

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of April 26, 2011
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

HIGHLIGHTS

Election of officers: Professor Mike Caruso, Dr. Andy Jorgensen
President-elect, Faculty Senate: Dr. Lawrence Anderson-Huang
Faculty Senate Core Curriculum Committee: Dr. Steve Peseckis
Academic Programs Committee: Dr. Celia Regimbal
Higher Learning Commission Update: Dr. Jamie Barlowe and Dr. Penny Poplin Gosetti

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 Mary Powers called the meeting to order, **Karen Hoblet**, Executive Secretary, called the roll.

I. Roll Call: 2010-2011 Senators:

Present: Anderson, Atwood, Barlowe, Batten, Baumgartner, Benjamin, Brickman, Caruso, Chiarelott, Crist, Dowd, Duhon, Fink, Franchetti, Funk, Giovannucci, Hammersley, Hoblet, Hornbeck, Hottell, Humphrys, Jorgensen, Kennedy, Kistner, LeBlanc, Lundquist, Moore, Moynihan, Nandkeolyar, Ohlinger, Olson, Piazza, Powers, Regimbal, Rouillard, Sawicki, Sheldon, Shriner, Stepkowski, Teclehaimanot, Thompson-Casado, Tinkel, Wedding, Lipman

Excused absences: Barnes, Cluse-Tolar, Eisler, Lee, Malhotra, Molitor, Randolph, Yonker

Unexcused absences: Dismukes, Fournier, Eastop, Gardner, Hamer, Heberle, Laux, Patrick, Rooney, Skeel, Solocha, Wilson

II. Approval of Minutes: Minutes from the April 12th meeting are ready for approval.

III. Executive Committee Report:

President Powers: I am calling the meeting to order. Welcome all to the fifteenth and last Faculty Senate meeting of academic year 2010-2011.

To start the meeting, I request Secretary Hoblet to call the roll.

Minutes from the April 12th meeting were sent yesterday for your review. May I have a motion for approval of the minutes? Second? All in favor? Any opposed. Please let the record show the Minutes from April 12th meeting have been approved.

I want to begin my last report by thanking all Senators and members of the Executive Committee for the dedicated service you have provided in the past year. I am especially thankful for the opportunity you have given me to serve as Faculty Senate President this year. It has been an honor for me to serve in this role. At the University of Toledo, we truly have an outstanding, dedicated, and hard-working faculty. I especially want to recognize the Executive Committee: **Lawrence Anderson-Huang**, President-Elect; **Karen Hoblet**, Secretary; **Nick Piazza**, Representative to the Ohio Faculty Council of the Ohio Board of Regents; **John Barrett**, Past President; **Terry Cluse-Tolar and Kris Brickman**, At-Large Representatives of the Health Science Campus; and **Mike Dowd and Linda Rouillard**, At-Large Representatives of the Main Campus.

The members of the Executive Committee have actively participated in many meetings this year and have worked hard to address concerns brought to the Senate by faculty members from a variety of different colleges. With the reorganization this past year, there were many, many meetings, several called on very short notice, and the dedication of this committee to be sure they represented not only faculty from their colleges, but the entire faculty is more than noteworthy. Please join me with a round of applause to show our thanks to our Executive Committee.

Senator Barrett: Dr. Powers, point of order.

President Powers: Yes.

Senator Barrett: As past president it falls upon me to acknowledge the extreme hard work you have put forth this year. As past President, I know more than anyone just how hard you worked this year; it is an insane and thankless job and so we have this plaque to present to you. It says "With thanks and appreciation to Dr. Mary F Powers for her service and leadership as President of the University of Toledo Faculty Senate, 2010-2011." Welcome to the past president's club, it's a lot more relaxing.

[Standing Ovation]

President Powers: Thank you Senator Barrett and all of you.

In addition, I would like us to thank and recognize the chairs of the Faculty Senate committees: **Steve Peseckis**, Faculty Senate Undergraduate Curriculum Committee; **Celia Regimbal**, Faculty Senate Academic Programs Committee; **Steve LeBlanc**, Faculty Senate Core Curriculum Committee; **Mike Dowd**, Faculty Senate Committee on Committees; **Andy Jorgensen**, Academic Regulations; **Glenn Sheldon**, Faculty Affairs; **Mike Caruso**, Faculty Elections; **Carter Wilson**, Student Affairs; and last but not certainly least **John Barrett**, Constitution and Rules. With all of the changes of the past year, the committees have been especially busy and the leadership provided by the committee chairs is significant and appreciated. Thank you very much.

The Executive Committee would like to recognize and thank Quinetta Hubbard, Administrative Secretary of the Faculty Senate. Quinetta has served the Senate with hard work and dedication in this transition year. She was hired for the position less than a week before the first Senate meeting and was only scheduled for 20 hours per week for most of the fall semester. We appreciate everything she has done and continues to do for the Senate. Thank you, Quinetta.

Reflecting on my year as President of the senate, I am convinced that the role of the Faculty Senate is a critical role, especially when the University is going through challenging times. By serving as a Faculty Senator you provide a valuable service to the University. Furthermore, I believe the role of the Faculty Senate, as a body, is especially important for a university with widely diverse colleges and majors. Because of the diversity we have in our departments and majors, especially since the merger, the perspectives and voices we each bring to the floor of the Senate are more important now than ever before. The collective wisdom, intelligence and dedication of the Senators in this body are invaluable. As you know, serving on the Faculty Senate means participating in many meetings and serving on Faculty Senate committees. I don't think any of us enjoys going to meetings, especially contentious ones. At the same time, we are all constantly challenged with more work, more responsibilities and less time. However, our participating in meetings, representing our faculty constituents, and bringing their concerns to this body so they can be addressed, is part of the responsibility we take on in our roles as Senators. There is no question, serving our faculty involves personal sacrifices of our time. But, the ultimate beneficiaries are our students, now and for years to come. Thank you all for your service. It has been a custom to have a

catered reception at the last Faculty Senate meeting. However, because of the critical budget situation this year, the Executive Committee was in agreement not to have a reception this year.

As the Executive Committee reported at the past two Faculty Senate meetings, President Jacobs asked a subset of the Executive Committee to specify some alternatives to the BOT draft resolution that would increase teaching workload to 15 credit hours per semester. The committee has not recently met with President Jacobs on this subject, but, last Monday morning, April 18th, President Jacobs called me and invited me to preview the presentation he would give to the Board of Trustees Academic and Student Affairs Committee about Faculty Workload. The presentation was titled "Faculty Workload: An alternative Approach" by Lloyd A. Jacobs, M.D. The alternative proposal was to not raise standards from 12 to 15 credit hours per semester, but rather, "raise the bar" for granting offsets for research and service. He suggested another possibility of a blended, phased approach that could result in raising the standard to 15 credit hours per semester effective August, 2013. He also talked about establishing metrics and increasing class size maximums by approximately 10% when appropriate. The full presentation will be included with the meeting Minutes for today's meeting. See attachment.

At our last meeting, the Constitution and Rules Committee presented their work on amending the Faculty Senate constitution and rules. Since our last meeting, I received a letter from President Jacobs and Mr. Joseph High, Chair of the Board of Trustees Trusteeship and Governance Committee. The letter included some additional ideas for amending our constitution and rules, and some members of the trustees may provide further input. Additionally, various colleges have expressed issues that should be considered before voting on the amendments that were proposed. Therefore, additional work on the constitution and rules is needed for a more thorough job of amending. The Senate should try to have the amendments completed in fall semester so all necessary approvals can be in place before the next Faculty Senate voting cycle in the spring.

The next update is about the work of the FY12 Budget Formulation and Reengineering Task Force. The group met once since the last Faculty Senate meeting; however, President Jacobs was not present at the meeting. I have no news to report from this meeting. I remind you that the list of recommendations being costed out by the committee is posted on the task force website <http://www.utoledo.edu/2012reengineering/>.

Also, I would like to bring to your attention the written report provided by the Faculty Student Affairs Committee that was sent to Senators yesterday along with the meeting agenda.

Lastly, I was asked to provide a plug for the HLC Self Study website. As was announced at the last Faculty Senate meeting by Dr. Thea Sawicki, the first draft of the entire self-study is online at <http://www.utoledo.edu/accreditation/>. This is the second opportunity for individuals on both campuses to read what has been found and to send in their comments.

This concludes the Executive Committee report, I will be happy to take any questions. If there are no questions, I would ask Professor Caruso along with members of the Election Committee to conduct the elections of officers.

Senator Hoblet: Point of order. First, we need to read the roll of the incoming Senators and ask for approval before we proceed.

President Powers: In order for us to proceed as Secretary Hoblet pointed out, we need to have a roll call of the newly elected Senators as well as the continuing Senators. These are the individuals that will be participating with clickers for the voting process. I want to make sure that individuals from the old Senate

as well as individuals from the new Senate all have clickers. Is there anyone who is on next year's Senate who does not have a clicker?

Roll Call, 2011-2012 Senators: Batten (present), Brickman (present), Cappelletty (present), Chesney (not present), Cooper (present), Crist (present), Cuckovic (present), Dismukes(not present), Dowd (present), Duggan (present), Duhon (present), Eisler (not present), Ellis (not present), Franchetti (present), Giovannucci (present), Hamer (not present), Heberle (not present), Hewitt (present), Hey (present), Hill (not present), Hoblet (present), Hornbeck (present), Hottell (present), Humphrys (present), Kistner (present), Krantz (present), LeBlanc (present), Lee (not present), Lingan (present), Lipman (present), Lundquist (present), Malhotra (not present), Mason (present), Molitor (not present), Moore (present), Moore (present), Moynihan (present), Nandkeolyar (present), Ohlinger (present), Peseckis (present), Piazza (present), Plenefisch (present), Randolph (not present), Regimbal (present), Rooney (not present), Rouillard (present), Sawicki (present), Sheldon (present), Shriner (present), Skeel (not present), Slutsky (not present), Solocha (not present), Teclehaimanot (present), Templin (present), Thompson (present), Thompson-Casado (present), Tinkel (not present), Weck-Schwarz (not present), Wedding (present), White (present), Willey (not present), Wilson (not present), Yonker (not present)

President Powers: Next, I would like to thank Senator Jorgensen and Senator Caruso along with the Election Committee for their work to conduct the election. I ask Senator Caruso to proceed with the election process.

Senator Jorgensen: These are the instructions for using the clickers: If you are here press "A" and if you not here press "B."According to the policy we do not show the actual vote. The screen will go dark for the actual vote. It is a maximum of forty-four of you that have the ability to vote, so you can press any key and you can press it a couple of times, if you change your mind, just hit the new key for the one you prefer. Please keep in mind you do not have to vote.

President Powers: The first office to be elected is that of the President. I would like to open the floor for nominations for president.

Nominees: Mike Dowd nominated and willing to accept the nomination
Thompson-Casado nominated and declined the nomination

Are there any other nominations for president-elect? Do I have a motion to close the nominations? All in favor for closing the nominations? Any oppose? The nominations are closed. Since there is only one nominee, we do not have to take a vote. Congratulations Dr. Dowd.

Senator Dowd: Thank you for choosing me.

Senator Caruso: Our next office is that of Executive Secretary. I would like to open the nomination for the office of Executive Secretary.

Nominees: Lucy Duhon nominated and willing to accept the nomination

Are there any other nominations for Executive Secretary? Do I have a motion to close the nominations? All in favor of closing the nominations? Any oppose? The nominations are closed. Since there is only one nominee, we do not have to take a vote. Congratulations Senator Duhon.

The next office we have is the representative to the Ohio Faculty Council, OBOR.

Nominees: Nick Piazza nominated and willing to accept

Are there any other nominations for Ohio Faculty Council? Do I have a motion to close the nominations? All in favor of closing the nominations? Any oppose? The nominations are closed. Since there is only one nominee, we do not have to take a vote. Congratulations Dr. Piazza.

We need a total of four representatives for the At Large members for the Executive Committee. We need two representatives from the Main Campus and two representatives from the Health Science Campus. First, we are going to start with the Health Science Campus. Since the Health Science and Human Service College has been combined with Education, the new college is Main Campus. So, previously HSHS was Health Science but it is not now.

Nominees: Karen Hoblet nominated and willing to accept
Susan Batten nominated and willing to accept

Senator Jorgensen: Please note, only individuals from the Health Science Campus can vote in this election.

Senator Wedding: But can others nominate?

Senator Caruso: I believe that came up last year and I think we said nominating was okay for anybody, but the actual vote is only for individuals from the Health Science Campus. Are there any others?

Senator Jorgensen: It has to be two separate votes because that's the rules.

Senator Caruso: What we did last year when we only had two nominations for the two positions, we just did them by themselves. We had a total of four nominations for two positions on the Main Campus and we get two separate votes for that. Since there was a motion to close the nominations- Oh, I'm sorry you are not voting (Senator Dowd), so we need someone from the Health Science Campus to make a motion to close the nominations. All in favor for closing the nominations? Any oppose? The nominations are closed. Since we only have two nominations for the two positions, congratulations Senator Hoblet and Senator Batten.

Next, we are nominating the Main Campus representatives. Please note, only the Main Campus Senators can vote. This includes all of the new colleges and a few existing ones as well. So, this is everybody, except Nursing, Pharmacy, and...Are there any nominations for the Main Campus representatives?

Nominees: Mark Templin nominated and willing to accept
Kelly Moore nominated and willing to accept
Linda Rouillard nominated and willing to accept
Celia Regimbal nominated and willing to accept

Senator Dowd: I move that the nominations be closed.

Senator Hoblet: Second.

Senator Caruso: All in favor of closing the nominations? Any oppose? The nominations are closed. Now we can actually vote with the clickers. Please wait until you hear Senator Jorgensen's instructions.

Senator Wedding: Please note, only the Main Campus representatives can vote.

Senator Caruso: That is right, only the individuals from the Main Campus colleges are allowed to vote.

Senator Anderson: Are we conducting just one election for this?

Senator Caruso: We are going to hold two separate elections. So, you first vote for one of the four and the second election will be one of the remaining three.

Senator Wedding: How do you vote for “C,” do we press “C?” How do we vote for “D,” do we press the letter “D?”

Senator Jorgensen: Yes, but you can only press one at a time. You can choose from “A, B, C, or D.”

Senator Caruso: That is right, select from “A, B, C, or D.”

Senator Lipman: Point of order. Do we want to give these nominees an opportunity to say a word about their candidacy? I mean do we know everybody? I don’t know everybody from the Main Campus.

Senator Caruso: We don’t usually do this except for the president-elect, but I guess we can. There’s no reason why we can’t: right? In order, can all the nominees say something about yourselves?

Senator Jorgensen: Please note, your new vote will replace your old vote; for your changes just press whatever vote you want.

Senator Caruso: Mark Templin would you like to go first?

Senator Templin: My name is Mark Templin and I have been on Faculty Senate approximately three or four years ago. I am recently the Chair of Graduate Council and I am returning to Senate.

Senator Wedding: What college?

Senator Templin: I represent the College of Education, Health Science and Human Services, and the Department of Curriculum of Instructions.

Senator Caruso: Kelly you can go next.

Senator Moore: My name is Kelly Moore; Senator Templin stated he was on the Faculty Senate three years ago, but I been on it for a total of a half of an hour. I enjoy the faculty at The University of Toledo College of Law. Before I came here to join the faculty I was an administrator approximately a year ago at Washington University in St. Louis. I believe John Barrett nominated me because I like to work hard and he believes that it is important to have a representative from the College of Law to be a member of the Executive Committee.

Senator Rouillard: My name is Linda Rouillard and I am from the Department of Foreign Languages, the College of Literature and Social Sciences. I am also the Chair of LLS Council. I was on the Senate two years ago as a substitute and I was on the Executive Committee this year. In addition, I would like to be on it next year.

Senator Regimbal: My name is Celia Regimbal and I previously served on Faculty Senate. I am from the Judith Herb College of Education, Health and Human Services. I currently Chair the Program Committee.

I am in the Department of Early Physical and Special Education and I teach Physical Education. I am also the newly appointed faculty athletic representative for the University.

Senator Caruso: Thank you.

Senator Jorgensen: Did we have some votes from the Health Science Campus? I just looked at it and it states that we have thirty-two, but that's too many for the Main campus. It's open. Anybody from the Main Campus can press "A" for Mark Templin, "B" for Kelly Moore, "C" for Linda Rouillard, and "D" for Celia Regimbal. You can change if you like.

Senator Caruso: Linda Rouillard is the winner.

Senator Wedding: Is it the same order, "A, B, D?"

Senator Jorgensen: You decide. You can pick two new nominees; it doesn't have to be the same individuals.

Senator Caruso: That's true. I will open the floor for the nominations for the second representative.

Nominees: Mark Templin nominated and willing to accept
Kelly Moore nominated and willing to accept
Celia Regimbal nominated and willing to accept

Are there any other nominations? All in favor of closing the nominations? Any oppose? The nominations are closed. Celia Regimbal is the winner. We are done with the voting.

President Powers: Thank you Dr. Jorgensen and Professor Caruso for conducting our elections. I think that it is appropriate at this time to ask our president-elect, Lawrence Anderson-Huang to provide a few comments for the coming year.

Senator Anderson: As president-elect, on behalf of myself, the Faculty Senate Executive Committee and the entire Faculty Senate I sincerely want to thank Mary Powers for her incredibly hard work. In abstract, we know she does a lot behind the scenes, but the time and personal commitment to the task are hard to appreciate unless you are close to her. I have had the privilege to be a confidant, and to help her edit reports that really did not need my help. This last year has been particularly difficult, with the change in state political direction, college reorganization, estimated budget shortfalls ranging from 25 to 100 million, preparations for the HLC accreditation site visit, curriculum restructuring, workload definitions, etc, etc. Through all of this turmoil, much of which the rank-and-file faculty see as very unsettling if not threatening, Mary has worked tirelessly on our behalf. She often sat in committees where the majority of other attendees have little knowledge of the academic enterprise and how it is carried out from day to day. If I can fill only one of her shoes in the next year, I will be happy. So, thanks again, Mary, and I am glad you will be serving on the EC as Past President. If ever there was a need for this policy of continuity, it is now.

Now, a few words about Senate priorities and practices in the next year.

Two years ago, John Barrett speaking in this forum stressed the concept of shared governance, and how difficult it is for the Senate to participate within the organizational structure of this University. One of his comments was: "I want faculty to be on every university committee, I want to meet with the president and the provosts regularly." Since that time, these objectives have been achieved. It is very important that we continue and improve these lines of communication. So, I expect senators to volunteer to serve on these committees when asked. In addition, we have seen some interest among Board members to reach

out to us; while Board members are always welcome to Senate meetings, this year I intend to send our agendas with specifically targeted letters of invitation to them. Three Board members attended the Higher Learning Commission conference a few weeks ago and participated actively in sessions and in a conference with our HLC site visit leader. It was a refreshing experience away from controversial politicking for me and I trust for them. I trust we can continue this dialogue.

Many of the issues I mentioned in praise of Mary have not been resolved and will continue into the next year. We will have a lot of work ahead of us on curricular and workload issues specifically. No doubt other issues will present themselves as well- it seems issues have a way of springing up full blown at this institution. We will need adequate time to debate our positions and resolutions, with both unstructured and structured discussion. Following Mary's lead, we will limit formal reports to 5 or 10 minutes with 5 minutes follow-up, asking for background information in advance. We will need to hear from and report to our constituents. I expect senators to present the EC with concerns from your colleges. We may allow time for each College in succession to make reports on the floor of Senate, so we can learn more about each other and respond to faculty concerns. While much progress has been made, we still have issues remaining from the merger; I hope by the end of the next year all campuses, including our fledgling College of Visual and Performing Arts, are beginning to feel fully integrated. Finally, I ask you to be sure to keep me personally informed with your concerns about Senate itself, including any issues you may have with my presidency. Thank you.

President Powers: Thank you Senator Anderson-Huang. Congratulations to you and all of the newly elected Executive Committee members and to all of the Senators who were recently elected for the coming year. I am really looking forward to working together in the coming year. Thank you again. Moving forward, I ask Dr. Steve LeBlanc to provide a report from the Faculty Senate Core Curriculum Committee. May I add, from this point forward the votes that we take on the different curricular issues will be taken with the 2010-2011 Senators.

Senator LeBlanc: Thank you for having me back one final time this year. I am here to present a proposal or a motion for the General Education Curriculum. This was sent out by e-mail yesterday for your review; the only change from this one from what was sent out is the word "integrated." However, I recently inserted that back in. Here's a blown up version of this motion. The preamble simply states "...It is time for the University to reexamine the undergraduate core curriculum because we haven't done so in several years." If this is approved, the Faculty Senate will endorse the work of two committees, one organized by the Provost office and the other, the Faculty Senate Core Curriculum Committee to reframe the core experience in terms of the following five competencies; those are the ones that you seen previously: Communication, Scientific Quantitative Literacy & Reasoning, Personal, Social, & Global Response, (we inserted the word "global" responsibility in number three) Information Literacy and Critical & Integrative Thinking. To compliment those competencies the general education portion of the core is to look over the discipline offered by the State of Ohio for graduation requirements. They would not include courses number 3000 and above. They would only need the foundation of 1000 and 2000 level above which are courses open to all majors. We are saying if that the...recognizes these competencies and are not fully defined at this point they might evolve as they are implemented. At the time the competencies mature will be in the early Fall. For initial implementation the College Council and Senate will have an opportunity to vote and approve. Per PowerPoint, this page manly deals with scheduling. We are shooting for a full implementation for general education courses for the Fall of 2012. So the following things has to happen: Over the Summer the Senate is going to ask for volunteers from the college which provides a bulk of the core classes which will be the colleges that comes from the former Arts and Sciences to have representatives serve on the Faculty Senate Core Curriculum Committee and collaboration with the Provost Committee to develop criteria for course submission to the core. So how are we going to decide what courses? What are you going to look for to decide whether a course is in the core or not in the core? One of the things that are critical is that they contain a strong assessment component. Early in the Fall council and Senate will review and vote each stage of each criterion and give faculty direction for

formulating new courses and syllabi as necessary. That has to happen very early Fall because we are asking for submission of those courses by October 15th. Meanwhile, we are going to look to see if we can get some volunteers for some pilot courses in the Fall. I think the appropriate areas would be Communications and Scientific and Quantitative Literacy & Reasoning. For the Fall semester we are proposing to service a pilot program, particularly in the area of developing assessment tools for the courses. If we are going to be ready for Fall 2012, we need to have syllabi courses submitted by October 15th, the structure of the core, and the Fall 2012 schedule to be ready by December 23rd, so those can be submitted to the Higher Learning Commission for our visit in February and also to the State of Ohio in February 2012. So that's the motion, it's open for discussion if you would like.

PowerPoint slide

General Education Curriculum

Faculty Senate Meeting

April 26, 2011

General Education Motion

Whereas The University of Toledo has not examined its undergraduate core curriculum in many years; Federal, State, and accrediting agencies are mandating assessable outcomes; and many other universities have already or are in the process of reframing their core experience in terms of broad-based competencies rather than grades achieved in a selection of courses: **The University of Toledo Faculty Senate Resolves** to endorse the work of two committees, one organized by the Provost's Office and the other the Senate Core Curriculum Committee, to reframe our core experience in terms of the following five competencies:

1. Communication

2. Scientific and Quantitative Literacy and Reasoning

3. Personal, Social, and Global Responsibility

4. Information Literacy

5. Critical and Integrative Thinking

- Complementing these competencies, the general education portion of the core will be distributed over disciplines as required by the State of Ohio, and will not include courses numbered 3000 and above.
- The Senate recognizes that these competencies are not fully defined and may evolve as they are implemented. At the time each competency matures for initial implementation, College Councils and the Senate will have an opportunity to vote approval.
- A full implementation for general education courses is anticipated for the Fall of 2012.
- The following calendar is anticipated. Over the Summer of 2011, the Senate asks for volunteers from the colleges providing the bulk of the core to serve on the FS Core Curriculum committee, and in collaboration with the Provost Committee develop criteria for course admission into the core. These criteria must contain a strong assessment component. Early in the Fall, Councils and the Senate will review and vote on the first phase of these criteria, giving faculty direction in formulating new syllabi as necessary.
- Meanwhile, pilot courses, drawn from existing offerings in the Communication and Scientific and Quantitative Literacy and Reasoning competency areas, will be offered in the Fall semester of 2011 to serve as examples, partially in the development of assessment tools.
- In order to be ready for Fall 2012, courses proposed by departments for inclusion in the general education portion of the core will have syllabi submitted to the Senate Core Curriculum Committee by approximately 15 October 2011. The structure of the core and the Fall 2012 schedule will be a part of the Self Study reported to the Higher Learning Commission on 23 December 2011.

General Education Motion – pt.1

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General Education Motion - pt. 2

• A full implementation for general education courses is anticipated for the Fall of 2012.

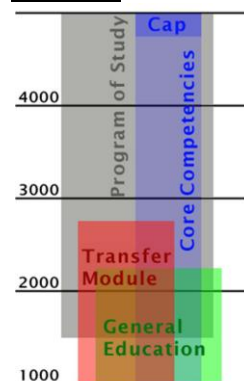
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• Meanwhile, pilot courses, drawn from existing offerings in the Communication and Scientific and Quantitative Literacy and Reasoning competency areas, will be offered in the Fall semester of 2011 to serve as examples, partially in the development of assessment tools.

• In order to be ready for Fall 2012, courses proposed by departments for inclusion in the general education portion of the core will have syllabi submitted to the Senate Core Curriculum Committee by approximately 15 October 2011. The structure of the core and the Fall 2012 schedule will be a part of the Self Study reported to the Higher Learning Commission on 23 December 2011.

Definitions



Core Competencies: Skills or qualities that can be measured against a standard; can be developed over time through general education courses, other credit bearing learning opportunities, and out-of-class experiences; are characteristic of a UT graduate. UT provides the resources to achieve a degree of competency appropriate to a well-educated citizen.

General Education: A set of courses

- offered at the 1000 and 2000 level;
- designed to provide students with a breadth of knowledge;
- Intentionally designed to address and assess one or more of the core competencies

Proposed UT Core Competencies

Proposed UT Core Competencies

Assessment of Student Learning in the General Education Curriculum

Student Level

- All students will maintain an electronic portfolio to demonstrate attainment of core competencies.
- Courses in programs of study also provide opportunities to demonstrate core competencies for inclusion in electronic portfolios
- Electronic portfolios and capstone projects reviewed using standard rubrics in a process to determined

Course Level

- Instructors use common rubrics to assess attainment of the core competency using evidence and exhibits collected during the course
- Course assessments reviewed by departmental faculty (in the department offering the course) and course modifications made as necessary

Department and College Level

- Departments review and aggregate course assessments for each core competency from the instructors and provide summary report to the college

- College aggregates core competency assessments from departments and provides a summary report to a Faculty Senate Committee charged with assessment of General Education.

University Level

- The Faculty Senate Committee for assessing General Education reviews the college reports and makes recommendations to Faculty Senate for improvement and provides a summary assessment report on the General Education curriculum to the University Assessment Committee

Proposed General Education

Course Requirements

Course requirements designed to provide experiences necessary for attainment of the core competencies.

- Course instructors must commit to assessment of student attainment of the course core competency.
- Minimum of **30 semester hours** required as part of the demonstration of attainment of the core competencies.
- Students will have additional opportunities to build competencies as they progress through their major program of study.
- Each course taken may be used to satisfy the course requirement for only one competency (i.e. no “double-dipping”)
- Process will be developed to give credit for prior and alternative learning e.g., service learning), using the standardized rubric for a particular competency.

Proposed General Education

Course Requirements

Communication (min. 6 semester hours)

Six semester hours in composition

Fulfills state requirements for 6 credit hours of English.

Scientific and Quantitative Reasoning and Literacy (min. 9 semester hours)

A minimum of three semester hours in mathematics and minimum of six semester hours in the natural sciences (including one laboratory experience)

Fulfills state requirements for 3 credit hours of math, and 6 hours of natural sciences including one lab experience.

Information Literacy

No specific semester hour requirement for demonstration of attainment. It is expected that this competency will be attained through courses and experiences throughout the UT curriculum. Students will have many opportunities to document attainment of this competency while progressing through the curriculum.

General education courses selected in the following competency areas will fulfill state requirements for 6 credit hours of arts/humanities and 6 hours of social science. Of these state-required 12 hrs, 6 hrs will contribute towards competencies in Personal and Social Responsibility and 6 hrs will be taken in Critical and Integrative Thinking. A total of 15 semester hours are required in these two core competencies.

Personal, Social and Global Responsibility (min. 6 to 9 semester hours)

A minimum of six or nine semester hours are required, including a minimum of one course with a focus on diversity. [Clarifying Note: all courses addressing this core competency must have a diversity component.]

Critical and Integrative Thinking (min. 6 to 9 semester hours)

A minimum of six or nine semester hours are required

Personal, Social and Global Responsibility

UT students must demonstrate understanding of and critical engagement in ethical, cultural and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice. A minimum of 6 to 9 semester hrs are required.

How Do Students Achieve the Core Competencies?

- Competencies are developed as student’s progress through multiple courses and experiences in their academic programs
- While general education courses will have a special, intentional relationship to the core competencies, the courses in the students’ major program of study will also contribute in a substantial way to their development

General Education Courses

Approved general education courses will include course content and assignments appropriate to a non-specialist and meet the following guidelines. The courses must:

- focus on one core competency for which students will receive competency credit.
- demonstrate a strong relationship to an additional core competency.
- include clearly stated and measurable learning outcomes.
- include activities purposefully designed to assess attainment of the two core competencies.
- incorporate standardized rubrics for assessment of student progress toward the two core competencies.
- mention a central location for easily accessing published standardized rubrics.
- include activities to be uploaded into students’ e-portfolio that provide evidence of progress on competencies acquisition.
- meet State definitions for the transfer module.
- indicate the above on the course syllabus.

General Education Course Approval

1. Initially reconsider general education courses in their entirety (start with a clean slate)

Course selection based on the previously-stated criteria while maintaining a breadth and diversity of selections that address the core competencies.

Departments submit courses for approval to be included in the UT

General Education Course inventory

2. Consider subsequent requests for courses to become general education courses.

Selection process will focus on maintaining diversity across the disciplines, balancing competencies across the courses, encouraging innovative approaches to competency attainment, and ensuring a focused, coherent course offering.

Dr. Poplin Gosetti: I just have a question, instead of “partially” is that “particularly?” I’m referring to your PowerPoint when it states “...partially in the development of assessment.”

Senator LeBlanc: It supposed to be “...particularly in the development of assessment tools.” Thank you.

Senator Thompson-Casado: Senator LeBlanc, I would like to remit to the discussion that we had in LLSS council that the rest of the Senate was not preview to; we had what I thought was a very fruitful discussion about the criteria. At that meeting I thought that we had talked about bringing the discussion of that criteria to the full faculty, yet here it appears that simply having to vote on the proposal when we really haven’t had a chance at the full Faculty Senate to discuss what the criteria is. There are some issues such as diversity that I am sure that a lot of people would like to talk about before they even move to vote on a proposal.

Senator LeBlanc: I think the intention of that is to bring the group together over the Summer time and bring that back over the Fall semester.

Senator Thompson-Casado: But you are asking us to vote on the motion that’s going to be continuing for the next two years and we don’t know how this is going to flush out.

Senator Sawicki: I think the motion is to move forward and adopt the five core competencies.

Senator Thompson-Casado: That’s the problem right there, the five core competencies. We had a really good discussion at the LLSS council about these core competencies and I don’t think everyone is completely happy with them as they stand.

Senator LeBlanc: We are seeing the... of these competencies are not fully defined and they evolve there.

Senator Sawicki: I think it is more important to let the process go forward and let the faculty work on the details, but we should not stop it from moving forward.

Senator Thompson-Casado: I understand your point of view.

Senator Sawicki: I think it is important that we allow the process to form a frame work and then for their work to go back to the faculty to actually fine-tune it, otherwise nothing happens and it will remain a major vulnerability in our self study for the HLC.

Senator LeBlanc: Refresh my memory; if I am not wrong, I don’t think anybody can complain about these actual five: were they?

Senator Thompson-Casado: The problem was that we wanted to have a full discussion at the Faculty Senate about the core competencies which we have not had yet which is the foundation of the entire proposal.

Senator Le Blanc: I presented these competencies before to Faculty Senate.

Senator Thompson-Casado: We never had a full discussion over it.

Senator Le Blanc: I presented it three times at Faculty Senate.

Senator Thompson-Casado: You presented it, but we never had a full discussion over the core competencies like we did at LLSS council last week.

Senator Sheldon: There are a lot of people that wanted to speak before me, but I just wanted to say that I agree with Senator Thompson-Casado; we have not had a full discussion. I would like to turn it over to other individuals that had their hands up before me.

Senator Peseckis: Senator LeBlanc I have a question. Are these for the assessment purposes only? Or are these going to replace what we now call Humanities and Social Science requirements? How will the students encounter this? I would like to know.

Senator Le Blanc: The Humanities requirements are two Humanities and two Social Sciences.

Senator Peseckis: And is that changing?

Senator Le Blanc: No, that varies in the State of Ohio requirements. These are overlaid on top of that. These are part of the assessment, meaning these are what we want the students to know as they graduate. This is what we will be assessing the students on as they progress through the curriculum.

Senator Peseckis: They don't need to be incorporated into one given course.

Senator LeBlanc: That's right.

Senator Jorgensen: What you saying is that there're included, but that's in the State of Ohio, but UT's core was different than the State of Ohio. So, you will be removing the UT core which has the two diversity courses for an example, and replacing the State of Ohio and then having the competencies on top of it. So it would be a change in what has been required of students.

Senator LeBlanc: The only thing that is different is the two diversities courses are not spelled out exclusively. Although, the description of...says "...Every course in this area, 6 or 9 hrs. has to have a focus on diversity."

Senator Anderson: I do want to read a letter from Senator Barnes who could not be here today. She says she apologizes for her absence at Senate today because of a teaching conflict. However, she wanted someone to read this for her. The correspondence states, "...you might be willing to share this with the Senate. I don't think it has any earth-shattering impact, but I do think it might be worth pointing out! I apologize for my absence at Senate today because a teaching conflict prevents me from attending; however, I wanted to ask a favor that one of you share with the senate some history that might be useful as they consider the resolution about the core. It was I who requested the "review" of the core's effectiveness, on behalf of a group of students, including the President and Vice President student government at the time. The students were meeting with me, other faculty, Dr. Kaye Patten Wallace, and

staff from the Office of Multicultural Student Services because they were concerned about some homophobic and sexist behavior in the student government and in some of their classes. During the course of that meeting, they expressed frustration that the "diversity" classes did not, in fact, address diversity from a critical, multi-cultural perspective. They felt that the lack of a good diversity curriculum played a part in the difficult experiences they were having with other students. They were concerned that the courses currently identified as fulfilling the diversity requirements did not go far enough in their efforts to promote a robust understanding of the complexities of privilege and oppression in our--and other-- cultures. This request for BETTER diversity training directly from students is what led me to ask the core committee to evaluate the effectiveness of the core. I am not asking that folks to reject the proposal before us; however, I do take issue with the fact that what the students wanted us to do was evaluate how well the core was doing its work, and what we have done appears to be something else. Most important, from my perspective, is that our commitment to diversity is not emphasized at all in this resolution; in fact, the word does not appear. I would hope that the final product would most certainly enshrine a commitment to a critical, multicultural understanding of the complexities of identities and their relationship to power. If anyone is moved to offer an amendment to the resolution reflect that, I would consider that a great addition to this proposal. It would certainly be in keeping with the original impetus."

Senator Sheldon: I concur. Not only what Senator Barnes said but whatever anyone says that agrees with her position!

Senator Anderson: I certainly agree. I wrote back to her and said that in fact The Higher Learning Commission recognizes exactly the failing of just calling a course a "diversity course" and thinking that students are getting a diverse educational training and knowledge, but not following up on it. So part of the goal of the Global and Social Responsibility competency is spelled out in some of the examples given here and it is for students to be able to articulate a diversity situation, be able to present a view point not their own about diversity, and finally the third step is to be able to act on a diversity issue. And that is what needs to go in the assessment part of the series. It does not mean just any one course; all of our courses should be doing something about this; that is the whole idea of what these competencies are, we track their entry into diversity up until they leave. I would hope that somehow it will get written into their portfolio about their experiences with diversity.

Senator Hottell: I just want to follow up on the message from Senator Barnes; we can say in the best of all possible worlds that each one of these five categories will be infused with issues of diversity, that is what those of us who are dedicated would believe would happen. But, we know that unfortunately that is not what often happens in a classroom where people are not use to having to do that. So, we need to find a way to specify that diversity is at the heart of each one of these, whether we put that into amendments that would say "diversity will be proven along with these in the portfolio." I think we need to figure out some way to do that because otherwise we all know that those issues will be pushed into the background or put at the end of the syllabus and not really worked on properly.

Senator LeBlanc: It's being done with courses that we have now. I mean, we did the analysis of sending the metrics out stating, "These are the ones that suppose to be in the diversity courses, please check the one you cover." Since we only required one U.S and one Non-western everyone should be covered in every class; each U.S. should cover each U.S. one and they do work for some of the big courses.

Senator Hottell: That's all of the more reason to put it in black and white.

Senator LeBlanc: I understand, but I'm just saying that what we have now is not working either.

Senator Humphrys: This is not related directly to the work of the committee, but I found it rather interesting for informational purposes that an ad for visiting faculty positions for the College of

Innovative Learning, which was dated March 8 of this year in Inside Higher Education, the job description states "...Focus will be on student learning in the UT core areas of Information Literacy, Critical Thinking, Communication, Quantitative Reasoning, Social and Political Responsibility." That's already been printed in an ad, and we haven't officially approved this.

Senator LeBlanc: I don't know about the ad, but it has not been approved.

Senator Humphrys: Right, I just thought that was a piece of information that people might be interested in.

Senator Thompson-Casado: Another piece of information to add to that is the fact that the revenue from this change has already been budgeted to the budget next year, whereas the proposal has not been approved.

Senator LeBlanc: I don't know if that's true. There has been some change at the...That would happen regardless whether this happens or not, just because there is no reason that we should have Accountant I in there as a gen ed. class. It can be a major course so we can collect better subsidy from it.

Senator Thompson-Casado: Steve you are right, that is part of the discussion that really has been brought up at Faculty Senate, supposedly the change of the revenue that has all gone into this. This is one of the reasons why it says courses number 3000 and above are not to be there.

Senator LeBlanc: The core is supposed to be the foundation, so it should be entry level classes with no prerequisite.

Senator Thompson-Casado: You are right; sometimes at the 3000 level classes there is no entry level class for that same type of information at the 1000 or 2000 level classes.

Senator LeBlanc: But my point is why should a course be labeled 3000 when it doesn't have a prerequisite? What makes it 3000? If it is a 3000 level course with no prerequisite I can be a high school senior postsecondary and take that class.

Senator Thompson-Casado: These are courses that are traditionally offered by the department.

Senator Lundquist: Is there anything that holds us just to five competencies? Couldn't we have a sixth competency that could be something like awareness of U.S. and Global diversity?

Senator LeBlanc: Yes, there is nothing that limits us to five. I thought that you were about to say two or three, but we are trying to keep it a small number though so it is manageable.

Senator Sheldon: When did diversity become a word that we can't use? Personal and Social I agree with all of that, but when did diversity recognition and acceptance not become part of the curriculum?

Senator LeBlanc: We are not using the word mathematics either.

Senator Sheldon: With all due respect, or as as much as I can muster, as a humanities person I don't really care about mathematics; I know that it supposed to be there but I use a calculator. Diversity in a global economy and in a global world, a world where the U.S. is dependant on the rest of the world and not itself anymore. Why is diversity not a word that we want to use? I'm sorry, but I am lost, I am really, really lost with the loss of the word diversity.

Senator Hoblet: I agree with almost everything that's been said. I also agree that we had this discussion before, but we haven't fully flushed it out. I think diversity has always been an issue since the first time it was brought here. It's in the Minutes that about every discussion that we had around this issue. So I would like to make a motion to amend bullet-point II to read: "The Senate recognizes that these competencies are not fully defined and may evolve as they are implemented. The next sentence should read: "The Senate wants to affirm that diversity be a focus of and integrated into the curriculum of all core courses." And then at the time that each competency matures for initial implementation college councils and the Senate will have an opportunity to vote for an approval.

Senator Sheldon: My goodness, I feel like we are in the 1940's. Why do we need to add "diversity?" It is! PERIOD.

Senator Lundquist: Senator LeBlanc, do you have the longer definition to number 3?

Senator LeBlanc: I do. Do we have a motion on this or a second for this discussion?

Senator Sawicki: Courses like mathematics may not have elements for diversity that are easy to identify and assess. So I would just like to amend your amendment to add "where appropriate". I would like to add that to the core courses where it would be needed.

Senator Lundquist: I think that statement right there is a very, very good statement; that's what we're talking about. I think everything we said here today is covered. That is what we mean by Personal, Social and Global Responsibility; I can stand behind that.

Senator Sheldon: I'm sorry, but I do not agree.

Senator Lipman: I would agree that diversity is very important, but it is only a portion of Personal, Social and Global Responsibility that we have in this world. I think that statement there is appropriate and I disagree with anything further that need to be said.

Senator Barlowe: It should also be said that this statement as it appears now is the consequence of changes and revisions that were made after earlier discussions.

Senator LeBlanc: Which portion are we voting on?

Senator Jorgensen: We have a motion.

Senator LeBlanc: All in favor of amending the discussion on the motion that Senator Hoblet made which is to amend that bullet?

President Powers: This vote is only for Senators from the old Senate.

Senator LeBlanc: All in favor of not closing the discussion?

Senator Lipman: We have 2/3rds.

Senator LeBlanc: Now we vote on the motion. Could you please restate your motion Senator Hoblet for clarity?

Senator Hoblet: Just that the second sentence, bullet point 2 should state: "The Senate wants to affirm that diversity be a focus of and integrated into the curriculum of all core courses as appropriate."

Senator LeBlanc: All that's in favor of the motion please raise your hand. All that oppose the motion please raise your hand. The motion is defeated, it did NOT pass.

Senator Wedding: Would it be possible to take number 3 and add in it the language that we want?

Senator LeBlanc: So whether say Personal, Social, and Global Responsibility, we would say something else.

Senator Wedding: We would add in "diversity."

Senator Sheldon: It's a controversial word.

Senator Ohlinger: I think that we are trying to create a frame work not something that is necessary descriptive. I think everyone agrees that diversity is essential and that's been said that diversity can be a part of the other four elements too. We can sit here and argue that it can be diversity and communications or diversity and responsibility. I think that it states very clearly right there on the expanded definition the value of diversity. So I support it as is.

Senator LeBlanc: Any further discussion on the motion?

Senator Thompson-Casado: How are you going to choose the Senators for the Summer?

Senator Anderson: Volunteers. Some people have already volunteered. We'll first put out a mission call, get responses from them and make sure that the committee itself is diversely populated. We will twist as many arms as we can.

Senator Thompson-Casado: But you are blocking out a whole group of people that already has Summer commitments and have made their commitments months ago.

Senator Anderson: That is correct, however there is such a thing as electronic communication and we can communicate by whichever way they request.

Senator Hottell: Senator Anderson do you foresee people being able to have enough information to propose classes this summer? I think we need workshops and some help?

Senator Anderson: Not in the summer, I think there are a few possible pilot courses, particularly Mathematics for example, and I would hope that there would be a few sections of English Composition that would be offered.

Senator Hottell: Okay, so you will start working on those in the Summer but the courses are proposed in the Fall.

Senator Anderson: We have to set up the criteria first before you can expect any faculty to do it.

Senator Hottell: Okay, so that's what you foresee doing in the Fall when everybody is back, is that it?

Senator Anderson: I expect to set up the criteria in the summer, and then we'll be presenting those at Senate and college councils to be voted on.

Senator Lundquist: I would like to be on that committee, I am volunteering. But also is there any possibility for a small stipend for 9-month faculty who might be able to work, or a big stipend.

Senator Anderson: That's a very good question.

Senator Olson: Yeah I would like to stipend Dr. Scarborough raises. I really think it was quite flippant to say, there is email, there is electronic resources that anybody can put in, that's flippant because the real work goes on in the committee and if you are not there with the committee to represent and view it, it don't get represented. In spite of the fact that if you send it by email, if the committee doesn't hear the arguments behind that, it gets wiped-out. The real work goes on in the committee. For those that should be on the committee and that already have Summer appointments to do other things, to me it is disingenuous to say, the committee can submit by email for electronic measures.

Senator Hoblet: Walt, I agree to some extent, however with webcams and "Skypeing" now, it is real time.

Senator Olson: But we don't send our committee meetings that way

Senator Hoblet: But we haven't determined that, we could if the need be.

Senator Olson: Well, if it's in the motion I might support it. But that isn't what's in the motion.

Senator Anderson: Can you specify exactly how the committee should be set up?

Senator Hoblet: It doesn't say.

Senator Sheldon: For those who do not know how this committee may be set up let's hear from Senator Barrett.

Senator Barrett: This committee isn't going to have a thousand faculty members on it. It's not going to have a hundred faculty members. We are not all going to be there to give our input. We all were never going to be there; I don't care if it is the same afternoon in this Summer or this Fall. The issue is can we get a reasonably representative group from a good cross-section in the Summer. Although not all of us will be here because a number of us have commitments, I think it is plausible to get that done in the Summer and for other people who can't be here who want to have input, they can Skype, they can email, they can badger a representative from their college to make sure that their voices are being heard. To me, not to go forward just because it is the Summer is one of the problems we face as academics. We have to find ways to overcome that.

Senator Thompson-Casado: That is one of the problems we are facing as academics, we are on a 9-month contract, some of us have to do our research in the Summer. Since when did we start asking faculty to do important committee work over the Summer?

Senator Olson: Last Summer there was important committee work that went on during the summer. The committee of twelve came up with this reorganization we just went through. It certainly didn't gain the support from the people in the Faculty Senate. I would hate to see this committee serve exactly the same purpose.

Senator Lundquist: Well, is there any chance that we could wait until Fall to do that committee work?

Senator LeBlanc: If we wait until Fall we won't get it until 2013.

Senator Lundquist: And that would be terrible because?

Senator LeBlanc: For one thing, because of the accreditation visit.

Senator Lundquist: But, I had understood that one of the things they're looking for is that you have a serious plan in place and that it is moving forward, which would be true when they come. Or does it have to be finished?

Senator Barlowe: No, but it will be stalled.

Dr. Poplin Gosetti: I would like to speak to this a little bit by having just come back from the HLC Conference. Our dilemma is that in our 2002 visit, we received a focused visit on assessment; one of the major pieces that we got "dinged" on was our general education assessment. We have not moved forward on that and at this point I don't think a plan would be sufficient. I think we will have to have shown some kind of movement forward and to put this off again, isn't a sign of commitment to moving forward, I think from the HCL's perspective. That is a real concern that I think we all have and I think it became clearer at the conference that assessment, assessment, assessment, particularly of a general education and core curriculum is a huge piece for what they are looking for. I know I have this and I think others too had this overwhelming sense of a panic as we went and heard some of the things we were hearing.

Senator Shriner: I was going to say the same thing, but because it was an earlier area or challenge this would be a repeat of our visit ten years ago.

Senator Lundquist: Did you say the last visit was in 2002?

Dr. Poplin Gosetti: Correct.

Senator Lundquist: That's a lot of years to be doing nothing and all of a sudden we're doing something. I am sure it's not intended but it feels like we are being asked to do something huge about our students' curriculum overnight, or at least over the Summer.

Dr. Poplin Gosetti: We have a challenge, okay? The way that we have set up the core curriculum committee, that committee is in charge of not only approving core courses; it is also in charge of assessing the core courses. That responsibility has been a part of the Faculty Senate responsibility. I think that has gotten lost over the years partly because there is a skill set that goes with assessment. You don't just walk in knowing about assessment. And it doesn't necessarily have the continuity that I think assessment needs to have. In our university assessment committee it takes a long time to get a new person up to speed on what is required, how to assess it, and to understand some of the criteria that we have from some of the external agencies. I know many of you that do professional accreditations understand the work that goes into that process. So, I don't want to go into pointing fingers at anybody about why we are not where we need to be with the core. Some of this actually did began about 3-4 years ago with the work Marcia King Blandford did just by going through the syllabi, finding out if our syllabi were consistent with what the Faculty Senate put forward with learning outcomes, and if courses were not doing that, we took them off the books. Then we moved forward in saying, now that we know these, let's map those courses back to the criteria to find out do we have courses that are meeting those. So it's not that nothing has been done, but to get to this point there was a lot of information that needed to be collected to even get a sense of where we were at. Although it may feel very sudden, there was a lot of background work that was being done. And again, the challenge to try to get the curriculum committee up and going and every year with new members and new knowledge in skill sets that needed to be developed has been an ongoing issue. That is something that I would like this committee to look at. How do we resolve that and

keep ourselves in good standing with all of our accrediting bodies as we move forward. I just wanted to clarify that.

Senator Benjamin: Going back to the proposal, I think I'm missing something here. Isn't this what we always do? We identify a committee and say, "You go and figure out the best model, the best criteria, and so forth. Bring it back to us and then we will vote on it." "Which is pretty much what I see us doing: asking faculty to work during the Summer, with or without a big or small stipend, and then, come Fall, Faculty Senate blesses those criteria-- or not. Am I missing something?"

Senator Hottell: If I may address my question to Penny, there is something still not getting through to me. Why do we have to reinvent the wheel? Why do we have to just throw everything in to a pot, throw everything out and propose new courses, when many of our courses, at least in my department, did in fact fulfill the criteria, why don't we just learn how to assess them better? What am I missing here? Would you please explain it?

Dr. Poplin Gosetti: That question is separate from HLC. In a sense how we go about addressing what we do in general education, is up to us. They want to know that we are doing it. This is where the committee that was put together in January to look at some of these things was coming forward with some ideas on how we might do this. Then another group went to the assessment conference that HLC provides and learned from some of the other schools that were there about the kinds of things they are doing. So, is that required by HLC? Absolutely not. Is that a process that seems to make some sense compared to some of the national trends that are going on, etc., that's what the committee was putting forward as a possibility and they are taking it back to the Core Curriculum Committee for discussion. I want to make sure you understand this. It is not a prescription by HLC; they do not prescribe how we do it. They ask that we do it and do what makes sense for our institution. The proposal is a sense about how we might accomplish this and re-think the numbers of student outcomes we have the number of courses that students choose from, and in doing that we can actually assess whether those competencies are met. So it's partly how do we achieve our assessment goals and partly how do we rethink the notion of what is an educated person in the standards of competencies, which is a national conversation that is going on and we saw this at both conferences that we attended at HLC. Does that help answer, Ruth?

Senator Hottell: Partially, I still don't know how we go about doing this. It takes a whole year to get a course proposal passed. So if a course is already there, why can't they be included in this?

Dr. Poplin Gosetti: If we go with the competency model, then the courses to be considered would have to look at what competencies they are addressing. How they are assessing it which is a key piece and that will be a huge piece of this; that we are assessing that those competencies are being addressed and that we have a sense whether or not we are achieving those outcomes. That will probably be a major piece.

Senator LeBlanc: Another thing too is that we have three hundred classes in the core right now. I think we all agree that's too many. If you say everything that is in now was in then, you still have three hundred courses in the core.

Senator Lundquist: That is what my question is about. Is this committee going to be given a number to shoot for?

Senator LeBlanc: There is no "set-in-stone" number, but hopefully it is less than three hundred.

Senator Lundquist: If we do take out every course that's at the 3000 level and above what number are we talking about then?

Senator LeBlanc: I'm trying to remember either there is forty-two or forty-five courses for 3000 level and above. No, I'm sorry it's forty-nine.

Senator Sheldon: Where did those numbers come from?

Senator LeBlanc: Where did forty-nine come from?

Senator Sheldon: Where did any of those numbers come from?

Senator LeBlanc: There are three hundred courses originally in the core.

Senator Sheldon: But where did they come from?

Senator LeBlanc: They came from Banner.

Senator Sheldon: Pretend that I am a freshman; take me through the pyramid. Where did that number come from? Where did we go from three hundred to less than fifty?

Senator LeBlanc: What she asked me was how many 3000 and 4000 level classes are in the core. So of the three hundred there are forty-nine of them that's at the 3000 level or above. It's just what has evolved over the years of people that are submitting courses and getting them approved a year before.

Senator Sheldon: I don't want to be contentious, so the year decided?

Senator LeBlanc: The Core Curriculum Committee and Faculty Senate over the years from the time this process was in vote until now admitted about three hundred courses to the core; of those three hundred, forty-nine of them are at the 3000 level or higher. That is as clear as I can be.

Senator Wedding: They are going to go out and then we will have two hundred and fifty. Is that what you are saying?

Senator LeBlanc: No what I am saying, whatever... then everything goes out then we bring courses back in.

Senator Jorgensen: I want to move the previous question.

Senator LeBlanc: I have a motion to move to the previous question. So we have a motion on the floor to stop the debate and vote on this motion. We need at least 2/3rds majority to stop the discussion. All in favor of stopping the discussion and vote? We have a total of thirty-two votes which is the same number from last time. All oppose to stopping the discussion and vote? We have a total of seven votes.

Senator Lipman: Remove one of the votes because I inappropriately voted.

Senator LeBlanc: Okay. The vote is thirty-one to eight.

Senator Wedding: Are we going to vote on the motion?

Senator LeBlanc: All in favor of the motion please signify by raising your hand. All opposed to the motion, please raise your hand. ***Motion Passed.***

President Powers: Thank you Senator LeBlanc. Next, I ask Senator Peseckis to come forward to provide us with a report from the Undergraduate Curriculum Committee.

Senator Jorgensen: I want to call attention to COIL, 1130, Information Literacy for College Research, it is two CHr. As it states in the summary "...Currently students are taught a portion of these skills during one-hour library instruction sessions offered to several 1000 level Orientation." Would this mean that instruction of 1000 orientation will no longer be given? And if a student does want to learn about introduction to research in the library they have to sign up for a 2 CHr. class.

Senator Peseckis: It is my understanding that this is not the case because we've talked about that. This will be something that they will get additional and more extensive training in.

Senator Jorgensen: So will the library still be providing instructions to orientation classes?

Senator Atwood: It is my understanding that we will still commit to that; however that will be an issue of possible instructors. The Library has a very small faculty. We have been very successful with offering this kind of instruction to several orientation and composition courses. The problem is students depending on which professor they take and how they navigate through the core, they may see us once, they may see us seven times, or they may see us never at all. So this is a way to provide a more systematic approach to instruction and ensure that we can cover much more material instead of trying to teach research in one hour or one hour and fifteen minutes, if students are lucky enough to randomly pick the professors that we currently work with.

Senator Lundquist: So you ask that question about orientation classes, so I would like to ask you about composition classes. If you are going to be offering this course and you have very few faculty, does that mean you are going to be able to offer fewer services to composition courses?

Senator Atwood: It seems to me that we do a really good job offering our services to composition classes. Right now we are not sure what kind of teaching faculty we are going to have for the Fall semester. We want to provide and we have been historically providing as much as we currently can. I don't think this will distract. This is more of an effort to streamline this process and make it much more systematic. We don't currently see every orientation or composition class. There are already students that are missing out on these services. My reasonable thinking for this course will be if you have students they either come out at the 2000 level who have not received our services, and especially transfer students who may have not taken orientation or composition classes at this University, this will be a nice way to provide these services to those students.

Senator Jorgensen: Let me clarify, I think this course is a very good idea. I just hope that if a faculty member in orientation or composition wants students to get some instruction to this, the answer is they would have to take the 2CHr class. Do you know what your staffing going to be like next year?

Senator Atwood: No I don't.

Senator Jorgensen: You know staffing will be sufficient to be able to continue to offer those services.

Senator Atwood: I do not know if my staffing is going to be sufficient.

Senator Peseckis: Not often does a course not have staffing to proceed.

Senator Atwood: I would like to offer at least two sections and if it is something that is successful I would like to offer four sections. If I could see every 1000 and 2000 level class in every department I would, but there are only so many of us to do this work.

Senator Lipman: Is there a priority? Which takes priority-the course or the introduction?

Senator Atwood: Priority in a sense of what?

Senator Lipman: If you don't have enough faculty to cover both, which takes priority?

Senator Atwood: I would prefer not to be in that situation.

Senator Lipman: Okay.

Senator Atwood: Well, I can tell you the students that I have used as student observers who are juniors and seniors have always said to me "I wish I knew this as a freshman." We've done a good job I believe in the past for offering as many classes as we can to as many faculty members that would like our services. We are not getting to every student, so I honestly don't know.

Senator Lipman: Thank you.

Senator Batten: Just be mindful, on the Health Science Campus the colleges directly fund the libraries and some of those librarians perform services on the Main campus as well. So the funding model is different between the two campuses and some large courses should have that advantage service.

Senator Lundquist: I believe in libraries and I think everybody should be able to use them very, very well to get that information as early in their lives as they can get. So I really agree with you that it should be more systematic. Did the COIL faculty ever consider collaborating with freshman composition and making sure that every freshman composition class has instruction? Freshman composition does systematically see almost every single freshman coming in.

Senator Atwood: Right, and we historically tried to work with every orientation and composition professor to try to integrate our services. Right now the library sees about four-hundred and fifty individual sections, but that's not systematically offered to every first or second year student, so some might receive eight of those sections and some might receive none.

Senator Lundquist: But this solution to it only adds fifty students.

President Powers: I can take over the discussion. Dr. Peseckis has to leave early, so I will take over the discussion. Thank you Dr. Peseckis

Senator Sheldon: Can we continue with the discussion next academic year? This is really cut off and unfair.

Senator Peseckis: I don't there's a problem here.

Senator Sheldon: Composition about competencies and there's no problem?; I think that's a larger discussion. If I am alone then just all yell at me. I don't care.

President Powers: Do I have a motion?

Senator Sheldon: I don't want to do that; can we just discuss this next year?

President Powers: There is a motion from a committee so we need to vote on the motion.

Senator Rouillard: I have a question about another course unless we are going to vote on this as consent to agenda.

President Powers: Yes, we have to do that first.

Senator Rouillard: Before we do that, I don't want to cut this discussion short, but I do have a few questions about another course.

President Powers: Okay.

Senator Rouillard: It may just be a typo, it may also be something that's scrambled away; my computer printed it out. I'm referring to the Art History courses that are in this agenda, Art History 2050 and 2060; I just need to know if that was two semesters on that material or just a typo? I believe that it goes from Ancient Art to Renaissance. Art History 2060 states that it's a two semester survey of Western Art. Together these courses are supposed to replace Art History 2000, 2040, and 2500 which goes from Ancient Art to Modern Art. But, both course descriptions from 2050 and 2060 appear to go from Ancient Art to Renaissance Art. I just want to clarify was this a typo.

President Powers: I am not certain. Is there anyone that is able to answer Senator Rouillard's question?

Senator Hottell: We actually looked at the idea that it meets tagged guidelines, transfer insurance guidelines for the State of Ohio. Sara you were on that committee, did anybody else pick that up or look at the numbers from before?

Senator Lundquist: I believe no.

Senator Hottell: But this went through LLSS as well, earlier in the year. I'm sorry, I forgot that we been divided.

Senator Rouillard: So you might want to take a look at that.

Senator Lipman: It just seems to be the same description for both courses, right?

Senator Rouillard: Right, but there are two courses.

Senator Lipman: Do we want to table it and have an editorial correction made to the gesture of your observation?

Senator Hottell: We can ask Senator Peseckis to look back and go back to the Art Department to see what's going on.

President Powers: What are we voting on?

Senator Rouillard: Well, if this is consent to agenda I don't want to make it complicated.

Senator Hottell: Can't you divide and send part back to the committee?

President Powers: I need a vote to take this off the consent agenda. I am referring to Art History 2050 and 2060. Do I have a motion? Do I have a second?

Senator Dowd: Second.

President Powers: All in favor? Any oppose? Any abstentions? *Motion Passed.* So, we will be voting on the consent agenda item minus Art History 2050 and 2060: correct?

Senator Anderson: Correct.

President Powers: May I have a vote? All in favor? Any oppose? Any abstentions? *Motion Passed.* So the Undergraduate Committee report has been approved with the exception of Art History.

Senator Hottell: What do we tell Senator Peseckis? Do we tell him that we need to go back to the Art Department and specify and bring it up to Senate in Fall?

President Powers: Yes. Is there any other business with regard to the undergraduate curriculum report?

New Course and Course Modification Proposals **College of Education Health Sciences and Human Service (CEHSHS)**

Course Modification

CI 3400 Literacy Issues 3 CHr

- Change name to "Foundations of Literacy"
- Update catalog description to "Introduction to the fundamental nature of literacy in education in all its, speaking, listening, reading and writing. Presents a theoretical and research-based study of literacy acquisition and language diversity."
- Reason: A more up-to-date description of course content and objectives.
- Course content has changed: More research-based information about:
 - (a) overall trends in literacy acquisition nationwide, especially for particular populations such as English Language Learners and "low-literacy" citizens
 - (b) more case-study based (i.e., empirical data-based) examination of literacy acquisition and literacy-related processes
 - (c) more attention given to instructional tools for literacy: discussion participant structures, children's literature, and 21 st Century tools (e.g. , web-based resources)
 - (d) attention given to more current thinking about multidimensional nature of literacy in the content areas (c.g., mathematical literacy. Scientific literacy etc.)
 - (e) more attention to oral components of literacy -- this reflects more current notions about literacy being not only about learning to use print (reading and writing) but also extremely important oral literacy (speaking and listening)

College of Innovative Learning (COIL)

New Course

The COIL Department is "Library"

COIL 1130 Information Literacy for College Research 2 CHr

Lec 2, 50 students/semester; 25/section; Semester Offered: Fall, Spring, Every Year.

Grading: Normal; Prerequisite: None

Catalog Description: "Provide students with the information concepts, skills, and tools necessary for college level research. Students will experience a greater knowledge of information services and resources through investigation and application."

Fit: Currently students are taught a portion of these skills during one-hour library instruction sessions offered to several 1000 level Orientation, Composition I and Composition II courses. However, there is not a single course that systematically provides information literacy skill necessary for college level research. This course will ensure a solid foundation of these skills and will be made available to all students.

College of Languages, Literature and Social Sciences (CLSS)

New Courses

(These courses are in the curriculum tracking system)

LING 4160 Phonology and Morphology 3 CHrs

Lec 3, 20 students/semester; 20/section; Semester Offered: Spring, Alternate Years.

Grading: Normal; Prerequisite: LING 3150 or ENGL 3150

Catalog Description: "Introduction to the study of patterns and rules which govern the production of human speech, including a review of phonetics and a study of various explanatory theories. Prerequisite: ENGL or LING 3150."

Fit: It is part of the core requirement for the B.A. in linguistics.

ENG 4210 Issues in ESL Writing 3 CHrs

Seminar 3, 25 students/semester; 25/section; Semester Offered: Fall, Every Year.

Cross-listed with LING 4210

Grading: Normal; Prerequisite: None

Catalog Description: "Course content includes key concepts in ESL writing instruction and research; characteristics of second language writers and their texts; curricular options; and responding to and assessing ESL writing."

Fit: The course is currently offered as Linguistics 4/5210 and enrolls well. It is taken primarily by ESL TAs (for whom it is required) and by linguistics majors/minors (for whom it fulfills required hours in linguistics courses). We want to list it also as an English class so that English and Education majors can find it more easily.

College of Natural Sciences and Mathematics (CNSM)

Course Modification

EEES 2100 Fundamentals of Geology 4 CHrs

Change pre-requisite from "CHEM 1090 or 1230" to "None"

Reason: Experience shows prerequisite unnecessary while it significantly increases scheduling problems, thus delaying student progress towards a timely graduation.

EEES 2500 Computer Applications in Environmental Sciences 1 Chr

Change prerequisite from "EEES 1010 or 2100. Knowledge of algebra, plane geometry and basic trigonometry" to "Knowledge of plane geometry and basic trigonometry."

Reason: Experience shows geology class prerequisite unnecessary, while it significantly decreases student's opportunity to learn these important computer applications in a timely manner.

PHYS 3400 Physical Principles of Energy Sources for Humans 3 CHrs

Change prerequisite from "PHYS 2080, CHEM 1240" to "PHYS 2140 or PHYS 2080, and CHEM 1240"

Reason: To make the prerequisites consistent across introductory physics courses.

PHYS 4580 Molecular and Condensed Matter Laboratory 3 Chr

Update catalog description from "Experiments in molecular and condensed matter physics such as Raman scattering and photoluminescence X-ray diffraction, Mossbauer effect, Hall effect, NMR and scanning tunneling microscopy. One four-hour lab and one-hour lecture per week. May be offered as writing intensive." to "Experiments in molecular and condensed matter physics. Measurements and analysis based on techniques such as film thickness and surface morphology, X-ray diffraction, optical absorption, four-point probe and Hall measurements. One four-hour lab and one-hour lecture per week. May be offered as writing intensive."

Reason: To align it better with other changes in undergraduate and graduate physics laboratories.

PHYS 4780 Atomic and Nuclear Physics Laboratory 3 CHrs

Update catalog description from "Detectors and electronics, beta, gamma, and X-ray spectroscopy, grating and interferometric spectroscopy, laser applications, solar

spectroscopy. One four-hour lab and one hour lecture per week. May be offered as writing intensive." to "Detectors and electronics, gamma-ray and X-ray spectroscopies, beta and alpha particle spectroscopies, nuclear magnetic resonance, grating and interferometric spectroscopy, laser applications, and solar atomic spectroscopy. One four-hour lab and one-hour lecture per week. May be offered as writing intensive."

Reason: To align it better with other changes in undergraduate and graduate physics laboratories.

College of Visual and Performing Arts (CVPA)

New Courses

ARTH 2050 History of Western Art I 3 CHr

Lec 3, 40 students/semester; 40/section; Semester Offered: Fall, Spring, Every Year.

Grading: Normal; Prerequisite: None

Catalog Description: "Introduces students to major styles of western art from prehistoric to early Renaissance. Students will learn to analyze art in terms of formal, cultural, historical, and iconographic contexts."

Fit: This course is one half of a two-semester survey of western art -- See also New Course Proposal for ARTH 2060 - that will be required of all majors and minors in the Department of Art (including Art Education, Art History, and the Studio programs). The two courses may be taken in any order or simultaneously. Together, the two courses supplant the previous introductory sequence of courses in western art (ARTH 2000, 2020, 2040, and 2500) along with their respective 1-hour discussion sections (ARTH 2010,2030, 2510).

Gen Ed Guidelines: This course introduces students to the discipline of art history and to major styles of western art and architecture. The course addresses art from many cultures and historic eras while providing historical and cross-cultural perspectives on developments in the western world. Students gain a broad understanding of cultural currents from prehistory through the early Renaissance of the fifteenth century. Students learn to analyze art in terms of formal, cultural, historical, and iconographic contexts. They learn to apply critical thinking to the interpretation of works of art while also benefiting from studying art firsthand at the Toledo Museum of Art. This course conforms to TAG guidelines for the State of Ohio.

ARTH 2060 History of Western Art II 3 CHr

Lec 3, 40 students/semester; 40/section; Semester Offered: Fall, Spring, Every Year.

Grading: Normal; Prerequisite: None

Catalog Description: "Introduces students to major styles of western art from prehistoric to early Renaissance. Students will learn to analyze art in terms of formal, cultural, historical, and iconographic contexts."

Fit: This course is one half of a two-semester survey of western art -- See also New Course Proposal for ARTH 2050 - that will be required of all majors and minors in the Department of Art (including Art Education, Art History, and the Studio programs). The two courses may be taken in any order or simultaneously. Together, the two courses supplant the previous introductory sequence of courses in western art (ARTH 2000, 2020, 2040, and 2500) along with their respective 1-hour discussion sections (ARTH 2010,2030, 2510).

Three New Courses, Cross-listed to one another (same specifications and syllabi for each)

ART 3850 Gallery Practices 3 CHr

Workshop 3, 15 students/semester; 15/section; Semester Offered: Fall, Spring, Every Year.

Grading: Normal

Prerequisite: 15 credit hours in major; 15 credit hours in General Education. Must have at least sophomore status

Cross-list with ARTH 3850 and AED 3850

Catalog Description: "Writing-intensive workshop covering the planning, installing, promoting, and documenting exhibitions. Offers hands-on training and directly engages students in all aspects of UT's CVA Gallery operations. No textbooks required."

Fit: Course will be an elective for art history, art studio, and art education students. Course will be /required/recommended for Museum Practices concentration. Course will supplement ART4850 Professional Practices for art studio students and complement the Museum Studies concentration courses. There is an expectation of increasing demand for the course at the levels of the department, college, and university as the museum-related activity of the department develops.

ARTH 3850 Gallery Practices 3 CHr

Workshop 3, 15 students/semester; 15/section; Semester Offered: Fall, Spring, Every Year.

Grading: Normal

Prerequisite: 15 credit hours in major; 15 credit hours in General Education. Must have at least sophomore status

Cross-list with ART 3850 and AED 3850

Catalog Description: "Writing-intensive workshop covering the planning, installing, promoting, and documenting exhibitions. Offers hands-on training and directly engages students in all aspects of UT's CVA Gallery operations. No textbooks required."

AED 3850 Gallery Practices 3 CHr

Workshop 3, 15 students/semester; 15/section; Semester Offered: Fall, Spring, Every Year.

Grading: Normal

Prerequisite: 15 credit hours in major; 15 credit hours in General Education. Must have at least sophomore status

Cross-list with ART 3850 and ARTH 3850

Catalog Description: "Writing-intensive workshop covering the planning, installing, promoting, and documenting exhibitions. Offers hands-on training and directly engages students in all aspects of UT's CVA Gallery operations. No textbooks required."

President Powers: Next, I ask Dr. Celia Regimbal to provide a report from the Faculty Senate Academic Programs Committee.

Senator Regimbal: I have a solution to the “no order,” the hotel bar has order and cold beverages. Before I get started, I would like to thank the members of my committee, they worked hard all year long. These are the members on the committee: Max Funk, Larry Fink, Matthew Franchetti, Mark Horan, Martin Ohlinger, Nick Piazza, Thea Sawicki, and Glenn Sheldon. While putting this together I made a few errors, but the committee voted on the correct copy, it’s that you have not seen the correct copy. The idea was to come closer to the guidelines in terms of hours. Do you need more time to study this? Once again, this is consent agenda item and I apologize for the errors.

Senator Rouillard: I actually do have a question.

Senator Regimbal: Alright.

Senator Rouillard: I’m referring to The College of Adult and Lifelong Learning. Will ALS 2500 be for all the new students?

Senator Regimbal: We had a discussion about this and I called and asked about ALS 1900 and it seems that with the people that are coming in now to Adult and Lifelong Learning will have the background that is covered in ALS 1900, so they believe that all students should be required to take the ALS 2500 which prepares them for research for their final projects, capstone. This does not mean that ALS 1900 will be deleted from their record it will just be deleted as a requirement. If a new student were to come in that needed information, introductory information will be available for them to take. It will no longer be a requirement. Are there any other questions? All in favor? Any oppose? Any abstentions? **Motion Passed.** Thank you. I will provide the correct report for the Minutes. Please note, the following report is accurate:

Academic Programs Committee Report

April 26, 2011

The Academic Program Committee reviewed the following documents. The following requests for program modifications have been approved:

College of Business and Innovation

Department of Applied Organizational Technology

Computer Network Administration (Associate Degree)

Delete: CMPT:2030 C Family Programming (4 cr hrs)

Add: Computer Programming Elective (4 cr hrs) Choose from CMPT:1050, CMPT:1120, or CMPT:2030

Delete: CNET:2420 Enterprise Network Services (4 cr hrs)

Credit Hour Changes: The following courses have had their credit hours reduced from 4 to 3 (per the Undergraduate Curriculum Committee):

CNET:2100, CNET:2200, and CNET:2410

Program’s credit hours will be reduced from 69 to 61.

Business Management Technology—Accounting Major (Associate Degree)

Delete: ACTG:1250 Spreadsheet Applications in Accounting (2 cr hrs)

Delete: ACTG:1250 Spreadsheet Applications

Add: CMPT:1410 Microsoft Excel (2 cr hrs)

Change: ACTG:1200 Accounting Software

to CMPT:1200 QuickBooks (an alpha code and title change being approved by the Undergraduate Curriculum Committee)

Program’s credit hours will be reduced from 66 to 60.

Business Management Technology (Associate Degree)

Delete: 3 credit hours of technical electives (from 6 to 3 cr hrs)

Program’s credit hours will be reduced from 66 to 63.

Programming and Software Development (Associate Degree)

Delete: CMPT:2110 Advanced Concepts in Programming (4 cr hrs)

Add: CMPT:2030 C Family Programming (4 cr hrs)
Management with SQL (3 cr hrs)

Delete: CMPT:2210 Database

Change: 8 to 3 credit hours of technical electives
Program's credit hours will be reduced from 69 to 60.

Information Services and Support (Associate Degree)

Delete: CMPT:1100 Computer Information Applications (3 cr hrs)

Add: CMPT:1600 Internet Design and Publishing (3 cr hrs) Delete:CMPT:2630 MOUS Certification (2 cr hrs)

Program's credit hours will be reduced from 62 to 60.

Rationale: Program Requirement Revisions changes are based on the fact that the state of Ohio would like associate degree programs to be reduced to or near 60 credit hours.

College of Pharmacy

SB in Pharmaceutical Science, Medicinal and Biological Chemistry

Mandate that 3 semester hrs of laboratory instruction be taken at the 3000 level or higher in a course taught by the MBC department

MBC 3850 (1 cr hr) will not satisfy the requirement unless taken w/an additional 2 cr hr of approved lab courses
Decrease the professional elective hrs by 3 hrs resulting in 22 professional elective hrs

Judith Herb College of Education, Health Science & Human Service

Counselor Education and School Psychology

The department would like to create a new Undergraduate Certificate in Chemical Dependency Counseling. The interdisciplinary certificate would include the following courses from Counseling and from Health Promotions:

COUN 1240	Substance Abuse Issues in Mental Health	(3 cr hr)	
COUN 2130	Group and Therapeutic Approaches	(4 cr hr)	
COUN 2270	Family Theories & Cultural Influences in Mental Health	(3 cr hr)	
COUN 3420	Substance Abuse Prevention & Community Programming	(3 cr hr)	
COUN 3420	Models of Treatment for Substance Abuse	(3 cr hr)	
HEAL 3300	Drug Awareness		(3 cr hr)
COUN 4240	Substance Abuse Treatment Techniques	(3 cr hr)	

A minimum of 22 semester hrs required for completion of the certificate

Languages, Literature and Social Sciences

Psychology Honors Program

1. Change the admission minimum to an overall GPA 3.8 or higher or member of University Honors Program in good standing
2. Reinstate the requirement that student s have a B or higher in Statistics (PSY 2100)
3. Eliminate the requirement that students take PSY 3820 & 4820, 1 hr Honors meetings, for their last 3 semesters
4. Eliminate the requirement for a 4-hr topical honors seminar PSY 4800.

Honors students will now take 9 honors hrs rather than the 16 that are currently required.

Rationale: The department will be better able to accommodate the students that qualify for the Honors Program

College of Adult and Lifelong Learning

Adult Liberal Studies

Require ALS 2500 for all new and transfer students

Delete ALS 1900 as the entry requirement for ALS students

Rationale: Changes in demographics and focus of the university have resulted in a change in the needs of new and transfer students. If an ALS student needs writing skills he/she will be advised to take COMP 1.

President Powers: The last item, Dr. Sawicki has a HLC update. We will try to keep things moving quickly. Please keep in mind, all of the information is in our Minutes.

Senator Sawicki: I want thank President Powers for the reminder to us all today to read the draft of the first full self-study report on the Website at www.Utoledo.edu/accreditation. We really appreciate your input and comments. The report benefited from the wonderful things the team found and UT folks sent in as comments to the initial draft reports. I also now have the distinct pleasure to introduce Jamie Barlowe.

Senator Barlowe: To do this presentation in two minutes is impossible, but, briefly, as a courtesy to Faculty Senate, I brought you information today on the analysis of the data collected in response to the

HLC Mission and Integrity Survey conducted in the Fall. The Survey was developed by members of the Criterion I self-study team, Penny Poplin Gosetti, and Institutional Research. The purpose of the Survey was to gather data on the University community's understanding of and support for the UT mission statement and understanding of key terms from the mission and vision statements, as well as their perceptions of others' understanding of the mission and key terms. In addition, the respondents could indicate their level of agreement/disagreement with declarative statements about the importance and occurrence of shared governance in specific areas: curricular decisions, budget/resource allocation, hiring/personnel, organizational structure, and strategic planning. Respondents were also invited to provide definitions of effective shared governance and any additional comments on mission, vision, and shared governance and to indicate their employment position, length of service, and campus with which they most identify. This data is intended to augment the anecdotal data already collected for the Criterion I self-study report on Mission and Integrity and the Special Emphasis self-study report. A committee of four—two from Criterion I and two from Special Emphasis—used qualitative methodology to analyze respondent characteristics, the Survey instrument, data/findings, emerging themes in the definitions of shared governance, and the contexts in which the Survey was conducted, and to discuss the uses of the Survey. The information from the PowerPoint that I don't have time to present includes the response rates; for example, 19% of faculty, 11% of administrators, and 12% of staff responded to the Survey. The percentages for understanding the mission statement were high—in the 80-90% range—although, interestingly, they were much lower for the perception of others' understanding. The number of definitions of effective shared governance totaled nearly 600, and eleven consistent themes emerged. Even so, there was wide variation in understanding of the scope and practices of shared governance. I also want to emphasize the difficulty of drawing broad conclusions from the Survey data. The Survey report will be posted on the UT website, and we hope that you will provide feedback, as well as to the self-study as a whole. Thank you.

President Powers: Thank you Dr. Barlowe. I also want to recognize Dr. Poplin Gosetti for her work on this as well. Is there any other business from the floor?

Senator Jorgensen: I don't know if others have commented to you about the president's report on the state of the University, but it seems that many colleagues responded very negatively to his suggestion that faculty really are not changing and need to change the way that they are teaching. I asked the registrar to run the numbers for types of our courses we offer. We offer a number of degree programs which are online. In the last year we taught 1,250 complete online courses without in-class meetings. We also taught (over 3,000) courses that are web-assisted classes. So at the present time almost 1/3rd of all of our classes have a web component to them. It seems to me that faculty have responded to newer ways to teach in order to meet the needs of our present students. I would like to inform the president about this fact, which might change what he is proposing. I would also ask this rhetorical question: will our medical school accept a student who has a bachelor's of science in biology, but whose degree is all online? There is a place for many online classes, but there also a place for in-class courses as well.

President Powers: Is there any other business from the floor?

Senator Teclehaimanot: As I have stated in the past, I would like to encourage the University to establish a faculty advisory committee for IT (Information Systems) during the 2011-2012 academic year to make sure that students, faculty and the administration are better served.

President Powers: Thank you for your input, the Executive Committee will include that as a log item. Is there any other business from the floor?

Senator Batten: Can we ask Senator Barlowe to share that report that she has presented to the Senate, is it mature enough to do that?

Senator Barlowe: In the very near future the report will be online. This was a courtesy to Senate and we wanted you to see it first. You will be informed when it's available online; we will make sure that that happens.

President Powers: Can we include the slides from your presentation in our Minutes for today's meeting?

Senator Barlowe: I think without me talking it will be hard for people to understand.

President Powers: Okay. Is there any other business from the floor? Dr. Anderson-Huang, while there is not a formal ceremony to install you as Senate President, today provides the occasion to mark the significance of the event. We would like to invite you to the podium, one to welcome our new Senators and following that to adjourn our meeting.

Senator Anderson: I didn't let Quinetta show me the gavel this afternoon because I think it's like looking at your bride's wedding gown before the wedding, i.e. "bad luck". The gavel is engraved and it reads "Dr. Lawrence Anderson-Huang, President of UT's Faculty Senate, 2011-2012." Welcome new Senators and the new Senate that will start at the end of the session and continue on through the next academic year. The Executive Committee can expect to be called forth during the summer and I will be putting out invitations for people to serve on committees or our Committee on Committees will be doing that. Thank you all and I will entertain a motion of adjournment, but before that, one last reminder to turn in your clickers. May I have a motion to adjourn?

IV. Meeting adjourned at 6:06 p. m.

Respectfully submitted,

Karen Hoblet
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative
Secretary