methods: Monotypes and Relief, or ART 3100 2D-Methods: Screenprinting, or ART 4100 2D Methods: Etching, or ART 4100 2D Methods: Lithography, ART 2200; any 3000 or 4000 level printmaking course
Interpretive drawing	Prerequisite: Any 3000-level drawing course (ART 3110 2D Visual Perceptions: Anatomy, or ART 3110 2D Visual Perceptions: Analytical Drawing, or ART 3120 2D Concepts: Drawing -The Poetics of Line); ART 2400 CAST; Any 3000 level drawing
<i>Advanced 3D Studies</i>	
Art 3200 3D Methods: Sculpture Casting and Fabrication	Prerequisite: ART 2200 3D Sculpture
Sculpture Replication	Prerequisite: ART 2200 3D Sculpture
Sculpture Subtraction	Prerequisite: ART 2200 3D Sculpture
Ceramics Form Execution	Prerequisite: ART 2210 3D Ceramics
Art 4200 3D Methods: Ancient and New Sculpture Processes	Prerequisite: ART 2200 3D-Sculpture
Ceramics Firing Processes	Prerequisite: ART 3200 3D Methods: Ceramics Form Execution
Ceramics Embellishment	Prerequisite: ART 3200 3D Methods: Ceramics Form Execution
Art 3210 3D Concepts: Installation and Performance Art	Prerequisite: ART 2200 3D Sculpture, ART 2400 CAST, (ARTH 2010 Art History Survey I, or ARTH 2030 Art History Survey II)
Expression in Clay	Prerequisite: ART 2210 3D Ceramics; ART 2400 CAST
Art 4210 3D Concepts: 21st Century Sculptural Issues	Prerequisite: ART 3200 3D Methods: Sculpture Casting and Fabrication, or ART 3200 3D Methods: Sculpture Replication, or ART 3200 3D Methods: Sculpture Subtraction; ART 2400 CAST; Any 3000 level sculpture
Larger Ceramics Construction	Prerequisite: ART 3200 3D Methods: Ceramics Form Execution, or ART 3210 3D Concepts: Expression in Clay; ART 2400 CAST; Any 3000 level ceramics
<i>Advanced NM-Studies</i>	
Art 3000 NM Imaging: Black and White Photography	Prerequisite: ART 2030 Photography
Digital Photography	Prerequisite: ART 2010 NM Digital Print-based Media, and ART 2030 Photography
Digital Drawing	Prerequisite: ART 2010 NM Digital Print-based Media
Art 4000 NM Imaging: The Body and the Lens	Prerequisite: ART 3000 NM-Imaging: B&W Photography, or ART 3000 NM Imaging: Digital Photography, ART 2400 CAST
Large Format & Studio	Prerequisite: ART 3000 NM-Imaging: B&W Photography, ART 2400 CAST
Documentary Photography	Prerequisite: ART 3000 NM Imaging: B&W Photography, ART 2400 CAST
Re-inventing the Landscape	Prerequisite: ART 3000 NM Imaging: B&W Photography, ART 2400 CAST
Photographic Alternatives	Prerequisite: ART 3000 NM Imaging: B&W Photography, or ART 3000 NM Imaging: Digital Photography, ART 2400 CAST
Photo-Projects	Prerequisite: ART 3000 NM Imaging: B&W Photography, or ART 3000 NM Imaging: Digital Photography, ART 2400 CAST
Art 3010 NM Interactivity: Web-based Art	Prerequisite: ART 2020 NM Digital Interactive Media
2D Animation	Prerequisite: ART 2020 NM Digital Interactive Media
Art 4010 NM Interactivity: Expanded Media	Prerequisite: ART 2020 NM Digital Interactive Media, ART 2400 CAST

Electronic Text & Publishing	Prerequisite: ART 3010 NM Interactive: Web-based Art, ART 2400 CAST
Art 4020 NM Time/Motion/Space: Time-based Digital Media	Prerequisite: ART 2020 NM Digital Interactive Media, ART 3000 NM Imaging: Digital Photography, ART 2400 CAST
3D Modeling & Animation	Prerequisite: ART 2020 NM Digital Interactive Media, ART 2400 CAST
<i>Support courses</i>	
Art 2400 Concepts in Art Studio and Theory (CAST)	Prerequisite: All Foundation Art Studies courses, 2 Core Art Studies courses, (ARTH 010 Art History Survey I, or 2030 Art History Survey II)
Art 4400 BFA Thesis Exhibition	Prerequisite: 115 credit hours overall; ART 2400 CAST; ART 4850 Professional Practices; 21 credits in Advanced Art Studies.
Art 4410 BA Thesis Project	Prerequisite: 109 credit hours overall; ART 2400 CAST; 12 credits in Advanced Art Studies.
Art 4850 Professional Practices	Prerequisite: Junior standing - no change from current
<i>New Media Design Practices</i>	
ART 3900 NMDP Externship	Prerequisite: Admission into program; permission of instructor.
ART 3950 NMDP Methods	Prerequisite: ART 3900 NMDP Externship
ART 4950 NMDP Intensive	Prerequisite: ART 3950 NMDP Methods, ARTH 3950 AMP Topics
ART 4960 NMDP Seminar	Prerequisite: ART 4950 NMDP Intensive
<i>History of Art...Art Museum Practices</i>	
ARTH 3900 Art Museum Practices	Prerequisite: ENGL 1130, ARTH 2010, ARTH 2030 or permission of instructor.
ARTH 3910 AMP Project	Prerequisite: ARTH 2010; ARTH 2030
ARTH 3920 AMP Exhibition: [Topic]	Prerequisite: ARTH 2010, ARTH 2030, or permission of instructor. Corequisite: ART 3950
ARTH 3950 AMP: [Topic]	Prerequisite: ARTH 2010, ARTH 2030
ARTH 3960 AMP Exhibition: [Topic]	Prerequisite: ARTH 3900, 3950 and permission of instructor
ARTH 4950 AMP Seminar	Prerequisite: permission of instructor

Senator McSweeney: Thank you very much Steve, that was brief, and to the point. Just to give Andrew's comment I think the respect that it's due, if it can come out a little earlier next year that would be great. Professor Celia Regimbal will talk to us on the Academic Programs Committee.

Senator Regimbal: On behalf of the Academic Programs Committee, I sent out our report. We have a new program in Media design Practices, a Minor in Arabic, the Bachelors in Education, and Art Education had some cleanup that needed to be done because of some course changes, and a program in Early Childhood Education, a non-licensure program, fast track option. You were all sent this to review and I would like to request your vote, or if you have questions...yes

Senator Hornbeck: Is the latter program associated with any kind of certification or degree?

Senator Regimbal: I'm sorry, which program?

Senator Hornbeck: The Early Physical, Special Education.

Senator Regimbal: The non-licensure program in Early Childhood Education?

Senator Hornbeck: Yes

Senator Regimbal: We have a representative, Prof. Joan Kaderavek, to speak to that issue, can you ask your question again?

Senator Hornbeck: Is this associated with any kind of certificate or...

Prof. Kaderavek: The Early Childhood Certification, it is not. I'm Joan Kaderavek. The University is really looking for innovative curriculums, so this will be a non-licensure program for people in childcare currently in Ohio, who have an Associate's degree that we have documented, then in this program, on the fast track they will be getting a Bachelors Degree in Early Childhood, but it is not a licensure degree. So these are people who are Pre-K. So they are Infant, Toddler and Pre-School Teachers who are looking to get an Early Childhood Degree. That is partially being driven by the State of Ohio, the policies of Early Childhood are that, that they want teachers to move from an Associates to a Bachelors Degree at places like Head Start that do not demand teacher certification, but they are looking for teachers to move by 2012 to Bachelor's Degrees. So this will be an online program that has been developed with all the Early Childhood Faculty, in four modules which are 16 hours course apiece. We are doing that because these folks are in Early Childhood sectors, so they are working, and they have to be working to qualify for this. So, we wanted to have a modular system so they are taking enough hours, but they are doing it with one instructor in terms of field assignments and so forth so it will be very streamlined. Not in terms of content but in terms of their experience with the course they will be taking these four sequenced modules. Each module being 16 credit hours.

Senator Regimbal: Any other questions? I'd like to call for a vote, all in favor of the documents in the report? Opposed? Alright then they all passed. *Motion passed*

Academic Programs Committee Report

April 27, 2010

All new programs and program modifications are posted at: <http://curriculumtracking.utoledo.edu/>
The Academic Program Committee met via email and approved the following:

College of Arts and Sciences

The Department of Art is proposing a new program for our approval.
Program Name: **NEW MEDIA DESIGN PRACTICES**

Students seeking this degree would have the Foundational Art Studies, a New Media core and the newly developed Concepts Art Studio & Theory course as the foundational structure of the degree major. Beyond these foundational art courses, students would also take a series of advanced art studies, studio courses, in the area of New Media. The student will be required to take a combination of traditional and digital photography, studio lighting and large-format photography in combination with web based courses within this major.

Goal:

To create a unique degree track, which incorporates the new media curriculum and adds an externship and internship component providing hands-on training, practice learning, in combination with the creative and theoretical new media course offerings.

The Department of Foreign Language is proposing a new program for our approval.
Program Name: **Minor in Arabic**

Proposal includes a minimum of 22 credits – classes are listed in the curriculum tracking system.

Judith Herb College of Education

Bachelor of Education in Art Education - Education

Request to accept changes in the numbers and titles of courses in the Bachelor of Education in Art Education

Rationale: The Department of Art submitted proposals for the modification of its BA and BFA studio programs. As a consequence of these curricular changes, required courses in the B'Ed in Art Education program will change numbers and titles according to the table found in the curriculum tracking system.

The Department of Early, Physical and Special Education is proposing a new program for our approval.

Program Name: **ECE Non-Licensure Program Fast-track Option**

This program modification consists of 8 new courses and a total of 64 credit hours.

The Judith Herb College of Education proposes a new concentration for its early childhood non-licensure program for students who are:

- Employed as early care and education teachers;
- Meet economic eligibility requirements as stipulated in the UT Guarantee
- Possess an associate's degree in early childhood education or child development⁵;
- Are academically qualified as indicated by an overall cumulative grade point average of 2.7 or higher; and
- Enroll in UT's Early Childhood Education Non-Licensure bachelor's degree program.

Rationale: A prime indicator of a quality early childhood program is the degree to which the teacher is appropriately trained. Teachers who are better prepared and have higher levels of formal education provide better care and learning experiences to young children (Kelley & Camilli, 2007).

¹ Teachers who already have an Associate's degree in the field have demonstrated their commitment to the field as well as their academic capabilities. In addition, The University of Toledo has a bachelor degree-completion program in the area of early childhood education.

Senator Regimbal: We also received a late-comer, and I didn't have time to enter it into the program committee report, Andy has it to put on the screen, or overhead. A request from engineering, it's for the Minor in Computer Sciences, and the request is to make corrections in their program to accommodate course changes that have occurred.

Senator Dowd: Did your committee consider each of these requests?

Senator Regimbal: Yes. I was able to send this out to them yesterday, I heard from all members of the committee that they are all in favor of this request for change. There is no cost of any resources to Engineering. These changes will bring their program in line with other changes that have occurred in other programs. Any other questions? All in favor then of this request? Opposed, same sign. Passes, Thank you very much. *Motion carries*

Senator McSweeney: Thank you Dr. Regimbal. Next we have Dr. Jamie Barlowe, who will talk about strategic planning briefly.

Senator Barlowe: As one of the co-conveners of strategic planning, along with Chuck Lehnert, I outlined the process and encouraged you to participate at a Senate meeting early this semester. Strategic planning, I believe, is one of the most important processes in which a university engages, one that profoundly shapes the future of the institution. Many of you answered that call and have been contributors in a variety of important ways. I thank you for that. Today, I want to update you on strategic planning. The university strategic planning committee currently includes 110 members, half of whom are faculty. Many other faculty are participating by providing feedback but are not able to serve on the committee. The remaining half of the SP committee includes staff, students, administrators, BOT members, and business, community, and civic leaders. We have representation as well from the Higher Learning Commission accreditation self-study. Now to the process: at the beginning of spring semester—Jan. 29, to be exact—we divided the large committee into nine workgroups. Three were carried over from preliminary work at the end of fall semester (the context groups that I reported on earlier). The three carry-overs were Points of Distinction (co-

chaired by John Barrett and Tom Gutteridge), Finance (co-chaired by Scott Scarborough and Rosemary Haggett), and Land Use (co-chaired by Dan Klett and Matt Schroeder). We kept these groups because the contexts they represent cut across and therefore must inform the entire strategic plan. The remaining six work groups have focused on the six primary themes of the strategic plan: (I) undergraduate education (co-chaired by Ben Pryor, Laurie Dinnebeil, and Krystal Weaver); (II) graduate and professional education (co-chaired by Patsy Komuniecki and Susan Pocotte); (III) research and tech transfer (co-chaired by Frank Calzenetti and Jiquen Chen); (IV) student centeredness and campus community (co-chaired by Kaye Patten Wallace and Peg Traband); (V) health care access and delivery (co-chaired by Jeff Gold, Joe Shapiro, and Mark Chastang); and (VI) community outreach and global engagement (co-chaired by Debra Gmerek and Mark Denham).

At this semester's monthly meetings of the whole committee—on Feb. 22 and March 26—the co-chairs of the workgroups presented reports on the progress of their discussions. Each has put together an overarching goal, subgoals to reach that larger goal, implementation strategies, and metrics (outcome measures). I compiled all of their reports into a draft of the strategic plan for the March 26 meeting. Last Friday, each of the six workgroups sent revised plans, based on the March 26 discussion and the charge for the April meeting. Over this past weekend I compiled a new draft, which will be discussed at our meeting on Friday, April 30. It will be held in the Mulford Library Café on the HSC from 9:00-1:00. Part of our discussion, as at past meetings, will focus on the contextual issues mentioned earlier—finance, distinction, and land use, as well as the university's mission and values and other informing documents, including the USO strategic plan, the accreditation self-study, Dr. Jacobs' recent annual address to the university, and the Jacobs/Klein document on the relevant university. On May 19, 20, and 21, a revised draft of the strategic plan will be presented at stakeholder meetings. 1500 business, community, and civic leaders, as well as internal stakeholders who have not been able to participate in the process, have been invited to provide feedback on our draft to date. Work will continue over the summer, particularly continued drafts of the plan and the development and review of implementation strategies and plans and metrics. In mid-September we will hold two meetings to which all faculty at UT will be invited to provide additional input on the draft. To ensure transparency of the process, we have a website: <http://www.utoledo.edu/strategicplan/>, which can easily be accessed from the UT homepage, to the right just under the main picture, designated by a photo of the UHall Tower. On the website we have posted every aspect of the process and every document produced, as well as all of the informing documents and video archives of the 4-hour meetings of the whole. The meeting this Friday will also be taped and posted to the website, along with the most recent draft. Our success is dependent on the participation of all university stakeholders. Any questions?

Senator McSweeney: Thank you Jamie. Dr. Poplin Gosetti, are you here?

VP Poplin Gosetti: Yes. Thank you, I'll try to make this quick. Many of you have received an email, actually, all of you should have received an email about the campus climate survey, it was sent out about a week ago. . I wanted to speak to this group, because there are really two parts to it. I've been part of an NSF Advance grant in which we are partnering with Case Western University and 4 other Universities in Northern Ohio. The goal of the Advance Grant is particularly to increase the number of women and underrepresented groups in the STEMM areas. This is a three year grant. Each year a change team is put together to create and implement different kinds of projects. The University of Toledo is focusing particularly on the retention, promotion and tenure of this group of faculty. One of the things that Case suggested was to start out with a Climate Survey. We knew that a Climate Survey was being done by the Office of Equity and Institutional Diversity. Rather than survey people to death we decided to combine our efforts to create one survey. So, for those of you who have taken the Campus Climate Survey, there is a part that looks at faculty, particularly work environment, and other kinds of things as they relate to promotion and tenure, and the kinds of things that might be of issue for retention, promotion, and tenure. We have surveyed all faculty because we don't want to just look at the STEMM areas; we want to look at the non-

STEMM areas to see the comparisons between the two. As a result of that, in year two and three of the grant, we will use those data to create change projects. The first year we focused on Arts and Sciences, two of the faculty involved are Karen Bjorkman who is in Physics and Astronomy, and also Tim Fisher who is in Environmental Sciences. Next year we will be involving the college of Engineering and the year after that, the College of medicine. Nancy Collins from the College of Medicine, although she is not an official member of the team has been very helpful in supporting us as we move that forward. Miggy Hopkins from the College of Business Administration is serving as a coach off the grant and we are fortunate to have her on our campus, because she is actually working with the team much more than she would be normally as part of this grant. I think there was some confusion, some people, when the email out on Earth day, thought it was a climate survey. It is more than a climate survey about the Earth and the volcano's and all kinds of things like that. It is very, very important. We've had a really good response rate so far, but I think some people didn't know what the survey was. The survey actually contains a consent letter because it is part of an NSF grant. We wanted to be really clear about the use of the survey and the confidentiality factor. We will never see any data attached to a name, it will be recorded in the aggregate, but we needed to include the consent letter in order to comply with some of the NSF requirements. But it is very important, I don't think we've done anything like this in a while, and as we all know, we really want to encourage retention, promotion, and tenure for women and underrepresented groups on campus, in all areas, but particularly we know that is a challenge in the STEMM areas. Any questions?

Senator Anderson: Just a quick comment about the email message that was sent out. I couldn't distinguish that email message from a bogus request to log into something which would then of course send my private information off to anywhere else in the world. I do think for anyone who does surveys like this for voting and everything else, that it really has to be clearly stated in the email message, what it's for, who is the sponsor, and all those things that would make it at least seem legitimate, and would make you want to open it up.

VP Penny Poplin Gosetti: A second wave is going to go around. You know, just the email tag line was very, very vague, so we made some recommendations for a couple of changes. The Office of Equity and Diversity is conducting the survey, but we've talked all together and that change will be happening on the next wave. We actually want to send a specific email out to faculty, so they are clear there is a particular piece for the faculty to be responding to. If you identify your self on the survey as a staff member it will not take you to the faculty survey

Senator Anderson: I understand there is a letter when you get in there that explains everything, so.

VP Penny Poplin Gosetti: Yes. It's a good comment and we're going to make a little bit of a change on that. Sharon?

Senator Barnes: Any ideas when you're going to be done? Or when we'll get to see any of the information?

VP Poplin Gosetti: The original cutoff date was during finals week. That will be extended to the week after finals, because everybody is so busy during finals. We hope once you get your grades done, if you didn't get a chance to get to it, you will then. We as part of the grant have got to go through that information very, very quickly. We have to report out initially in June and then again no later than September. So we will look at the faculty data from the survey this summer. I can't speak to the other institutional data.

Senator Hottell: Just one question, if you're going to do follow-up on this, could you send it out at an earlier time in the semester? At the end of the semester you get 200 messages a day and I'm sure ... is in a lot of peoples boxes.

VP Poplin Gosetti: There was a lot of input into the development of the survey, so it was in production for quite a while. We were glad to get it out before school was out.

Senator Hottell: Senator Hottell: I understand your desire to hurry to get it out; I'm sure you would have preferred to leave more time for responses too.

VP Poplin Gosetti: Exactly.

Senator Hottell: So the next version would be earlier.

VP Penny Poplin Gosetti: If any of you have any questions about it, please contact me or Shanda Gore. We encourage your participation, and if your colleagues have any questions, if you could help them understand based on our conversation today.

Senator McSweeney: Thank you very much, I am feeling a little bit of pressure to move things along because we need to get to the elections very quickly. So I do know that we have items from the floor, calendar questions, and other business. I'm would like to ask if there is anything that anybody really believes we need to deal with immediately and then move to the elections. Hearing nothing, I guess officially I have to swap gavels out, is that correct? I would like to entertain a motion to adjourn.

Senator Dowd: Moved

Senator McSweeney: All in favor? The meeting is closed, and a new meeting will open to conduct the elections.

Senator Piazza: If you have this particular page in front of you, if your name is on that page then you are eligible to vote.

Senator McSweeney: The new Senators for the College of Arts and Sciences would be Ruth Hottell (here), Carter Wilson, Max Funk, Tom Barden (here), Linda Rouillard (here). The college of Health Sciences and Human Services: Terry Cluse-Tolar (here), Barbaranne Benjamin (here). College of Medicine: Dorothea Sawicki, Joseph Atallah, Jodi Tinkel, Jeffrey R. Hammersley, Keith Crist (here). From Engineering: Matthew Franchetti (here), Scott Molitor (here). College of Business: Don Wedding (here), Robert Yonker (here). College of Education: Lynne Hamer. College of Nursing: Carolyn Lee. College of Pharmacy: Martin Ohlionsger. College of Law: Beth Eisler (here). University Libraries: Thomas Atwood (here). And for the Learning Collaborative: Glen Sheldon (here). Those are all the new members.

Our agenda is to conduct the elections for the Senate for 2010, 2011. Consistent with past elections we will not be showing the results for individual candidates, in terms of the numbers, if anybody wants to appeal that that would be fine. The first office to be elected is that of President and I'd like to open the floor for nominations for president.

Nominees: Mary Powers nominated and willing to accept the nomination
Walter Olson nominated and declined the nomination
Andrew Jorgensen nominated and declined the nomination

Any further nominations? All in favor of closing the nominations? The nominations are closed. We do not have to do an election. Congratulations Dr. Powers.

Our next office is that of President Elect. I'd like to open the nomination for the office of President Elect.

Nominees: Lawrence Anderson nominated and willing to accept the nomination
Karen Hoblet nominated and willing to accept the nomination

For the office of President Elect we have short speeches. Dr. Anderson, would you like to say a few words please?

Senator Anderson: I was just approached at the beginning of the meeting, and asked if I wanted to do this, so I haven't prepared anything. I will just give some of my credentials: I was the chair for the Arts and Sciences council prior to coming to the Faculty Senate; I've been on the Graduate council two years ago. I enjoy working with all of you and with the Administration people I have worked with. So, thank you very much.

Senator Hoblet: Thank you. I'm Karen Hoblet, I've been privileged to be in the Health Sciences for 34 years and enjoy interacting with people. One of my privileges has been to sort of grow up at the University of Toledo, on the Faculty Senate first on the Health Science campus, and then working with the main campus faculty and Executive Committee, and merging to the Faculty Senate. For the last two years as the merged Faculty Senate, and sitting on the Executive Committee. Learned a great deal, learned last year by handing out clickers almost everyone's name on Faculty Senate, which is a plus. Learned that we have a lot of differences, and I think in there lies our strength. We don't always see eye-to-eye, but I think we have gotten to a space of late where we can have a dialog about issues and concerns that affect us all. My awareness of faculty issues has grown over the past two years, my knowledge of what I don't know has also increased over the past two years, and as I continue my journey at the University of Toledo, along with all of you, I'm hoping to learn more about our governments and promoting our shared governments model within the University of Toledo faculty community and within the community as a whole. Thank you for the nomination, that's even a privilege. Thank you.

Senator McSweeney: Do we have the results? Lawrence Anderson is the President Elect.

I would now like to open the nominations for the Secretary.

Nominees: Walter Olson nominated and willing to accept the nomination
Karen Hoblet nominated and willing to accept the nomination

Senator McSweeney: We have two candidates. Any other nominations? All in favor of closing the nominations? Any opposed? We are ready to conduct the election. Karen is elected. Congratulations Karen.

The next office we have is the representative to OBOR which stands for The Ohio Board of Regents.

Senator Dowd: Harvey, since you are finishing your years as our OBOR rep this year, would you describe the activities of that position?

Senator Wolff: Actually, it is something called the Ohio Faculty Council, in one way or another it's been around for a long time to sort of advise the chancellor about issues in the faculty perspective on issues involving higher education in Ohio. We meet once a month on a Friday, the second Friday of the month. There's representatives from all the universities, although on a given Friday they may not all be there. There are meetings with the Chancellor, discussions of issues of interest to faculty members in the state, and also a little report about what's happening on our campus. So you get a chance to hear what's happening around the state, provide some input into the chancellor's thinking about higher education and the faculty perspective, and essentially that's it.

Senator McSweeney: I served on the Ohio Faculty Council many years ago, and Harvey and I would drive down together occasionally when we worked for separate institutions. Again, it's a good way to sort of get a feeling for the scene of higher education in Ohio. So I would like to open up the floor for nominations for the Ohio Faculty Council.

Nominees: Mike Dowd nominated and declined the nomination
Nick Piazza nominated and accepted the nomination
Andrew Jorgensen nominated and declined the nomination
Harvey Wolff nominated and declined the nomination

Any other nominations? I will entertain a notion that nominations be closed. (second). All in favor of closing the nominations? All opposed? Congratulations Dr. Piazza.

We now have two more offices. The first is the Member at Large for the Health Science Campus, then the Member at Large for the Main Campus. I will now open up the floor for the position of Member at Large at the Health Science Campus. Only people who are at the Health Science Campus should vote.

Nominees: Max Baumgartner nominated and declined the nomination
Catherine Hornbeck nominated and declined the nomination
Keith Crist nominated and declined the nomination
Patricia Metting nominated and declined the nomination
Terry Cluse-Tolar nominated and accepted the nomination
Ruth Ankele nominated and accepted the nomination

I'll accept any further nominations. I would like to entertain the notion that the nominations be closed. (moved) (second). All in favor? Closed. Congratulations Ruth Ankele and Terry Cluse-Tolar. Now we're moving to the Main Campus, and again, only Main Campus faculty members should nominate for a vote.

Nominees: Mike Dowd nominated and accepted the nomination
Linda Rouillard nominated and accepted the nomination
Celia Regimbal nominated and accepted the nomination
Jamie Barlowe nominated and accepted the nomination

I would like to entertain the notion that the nominations be closed. (moved) (second). All in favor? Closed. Dr. Piazza, would you please read the names of the candidates for the Main Campus representatives to the Faculty Senate Executive Committee.

Senator Piazza: The four candidates are; Mike Dowd, Linda Rouillard, Celia Regimbal, and Jamie Barlowe.

Senator Niamat: Mike Dowd is the winner.

Senator McSweeney: I will open the floor for the nominations for the second candidate.

Nominees: Jamie Barlowe nominated and accepted the nomination
Linda Rouillard nominated and accepted the nomination
Celia Regimbal nominated and accepted the nomination

Any other nominations? If not I would like to entertain the notion that the nominations be closed. (moved) (second). All in favor? Closed.

Senator Jorgensen: Linda Rouillard.

Senator McSweeney: Linda Rouillard was elected, congratulations Dr. Rouillard. Okay, this brings our elections to a close. There is one last thing that we do need to do, which is pass the gavel. So I ask that Dr. Powers come forward. And we're going to thank Andy Jorgensen very much; he has been extremely helpful in keeping us on track. Job well done. Dr. Powers it is your pleasure to gavel the meeting closed.

Senator Powers: Thank you for your warm showing of support. I'm looking forward to a challenging year ahead. This is all very new and has come about pretty quickly. I do want to reflect on my time with UT. I have a lot of history with the Main Campus, but, now I am part of the Health Science Campus. It is my hope that, in the coming year, I will serve as an effective leader for both campuses. I am excited about those individuals who were elected to the Executive Committee. I am looking forward to working closely with you folks. I am also excited to see the new Senators here. I think that we who are giving up our time for serving on the Senate are showing that we really care about the institution. I ask for a round of applause for all of the Senators. I'm really appreciative of your efforts and I know our faculty and the entire university community are as well. So, just a round of applause please. With that said, I would look for a motion for adjournment.

Any old business? Any new business?

VII. Adjournment:

Is there a motion to adjourn? *Motion was made and seconded.*

Meeting adjourned at 5:40 pm.

Respectfully submitted,

Nick Piazza
Faculty Senate Executive Secretary

Tape summary: Kim Noe
Faculty Senate Office Administrative
Secretary