

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of April 09, 2019**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate>

Approved @ FS on 4/23/2019

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**Summary of Discussion**

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**Note:** The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

**President Rouillard:** Good afternoon. I would like to call this meeting to order. I will ask Executive Secretary, Mark Templin to call the roll.

**I. Roll Call: 2018-2019**

**Present:** Andreana, Bailey, Bigioni, Brakel, Compura, Dowd, Edgington, Gray, Gibbons, Gilchrist, Hall, Hammersley, Heberle, Keith, Krantz, Lecka-Czernik, Lee, Lundquist, Menezes, Modyanov, Molitor, Monsos, Napp (proxy for E. Reeves), Niamat, Nigem (proxy for A. Ariss), Oberlander, Ohlinger, Rouillard, Said, Sheldon, Steven, Stepkowski, Teclehaimanot, Taylor, Templin, Thompson-Casado, Tucker-Gail, Van Hoy, Weck-Schwarz, Wedding, Weldy, White (proxy for K. Gibbs), Zhu

**Excused:** Bouillon, Chattopadhyay, Duggan, Emonds, Ferris, Frank, Giovannucci, Gray, Hefzy, Kistner, Maloney, Ortiz, Relue, Tiwari, Woolford

**Unexcused:** Jaume, Jayatissa, Kovach, Longsdorf, Murphey, Ortiz, Schlageter, Schroeder

**Senator Templin:** We have a quorum.

**President Rouillard:** Good afternoon. First, thank you to all who completed their college Deans' Survey facilitated by Faculty Senate and Institutional Research. A big thanks to Robin Kuhl and Brigitte Odenthal of Institutional Research who have made this on-line survey possible. We have asked that this survey be extended through Wed. April 17 so if you have not complete your survey, please do so now. This applies to faculty in the colleges of Law, Medicine and Life Sciences, Health and Human Services, Arts and Letters, Honors, Libraries, and Engineering. If you've haven't gotten a link to the survey, please let me or Robin Kuhl know. What is often happening is that the email with the link seems to be going into people's 'Other' folder. So instead of going to your 'Focused' folder in Outlook, it seems to be going to 'Other.' Make sure you check that email folder as well. If you still don't find it, please let me know and Robin and I will get you the link.

We are also in the midst of Faculty Senate elections and we ask that you vote for the reps from your college. Elections opened yesterday and they close in two weeks on the 22<sup>nd</sup>, is that correct?

**Senator Weck-Schwarz:** On Friday.

**President Rouillard:** On Friday the 19<sup>th</sup>?

**Senator Weck-Schwarz:** The 19<sup>th</sup>.

**President Rouillard:** Okay. So please mark your calendars with Friday, April 19<sup>th</sup> as the final day to vote in Senate elections. We also would like to let you know that the Faculty Senate Exec. has invited a representative from Student Government, Andrew Williams, who will come to our next meeting on Friday of this week to discuss his proposals for mental health days to be included in students' syllabi.

That probably would be an initiative that we'll take up in the fall, but we will begin that discussion with Student Government this week.

You may be aware that the proposed state budget includes a potential 1.1% increase in state share of instruction of 2019-2020 with 1% proposed for 2020-2021. OFC Chair Dan Krane reports that there is a proposed 21.2% increase for Ohio College Opportunity Grant program, but that even this increase leaves this support at 50% of what it was in 2009. Dan Krane also reports on HB 116 which proposes that Chancellor and IUC appointees consider a new metric to be included in the SSI formula: that is statistics on job placements of our college graduates. Some of the other statistics from his testimony before the Ohio House Subcommittee on Higher education include the following:

Ohio's state budget spends only 4.3% on higher ed, which the national average of state spending is 5/7%. Indiana's state budget allots 6.5% to higher ed.

The nationwide drop in higher ed enrollment between 2012 and 2017 was 4.6%, while Ohio's drop was 7.7%. The prediction for Ohio is that between now and 2025, there will be 12.5% fewer college students in the state.

FYE: Associate Vice Provost Denise Bartell and I are co-chairing a First Year Experience Task Force Committee. Given equity gaps that persist in our first-year retention rates, it is imperative that we find another model to help a greater number of students succeed and return for their second year. This task force is working on a pilot program with faculty who will volunteer 10-15 already existing courses, mostly gen ed courses which will incorporate transition skills for our first year students. Rather than isolate orientation skills in a one-credit hour course, we will embed those skills and information in a content course. Instead of a separate course that addresses study skills, digital literacy, registration and degree audits, co-curricular activities and campus resources, the idea is that we use course content to introduce those skills. So a content course might include some writing assignments or student presentations that explore connections between general education and their major, between gen ed and future careers, along with an introduction to career center resources; it could tie content matter to social justice and related student organizations and co-curricular activities.

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The nationwide drop in higher ed enrollment between 2012 and 2017 was 4.6%, while Ohio's drop was 7.7%. The prediction for Ohio is that between now and 2025, there will be 12.5% fewer college students in the state. Those are not "happy" statistics, but those are also bare statistics. So, as I was thinking about this on the way over, a 12.5% drop in college students could also [one being an optimist] indicate that the economy rebounds and everybody has jobs and so nobody is going to community college for retraining, but that is my optimistic side. But in any case, those are some of the statistics and some of the predictions. So with that, unless there are questions or comments to be added, I would like to move to Provost Bjorkman's report.

**Provost Bjorkman:** Thank you. Good afternoon, everybody. I don't know about you, but this spring semester has gone by really fast-- we are only three weeks out from exam week so good luck.

Last week I sent out an email to all faculty talking about the spring commencement ceremony. We ask that faculty RSVP to the Provost Office to plan to attend either the morning ceremony, which is for undergraduates or the graduate ceremony in the afternoon on Saturday, May 4<sup>th</sup>. You are welcome to

attend either or both ceremonies. The only reason we ask you to RSVP is because we need to know how many seats to set aside for faculty, and so it is helpful if we have an idea how many people are coming so we can make sure everyone have a place to sit and mingle somewhere outside. We hope you will be able to attend; this is a wonderful occasion to celebrate with our graduates and our family. This is a wonderful accomplishment for all of them. On May 4<sup>th</sup>, the morning ceremony begins at 10 a.m. – faculty are requested to arrive by 9 a.m. to line up. The graduate commencement ceremony will begin at 3 p.m. - faculty are requested to arrive at 2 p.m. Most ceremonies will be held in the Glass Bowl, and I hope the weather is good, if not, we will have to break out those ponchos that we have available. The commencement speaker for the morning ceremony will be Katie Holmes, an internationally-recognized film and television actor, producer, director, entrepreneur and Toledo-Native. Our graduate commencement speaker in the afternoon will be Analese Alverez, a graduate student who will be receiving her Education Doctorate (ED.D) at the May 4<sup>th</sup> commencement ceremony. She is an accomplished musician who holds undergraduate and graduate degrees in music education. If you need any additional education about the commencement ceremony, please contact the Office of the Provost or there is information on the Provost's website.

I want to give you a brief update on our registration campaign. I want to thank all of you for helping us to remind students to get registered early. As of yesterday, the registration is now open for all of our students. The early indications are that the campaign is having an impact. I can tell you that as of yesterday in the tracking report, we are up 4.6% over where we were at this same time last year. That is some good news, but we will have work to do. Remember, we are working towards an April 15<sup>th</sup> deadline, we got another week. We are working with the deans to identify the students who haven't registered yet and who are eligible to; we are trying to find ways to reach out to those students before they leave for summer break. It is much easier to get them enrolled while they are still on campus so that we can help them with issues that they may have with financial holds or advising holds. Again, I am asking for your help. We also want to also remind them that just because they registered does not mean they have to immediately pay their bill – bills will not be due till August, regardless of when they register.

I want to give you a brief report on the Mid-west Graduate Research Symposium. It was held this past Saturday on campus, organized by the Graduate Student Organization. The Research Symposium included 120 student poster and oral presentations from graduate students at 15 different mid-western colleges and universities. I did stay for a few of the talks and...a few of the posters, and I can say that I was very impressed with the caliber of the work that was being presented by the graduate students at the symposium.

I want to thank all faculty who served as mentors for these graduate students, and also, all of those who served as judges at the NGRS, that was very much appreciated by our students. We also had faculty from other universities that participated with the judges as well. And I want to acknowledge the Executive Committee of the Graduate Student Association, and the many graduate student who volunteered to make this an amazing symposium. I think all the attendees really enjoyed it.

I have a couple of announcements and we have some fliers here to hand out on this. The University's inaugural research symposium is going to be held on Wednesday, April 17<sup>th</sup>, from 3-6 p.m. in the Nitschke Technology Commercialization Complex. Those of you who don't know, if you go over to Nitschke in Engineering, it is between Nitchke Auditorium and the RT building in that space there. The theme of this year's symposium is "*Impacting our Region through Community-Engagement Research,*" and we will have more than 40 faculty and students presenting poster and booth sessions at the

symposium. A list of the presenters and their topics is available at: [utoledo.edu/research/symposium](http://utoledo.edu/research/symposium). I hope you plan to attend or at least stop by. I encourage you to share this information with any community members who you think may be interested in attending. We will have a number of our community partners in attendance at this symposium.

I also want to announce that we are holding a Fulbright Scholar Program Workshop. For those who are interested in possibly applying for the Fulbright Scholarship, that will be on Friday, April 19<sup>th</sup>, from 9-11 a.m. in Carlson Library, Room 1005. I think there is a flier about that as well, so feel free to grab one of those. That workshop is going to provide information on the opportunities for teaching, research and other issues in more than 125 countries. We will have several former Fulbright scholars on hand to answer questions or to talk about their experience and doing that, provide some tips on making your competitive applications. This workshop is designed for faculty, administrators and professionals who are interested in what this committee does. For more information about that, you can go to: [utoledo.edu/honors/competitive-awards](http://utoledo.edu/honors/competitive-awards) or contact Amy Thompson, which is probably easier.

Finally, I want to thank all the faculty, staff, and students who helped organize the Opioid Prevention Resource Fair and Expo that was held last Friday in the Thompson Student Union. We had a really good turnout. There were over 300 people who attended during the day. There was a lot of material there and a lot of community partners were represented there. I want to special thank Dean Linda Lewandowski and Dr. Amy Thompson for organizing the event for our campuses and community- and for the many faculty, staff, and students who participated and volunteered at this special event, on a critical issue of great importance to our community. I was particularly stuck by how important it was that the University of Toledo was essentially presenting themselves as a resource for our community on this very important issue. With that, unless you have questions, I will end my remarks. Thank you, President Rouillard.

**President Rouillard:** Are there any questions? Thank you, Provost Bjorkman.

I of course neglected to go to the approval of the Minutes. Quinetta distributed the Minutes from March 12<sup>th</sup>, and so we bring those to you today for your approval. All those in favor of approving the Minutes from March 12<sup>th</sup>, please signify by saying, “aye.” Any opposed? Any abstentions? *Motion Passed.* Thank you.

So we have a ‘big batch’ of curricular items. Once again, even before we start, I want to thank Senators Edgington and Bigioni. Dr. Susan Batten said should will in fact come and present a core of about six to eight proposals related to core curriculum and she will do that on the 23<sup>rd</sup>. We will still have time to do some business and we are going to do business until the very end of this academic season for this academic Senate. All right, I will leave it to Senator Edgington.

**Senator Edgington:** More curriculum “fun.” We have 22 new course proposals for you, so I’m going to go through each of those first and then go to modifications. The first one up is ART2800, which is Visual Literacy—Data Visualization. The next up is DST3100, Disability and Chronic Illness. Then we have DST4300, Disability and Children’s Literature. The next one is DST4950, Independent Studies. For Foreign Languages we have 4990, all from Independent Studies. The next six courses here are all from Law and Social Thought. These are all courses that are being created in order to cross-list them with existing courses. In each case the course description here are the same as the course that are already on the books, so I am not going to go through the course description; I’ll simply just tell you what they are cross-listing it with: LST2700, Principles of Political Theory and that is being cross-listed with PSC2800, Principles of Political Theory. We have LST3060, Disability History, and it is going to be cross-listed

with DST3060, U.S. Disability History. Then we have LST3770, Art and Disease, and this will be cross-listed with ARTH3750, Art and Disease. LST3840, Visual Construction of Gender, and that will be cross-listed with ARTH3820 and WGST3020, Visual Construction of Gender. LST4000, Global Issues and Disability Studies: Disability in the Middle East—this will be cross-listed with DST4000, Global Issues Disability and Disability of the Middle East. Finally, the LSTs: 4640, Disability, Law and Human Rights and this of course will be cross-listed with DST4640, Disability Law and Human Rights. We have a couple from Music: Music3060, Symphonic Band.

**President Rouillard:** Can I ask a question about that?

**Senator Edgington:** Yes.

**President Rouillard:** We don't have anything right now for symphonic band?

**President-Elect Brakel:** Well, currently the students are registered for MUS3010 and there are multiple sections of that so there is a Section 1. for like, Marching Band. So with the system as it presently is, it is difficult for the students to register for more than one section of the same course.

**President Rouillard:** But, is there not a limit on the number of performing ensembles that a student can enroll in?

**President-Elect Brakel:** There's a limit in the number that count toward the degree, but there are more that are required and students also opt for additional ensembles, sometimes we do scholarship requirements.

**President Rouillard:** Okay. Thank you.

**Senator Edgington:** Some students do the same for this next course too, MUS3070, Varsity Band. Next is PHIL3160, Data Science Ethics. The next one is THR2025, Theatre Performance Practicum I. PSY3750, Science and Pseudoscience. The next four courses here all come out of one of the new program(s) in Middle Eastern studies that Terry will be presenting to you here later on. These courses could not go through the tracking system because there was not a MES in there yet, so these are all the ones that were attached to the email that was sent out. MES3200, The Contemporary Middle East: A Historical and Modern in-Depth Overview. You also have MES3800, The Government and Legal Systems of the Contemporary Middle East. Then there is MES2400, Introduction to the Contemporary Cultures of the Middle East through Movies and Arts. Next up is MES4200, The Current Issues in the Middle East. Next, Art History, we have ARTH2980, Persuasion and Power. And finally for the new courses, COMM4040, Storytelling in Public and Private Spaces. So those are our current 22 new course proposals. Are there any questions or discussion?

**Senator Keith:** I have questions about the Middle East Studies course.

**Senator Edgington:** Okay.

**Senator Keith:** It sounds like they should be cross-listed with some of the Social Sciences Department.

**Senator Edgington:** Does anybody here know if that is a plan to eventually cross-list the Middle East course with Social Sciences? Is there anybody here from Social Sciences?

**President Rouillard:** Well, I am not in Social Sciences, but if that is of interest, we can certainly consider it.

**Senator Heberle:** I think typically we were not approached by the folks who were opposing the courses yet, but we will reach out to them next year to try to do that, and that is all I can say.

**Senator Keith:** Okay, so then how does that work in terms of whether they are a humanities course or a social sciences course?

**Senator Edgington:** That, I am not sure.

**Senator Heberle:** Humanity courses are cross-listed with social sciences classes all of the time, it is not an issue.

**Senator Keith:** It is not an issue because they are not gen ed.?

**Senator Van Hoy:** Right, they are not in the gen ed and they are interdisciplinary programs.

**Senator Heberle:** Right. Unless, there is a...we also want to cross-list with some of those. And also, they can cross-list it for each term and then eventually if necessary permanently cross-list with...courses.

**Senator Dowd:** Just a follow-up. Senator Heberle, do you see any duplication of courses?

**Senator Heberle:** In the Middle East?

**Senator Dowd:** Within your own department?

**Senator Heberle:** Not at all.

**Senator Molitor:** I was going to ask an unrelated question about this. Is our approval sufficient to create a new subject code? From what I can tell, there's no MES subject code in the course catalog.

**Senator Edgington:** I think the program that is going through here is in Senator Bigioni's presentation later, I am assuming once the program is approved then that would be approved.

**Senator Bigioni:** Next week.

**Senator Edgington:** Next week?

**Senator Bigioni:** Yes.

**Senator Edgington:** Okay. So at this point it is going through by paper, so my guess is that none of this will be officially approved until the program itself is probably approved. Are there other questions or discussion? Alright, if not then, all those in favor of accepting the current batch of new course proposals, say "aye." Any opposed? Any abstentions? ***Motion Passed.***

**Senator Molitor:** Oh, I'm sorry, I have one *friendly amendment*. On the FLAN4990, you should probably make it variable 1 - 4 hours rather than fixed at 3 hours. This would give you flexibility to offer different types of courses as independent studies.

**President Rouillard:** I think that came up with 4980, and I would accept that as a *friendly amendment*.

**Senator Edgington:** Do we vote on that as well?

**President Rouillard:** Yes, we should probably vote on it.

**Senator Edgington:** Okay. So the *friendly amendment* is for FLAN4990, this will change from 3 to 1 - 4 available credit hours. All those in favor of that amendment say, "aye." Any opposed? Any abstentions?

**President Rouillard:** Thanks, Senator Molitor.

Course ID	College	Department	Proposed Title	Credit Hours	Contact Person	Course Description	
ART2800	AR	ART	Visual Literacy— Data Visualization	3	Barbara Miller	This course introduces students to the concepts of visual literacy and data visualization. Students will learn to observe and analyze imagery and data. Web-assisted course.	
DST3100	AR	DST	Disability and Chronic Illness	3	Kim Nielson	This course investigates the relationship between chronic illness and disability, asking questions such as: Is chronic illness itself a disability? Does chronic illness cause disability? How do the social and medical models of disability affect our understanding of chronic illness? The course uses interdisciplinary texts (investigative journalism, memoir and literary nonfiction, philosophy, history, political science) to interrogate causes, treatments, cures and non-cures for people living with chronic illness.	
DST4300	AR	DST	Disability and Children’s Literature	3	Jim Ferris	Disabled characters and disability themes abound in texts presented to young readers. This course explores the use of disabled characters in a variety of nonfiction and fiction for young through young-adult readers.	
DST4950	AR	DST	Independent Study	1 to 4	Kim Nielson	Students engage in independent research projects with the supervision of a faculty member.	
FLAN4990	AR	FLAN	Independent Study	3	Linda Rouillard	Independent study of a selected topic in foreign languages, developed in consultation with a faculty member. 3 hours. May be repeated with a different topic.	
LST2700	AR	LST	Principles of Political Theory	3	Renee Heberle	This course investigates core Concepts in the history of political theory such as justice, liberty, and equality. We discuss how and why the influence of certain authors and ideas persists. Contemporary issues are interpreted using these authors and ideas in order to strengthen critical thinking skills and broaden students' thinking about politics.	Will be cross-listed with PSC 2800 Principles of Political Theory
LST3060	AR	LST	Disability History	3	Renee Heberle	This course provides a historical overview of the lived experiences of people defined as disabled and changing historical definitions of disability in the region that became the United States of America. We will consider how major historical forces such as capitalism, industrialization, colonialism, and democratic ideals have impacted and been shaped by people with disabilities. You are expected to engage with course materials and stay up to date with readings and assignments.	Will be cross-listed with DST3060 U.S. Disability History
LST3770	AR	LST	Art and Disease	3	Renee Heberle	This WAC course considers how objects of material culture (film, photography, painting, sculpture, etc.) have intersected with disease while studying disease-related texts and histories of contagion (e.g., AIDS). Web-assisted course.	will be cross-listed with ARTH 3750 Art and Disease
LST3840	AR	LST	Visual Construction of Gender	3	Renee Heberle	This WAC course focuses on the ways in which	Will be cross-listed with ARTH 3820/

						images reflect and shape our understanding of gender. Students learn to analyze visual material to identify and articulate their cultural significance in relation to gender. Web-assisted course.	WGST 3020 Visual Construction of Gender
LST4000	AR	LST	Global Issues in Disability Studies: Disability in the Middle East	3	Renee Heberle	This course will examine the history of treatment and creation of disability in the Middle East through a disability studies lens. We will explore disability through various periods of time (from Ottoman Empire to today) and countries (Lebanon, Palestine, Afghanistan, Morocco and more). We will discuss representations of disability in contemporary Middle Eastern film, in various ancient texts and religions, as well as policies regarding people with disabilities in the region. We will also focus on the 'insider perspective' to disability in the Middle East by learning about how people with disabilities discuss their lives and identities, discussing various disability social movements, as well as efforts for development and disability rights and the critiques of these efforts from the perspective of people with disabilities.	Will be cross-listed with DST 4000 Global Issues in Disability: Disability in the Middle East
LST4640	AR	LST	Disability, Law and Human Rights	3	Renee Heberle	This course examines and evaluates the development of, the ideological framework of, and the legal contexts of disability law in the U.S. and global contexts. We will explore the intersections between disability rights and human rights—in practice, in contested contexts, and in law. The course identifies the ways in which persons with disabilities continue to see their human rights	Will be cross-listed with DST4640 Disability Law and Human Rights
MUS3060	AR	MUS	Symphonic Band	1	Lee Heritage	Students rehearse and perform a diverse concert band repertoire. Open to all students through audition or permission of instructor.	
MUS3070	AR	MUS	Varsity Band	1	Lee Heritage	Students rehearse and perform a diverse athletic band repertoire. Open to all students through audition or permission of instructor.	
PHIL3160	AR	PHIL	Data Science Ethics	3	John Sarnecki	A course which covers ethical and social implications of big data science and management. Topics include big data research ethics, privacy, identity, healthcare, and social justice.	



THR2025	AR	THR	Theatre Performance Practicum I	1 to 3	Matt Foss	Lab course introducing students to the departmental production program through participation as a performer. This course proposal is to bring department curriculum into compliance in service of OAH transfer requirements. It is a course that must be on the books to service of our transfer students in translating their credit hours in order to graduate on time.	
PSY3750	AR	PSY	Science and PseudoScience	3	Matthew Tull	An overview of concepts and methods for developing critical thinking skills to evaluate and differentiate scientific and pseudoscientific claims.	
MES3200	AR	MES	The Contemporary Middle East: A Historical and Modern In-Depth Overview	3	Gaby Semann	The objective of this course is to introduce students to the contemporary Middle East, and provide an in-depth overview of its historical context and modern era. The course introduces you to the geography and demography of the Middle East and will engage in a discussion of the different aspects of the life of the people in the different countries. The course will focus on the languages, religious identify and the impact colonialism/imperialism.	
MES3800	AR	MES	The Governments and Legal Systems of the Contemporary Middle East	3	Gaby Semann	The objective of this course is to introduce student to the contemporary governments and legal systems of the Middle East and North Africa. The course will provide a comprehensive view of the domestic and foreign policies of the region by taking a comparative and thematic approach addressing the political, legal, economic, and social structures. The course will also address the aftermath of the so called Arab Spring, the ongoing violence and war in different countries in the region.	Tracking sheet and syllabus included as an attachment
MES2400	AR	MES	Introduction to the Contemporary Cultures of the Middle East through Movies and Arts	3	Gaby Semann	The objective of this course is to introduce students to the contemporary cultures of the Middle East and North Africa in both theoretical terms and practical details of daily life. The course will focus on the different constituents of the Middle Eastern cultures as they are reflected in movies, music, artwork, paintings, video clips, literary works, and other creative expressions. The course is web-assisted. Delivery mode may be face to face, blended, or online.	Tracking sheet and syllabus included as an attachment

MES4200	AR	MES	Current Issues in the Middle East	3	Gaby Semann	The objective of this course is to introduce students to the current issues in the Middle East and North Africa. The course will provide an overview of the different issues facing the Middle East and its people. In addition, the class will provide daily follow up on current issues in the region especially those related to the interests of the students in the class.	Tracking sheet and syllabus included as an attachment
ARTH2980	AR	ART	Persuasion and Power	3	Barbara Miner	This is an introductory on-line course designed for the non-specialist. The course is designed to increase understanding and appreciation of visual culture through readings, recorded lectures and documentary films, discussion, reflective and critical writing, and a visit to a local or regional museum. The development of cognitive and critical processes, as they relate to visual culture, is emphasized.	

**Senator Edgington:** All right. So modifications, we have 52 of them this time.

**Group of Senators:** Wow!

**Senator Edgington:** I know. President Rouillard and I talked a little bit about it through email and what we are going to do is basically there are two modifications that are being asked for a number of these, it is a course change, name change or prerequisite change and we are going to group them together so hopefully we will go through them a little bit quicker, this way rather than doing them line-by-line like before. These are all courses that are asking for a new course name, a new course title, and there are a few that are asking for some prerequisite changes. I went back and checked over all of these, and all of the prerequisite changes are within the majors itself. So, there is nothing in here where an “art course is adding in a math course vs. a prerequisite”-- these are all in the major itself. But, I can bring up any prerequisites you want to see later on if you would like to.

We are just going to go through the changes: EEES2010, Introduction to Environmental Studies. ACCT4130, External III would now be called “Advanced Financial Accounting.” MGMT4330, Organizational Leadership and Advanced Practicum would now be called “Leading Organizational Change and Development.” ENGL3360, Major British and American Poets would now be “Introduction to Poetry and Poetics.” ENGL3670, Literature of the Postcolonial, Diasporic, and Nonwhite Communities would now be “Literature of Diverse and Nonwhite Communities.” FILM3510, Lighting and Cinematography would now be “Cinematography and Color Grading.” WGST3310, Issues in Women’s Studies will become “Global Issues in Women’s Studies.” ATR3100, 2D Methods will now be called “Print Making.” ART3010, NW Interactivity would now be called “Interactive Coding.” ART3000, Imagine Imaging will now be called “Photography.” ART2300, Painting will now be “Introduction to Painting.” ART2210 Ceramics will now be “Introduction to Ceramics.” ART2200, Sculpture will now be “Introduction to Sculpture.” ART2210, Printmaking will now be “Introduction to Printmaking.” ART2030, Photography will now be “Introduction to Photography.” ART2020, Digital Interactive Media will now be “Graphic Design II.” ART2010, Digital Print Based Media will now be “Graphic Design I.” ART1090, Explorations and Drawing will now be “Foundations of Drawing II.” ART1080, Perceptual Drawing will now be called “foundations of Drawing I.” ART1070, Fundamentals of Digital Media will now be “Foundations of Digital Media.” ART1050, Fundamentals of Surface will now be called “Foundations of 2D Design.” ART1040, Fundamentals of Art Studio and Technology will now be “Foundations of Art Studio and Technology.” ART3110, 2D Visual Perception will now be called “2D

Topics.” ART4100, 2D Methods will now be “Advanced Printmaking.” ART3120, 2D Concepts will now be called “Painting.” ART3200, 3D Methods will now be called “Sculpture.” ART3210, 3D Concepts will now be called “Ceramics.” ART3900, NMDP Externship will now be called “Advanced Graphic Design.” ART400, NM Imaging will now be called “Advanced Photography.” ART4010, NM Interactivity will now be “Game Design.” ART4200, 3D Methods will now be “Advanced Sculpture.” ART4020, NM Time, Motion, Space will now just be called “Time, Motion, and Space. ART3110, 2D Visual Perception will now be “Advanced 2D.” ART4210, 3D Concepts will now be called “Advanced Ceramics.” So let me stop with that batch first. Are there any questions or comment on the new modifications?

**Senator Molitor:** Can you go up to the Art course that was Interactive Coding?

**Senator Edgington:** Yes.

**Senator Molitor:** That almost sounds like a computer science course.

**Senator Edgington:** It says it right here, 3010. Is there anyone here from Art or A&L that can speak to that?

**Senator Monsos:** There is coding in it. It is not to the extent that a computer science coding class will be taught. It has to do with coding in preparation for game design. The course is already being taught and there is a coding component within it, but it is not all coding.

**Senator Molitor:** I would request that perhaps that we *Table* this one so I can talk to my colleagues about it to make sure everybody is on board with that.

**Senator Edgington:** We can do that.

**Senator Dowd:** Wait, pardon me.

**Senator Edgington:** Yes.

**Senator Dowd:** Senator Molitor, could you explain just the use of the word “coding” that raises concern?

**Senator Molitor:** Well, what I am concerned about is [the] computer science students would see this course and think it is a programming course.

**Senator Wedding:** It’s similar to CHEM.

**Senator Molitor:** Yes, I know, but if you search the catalog for “coding,” that is a common word for programming.

**Senator Wedding:** But there is computer stuff all over campus.

**Senator Molitor:** Sure, but coding in terms of the science of programming could be confused with computer science.

**Unknown Speaker:** I just want to point out that social sciences there is an entire area of qualitative methods vs. coding. I understand the use in computer science, but there is something, a generic term in other areas of academics.

**Senator Molitor:** Right.

**Senator Heberle:** I would compare it to the issue sometimes, not in our school but other places where philosophy and political science, the philosophers don't like political scientists to put the word "ethics" in their class because they think the domain of philosophy. But, yeah, coding I think is more of a generic term and that is just discussing.

**Senator Edgington:** Senator Monsos, are you okay with *tabling* this?

**Senator Monsos:** I just want to point out that it is not actually NW, it is NM, New Media Interactivity.

**President-Elect Brakel:** That was the old title.

**Senator Monsos:** Yes.

**Senator Niamat:** What kind of computer language do you use in this course? Do you use C++, or C, or some other special language?

**Senator Monsos:** I don't know the answer to that.

**Senator Wedding:** Are we *tabling* that, is that what is going on?

**Senator Edgington:** The question is whether to *Table* that one course, take it out of this current batch. I do have a few more courses I will be bringing to you on April 23<sup>rd</sup>; it is going to be another certificate program that is going through that we need to vote on etc. So I have some other courses and I can probably have that one come back by the 23<sup>rd</sup>, that is the question at hand.

**Senator Wedding:** Can we take a vote on it?

**Senator Edgington:** We can.

**Senator Krantz:** Is there anyone in the room that could come up with a version of the title "coding for interactive gaming" or whatever to make it more specific?

**Senator Edgington:** Or "coding for game design," that is kind of what it is, right?

**Senator Monsos:** I would not want to do that without consulting with Art.

**Group of Senators:** Right.

**Senator Edgington:** So you are okay to have us *Table* it and then bring it back in two weeks?

**Senator Molitor:** And my colleagues may be fine with the title as it is.

**Senator Heberle:** It doesn't really matter to me.

**Senator Dowd:** No. There's no "Second."

**Senator Edgington:** That is right. We will do a vote on that then. Okay, let's do that. Are there any other questions on any of the courses here first?

**Senator Bigioni:** Just a minor point, but I don't think it matters. The Print Making is mislabeled; it is written as 2210, and it should be 2110.

**Senator Edgington:** You are probably right; I will check on that to make sure it is correct. Are there any other questions? So we are going to pull out first ART3010. What is being asked is to *Table* that course until a later date so that Engineering and Art have a discussion concerning the title. Is there any other discussion on that?

**Senator Hammersley:** It seems to me that it is a little inappropriate. I mean, if we have Life Sciences 3010 and you were using a design tool to manipulate “c, d, and a,” you can call that interactive coding-- we are putting a code on and are doing it in a different system. To me, coding is not a computer science component and I will leave it as it is--it is art, the end.

**Senator Wedding:** Amen.

**Senator Edgington:** Any other discussion? So again, the motion is to take this course out of the current list---

**Senator Dowd:** There is no *second* on that motion.

**Senator Edgington:** My apologies, Senator Dowd. Is there a *second* to the motion?

**President Rouillard:** I'll *second* it.

**Senator Edgington:** So now the motion is to take 3010 out of the current list of courses for approval. All in favor say, “aye.”

**Group of Senators:** “Aye.”

**Senator Edgington:** All those opposed?

**Group of Senators:** “Nay.”

**Senator Edgington:** Any abstentions? [1]

**Senator Monsos:** “Aye.”

**Senator Edgington:** My sense is that the “opposed” won, but we can do a hand check if you’ll like. So we are going to keep 3010 in. Again, are there any other last questions or discussion before I move on here? All in favor of accepting the course modifications for the title changes say, “aye.” Those opposed? Any abstentions? *Motion Passed.*

All right, we are going to move down. We have a few for some prerequisite changes. So again, these courses are just asking to modify course prerequisites: EEES4940, Internship is moving to “Departmental Consent” as a prerequisite and there’s also a change in course credit hours. Then we have EEES4970, Environmental Capstone. Next is BIOE4300, Biomedical Quality Control would remove BIO4940 and change the math prerequisites from MATH2850 or MATH2950 to MATH1860 or MATH1930; Then CIVE4450, Bridge Design I, would like to add CIVE3410 and CIVE3420 as prerequisites; THR3410 would like to add THR2400; Then THR3420 would like to add THR3250; THR3440 would like to take out THR1030 and replace that with THR2400; THR3710 would like to change the prerequisites what they currently are to THR2400, THR2610 and THR3150; THR3800 would like to add instructor permission; THR3990 would also like add instructor permission; THR4310 would like to change, taking out THR3440 and adding in THR2660; THR4440 add instructor permission; THR3950 add instructor permission; and ART4410 add instructor permission. Are there any questions on those modifications?

**Senator Hammersley:** Could we have somebody from each of these colleges explain their changes? I mean, I don’t know THR3410 [and] adding in THR2400--what does it mean? Are we upgrading or downgrading? What is required for it? Are we going to the EEES course standing where we are changing the math courses of BIOE? We are changing math courses by number. It would seem to me that you’re going to a simpler math course that doesn’t require as much. For bridge building, what is my interpretation? Do they have to have some basic ability to use AutoCAD and do some designs if they got

the other courses? So, seeing that without a clue, I can't vote on this, unless somebody has put forward what---

**Senator Edgington:** It is definitely up to the colleges that are here if they would like to explain more. These were all sent out and there were links to the tracking forms, that information is on the tracking forms, but if colleges do want to talk about that, they can.

**Unknown Speaker:** I am from the Theater Department. Last year we redid our degree program and most of the prerequisites that were taken out are for courses that no longer exist. So we are replacing them with the courses that are filling the hole, and the ones that we removed for example, 2400 is Fundamentals of Design and the one that is prerequisites for an hour are upper level design classes such as Lighting Design and Seating Design, things like that. All we did, the new degrees that came in last year did not come in with all of the prerequisite changes so this prerequisite change would reflect the degree that we did last semester.

**Senator Edgington:** Thank you.

**Senator Hammersley:** With instructor permission then?

**Unknown Speaker:** Those are all upper level classes specifically related to our productions and so it is an assignment given to a specific student within a field of the professor so that we don't have it as an open enrollment course that anyone can sign up for because they need the skills to be such as lead assistant lighting designer--they take 3800 with a lighting design faculty as their assistant on the production, and so we made it "instructor permission" so that we don't get random people signing up for courses that weren't pre-approved to do that position.

**Senator Hammersley:** Thank you.

**Senator Molitor:** From Engineering, for BIOE 4300 Biomedical Quality Control, we're reducing the prerequisites from Calculus III Multivariate Calculus to Calculus II. We want to move that course earlier in the curriculum because it is important for our students to have this course before they go out on co-op. We looked at the course and we're able to teach the mathematics that needs to be taught with a Calculus II background. For Bridge Design I the prerequisites that they want to add are Steel Design I and Concrete Design I. I don't know why they weren't prerequisites before this!

**Group of Senators:** <laughter>

**President-Elect Brakel:** ART course 4410 was for their Bachelor in Fine Arts and it happens to be for the thesis project.

**Senator Krantz:** The two EEES courses are related to the program modification that we will be ramping up, and Scott Heckathorn is shepherding that one through. Scott, would you care to explain those two?

**Professor Heckathorn:** Sure. 4940 is just being standardized to one credit hour and it is not available to any one student, and 4970 is a senior capstone and so they should be seniors essentially.

**Senator Edgington:** Any other questions regarding this batch of course modifications? Hearing none. All those in favor of accepting the course modification for course prerequisites, signify by saying, "aye." Any opposed? Any abstentions? *Motion Passed.*

All right, the last four of these are just kind of random ones here at the end: EEES4640, Applied Geology is asking to deactivate the course and remove it from the course catalog; MGMT4780, Leading and

Managing People is just a slight change in the catalog description; FILM2340 is asking for a course number change to FILM2230; and THR4620 is also asking for a course number change to THR4610. Are there any questions or discussion on those remaining four?

**Senator Molitor:** Are the film and theatre courses required to their programs? When you change a required course number like that, it can cause a whole host of problems in the degree audit.

**Senator Edgington:** Senator Bigioni, are there any program changes in theatre or film that you know of that has that in there?

**Senator Bigioni:** Which course is that?

**Senator Edgington:** It is FILM2340 and THR4620.

**Senator Bigioni:** Yes, they are in there.

**Senator Edgington:** Okay. So it looks like it is in the program modification.

**Senator Molitor:** When you change the course number of an existing course to that of a previous course, and somebody comes back after a few years to continue in the program, it causes a lot of confusion in the degree audit. Generally, you want to at least make sure the course number you are selecting is a new course number that wasn't used before.

**Senator Edgington:** Senator Monsos, you can share that with---

**Senator Monsos:** These are new course numbers. The reason for the change is so that the sequencing is clear, because there used to just be the one critical approaches course and now there are critical approaches one, two, and three. The available course numbers work with the 230 and not with the 240.

**Senator Molitor:** Okay.

**Senator Krantz:** Just a piece of information similar to what we did with the previous group. With EEES4640, Applied Geology, we are deactivating that but replacing it with the new course, which is the Geology Field course. They have a different structure and a different reason for being. We haven't done Applied Geology for the last four or five years.

**Senator Ohlinger:** And then related to that, if that is a required core elective, let Programs know.

**Senator Krantz:** It is a part of the program modifications coming through.

**Senator Edgington:** All right, any other questions or discussion on any of these four courses? All those in favor of accepting the last core modifications please say, "aye." Any opposed? Any abstentions?

**Motion Passed.** I am done! Thank you all.

### 52 Course Modifications

EEES2010	NSM	EEES	Introduction to Environmental Studies	3	Scott Heckathorn	Modifications to course title ("Introduction to the Environment: Energy and Climate") and course description.
EEES4640	NSM	EEES	Applied Geology	3	David Krantz	Modification is to deactivate the course and remove it from the course catalog.
EEES4940	NSM	EEES	Internship	1 to 4	Scott Heckathorn	Modification is to add consent of department internship advisor as a prereq for

						the class. Also modifications to course description to represent this change and change in credit hours from 1 to 4 to only 1 credit hour.
EEES 4970	NSM	EEES	Environmental Capstone	3	David Krantz	Modification is to add following prerequisite: "Department of Environmental Science majors with Junior or Senior standing AND (EEES 3050 Minimum grade of C- OR permission of instructor)".
BIOE4300	EN	BIOE	Biomedical Quality Control	3	Eda Yildirim Ayan	Modification is to prerequisites (remove BIOE 3940 and change MATH prereqs from MATH 2850 and MATH 2950 to MATH 1860 and MATH 1930)
CIVE4450	EN	CIVE	Bridge Design I	3	Kyle Sawyer	Modification is addition of course prerequisites (CIVE 3410 and CIVE 3420)
ACCT4130	BUS	ACCT	External III	3	Diana Franz	Modification is addition of course prerequisites (CIVE3410 and CIVE3420)
MGMT4780	BUS	MGMT	Leading and Managing People	3	Dale Dwyer	Modification is to the catalog description.
MGMT4330	BUS	MGMT	Organizational Leadership and Advanced Practicum	3	Dale Dwyer	Modification is to course title (to "Leading Organizational Change and Development"), removal of prerequisite, change to course description, and update of course content
ENGL3360	AR	ENGL	Major British and American Poets	3	Andrew Mattison	Modifications include change to course title (to "Introduction to Poetry and Poetics"), course description, and course content.
ENGL3670	AR	ENGL	Literature of Postcolonial, Diasporic, and Nonwhite Communities	3	Andrew Mattison	Modification is a change to course title (to "Literature of Diverse and Nonwhite Communities").
FILM2340	AR	FILM	Critical Approaches to Cinema	3	Ed Ligan	Modification is to the course number (new course number will be FILM 2230). Done for sequencing purposes.
FILM3510	AR	FILM	Lighting and Cinematography	3	Ed Ligan	Modifications are to course name (to "Cinematography and Color Grading"), course description, and course content.
THR3410	AR	THR	Stage Lighting Design	3	Stephen Sakowski	Modification is to add THR 2400 as a prerequisite.
THR3420	AR	THR	Advanced Stage Management	3	Stephen Sakowski	Modification is to add THR 3250 as a prerequisite.
THR3440	AR	THR	Stage Scenic Design	3	Stephen Sakowski	Modification is to change prereq from THR1030 to THR 2400
THR3710	AR	THR	Directing	3	Stephen Sakowski	Modification is the change the preques to THR 2400, THR2610, and THR3150
THR3800	AR	THR	Theatre and Film	1 to 3	Stephen Sakowski	Modification is to add instructor permission as a prereq.
THR3900	AR	THR	Professional Conference--Festival Practicum	0	Stephen Sakowski	Modification is to add instructor permission as a prereq.



THR4310	AR	THR	Acting for Camera III	3	Stephen Sakowski	Modification is to change the prerequisite from THR 3340 to THR2660
THR4440	AR	THR	Theatre Design	3	Stephen Sakowski	Modification is to add instructor permission as a prereq.
THR4620	AR	THR	Acting III	3	Stephen Sakowski	Modification is to change the course number to THR 4610 for sequencing.
THR4950	AR	THR	Honor Thesis	3	Stephen Sakowski	Modification is to add instructor permission as a prereq.
WGST3010	AR	WGST	Issues in Women's Studies	3	Asma Abdel Halim	Modification is to course title (to "Global Issues in Women's Studies")
ART3100	AR	ART	2D Methods	3	Barbara Miner	Modification is to course title ("Printmaking") and prereq change (addition of ART2300)
ART3010	AR	ART	NW Interactivity	3	Barbara Miner	Modification is to course title ("Interactive Coding")
ART3000	AR	ART	NM Imaging	3	Barbara Miner	Modification is to course title ("Photography")
ART2300	AR	ART	Painting	3	Barbara Miner	Modifications are to course title ("Introduction to Painting") and prereq change
ART2210	AR	ART	Ceramics	3	Barbara Miner	Modifications are to course title ("Introduction to Ceramics") and removal of current prereqs.
ART2200	AR	ART	Sculpture	3	Barbara Miner	Modifications are to course title ("Introduction to Sculpture") and prereq changes
ART2110	AR	ART	Printmaking	3	Barbara Miner	Modifications are to course title ("Introduction to Printmaking") and prereqs (eliminating ART1070 as a prereq)
ART2030	AR	ART	Photography	3	Barbara Miner	Modifications are to course title ("Introduction to Photography") and removal of current prereqs
ART2020	AR	ART	Digital Interactive Media	3	Barbara Miner	Modifications are to course title ("Graphic Design II") and course description
ART2010	AR	ART	Digital Print Based Media	3	Barbara Miner	Modifications are to course title ("Graphic Design I"), prereqs (addition of ART1050), and course description.
ART1090	AR	ART	Explorations in Drawing	3	Barbara Miner	Modifications is to course title ("Foundations of Drawing II")
ART1080	AR	ART	Perceptual Drawing	3	Barbara Miner	Modification is to course title ("Foundations of Drawing I")
ART1070	AR	ART	Fundamentals of Digital Media	3	Barbara Miner	Modification is to course title ("Foundations of Digital Media")
ART1050	AR	ART	Fundamentals of Surface	3	Barbara Miner	Modification is to course title ("Foundations of 2D Design")
ART1040	AR	ART	Fundamentals of Art Studio Technology	3	Barbara Miner	Modification is to course title ("Foundations of Art Studio Technology")

ART3110	AR	ART	2D Visual Perception	3	Barbara Miner	Modification is to course title ("2D Topics") and course description.
ART4100	AR	ART	2D Methods	3	Barbara Miner	Modifications are to course title ("Advanced Printmaking"), removal of ART 2300 as a prereq, and course description.
ART3120	AR	ART	2D Concepts	3	Barbara Miner	Modifications are to course title ("Painting") and prereqs (removal of ART 2100)
ART3200	AR	ART	3D Methods	3	Barbara Miner	Modifications are to course title ("Sculpture"); remove current prereqs, and course description
ART3210	AR	ART	3D Concepts	3	Barbara Miner	Modifications are to course title ("Ceramics"); change prereqs to only ART2210, and course description.
ART3900	AR	ART	NMDP Externship	3	Barbara Miner	Modifications are to course title ("Advanced Graphic Design"), prereq (addition of ART2020), and course description
ART4000	AR	ART	NM Imaging	3	Barbara Miner	Modifications are to course title ("Advance Photography"), prereq (removal of ART3000 and addition of ART 2030), and course description
ART4010	AR	ART	NM Interactivity	3	Barbara Miner	Modifications are to course title ("Game Design"), addition of ART3010 as a prereq, and course description
ART4200	AR	ART	3D Methods	3	Barbara Miner	Modifications are to course title ("Advanced Sculpture"), prereqs (removal of all prereqs except ART 2200), and course description
ART4020	AR	ART	NM Time, Motion, Space	3	Barbara Miner	Modifications are to course title ("Time, Motion, Space"), additions of ART 3010 as a prereq, and course description
ART4110	AR	ART	2D Visual Perception	3	Barbara Miner	Modifications are to course title ("Advanced 2D") and course description
ART4210	AR	ART	3D Concepts	3	Barbara Miner	Modifications are to course title ("Advanced Ceramics"), removal of all prereqs except ART 2210, and course description
ART4410	AR	ART	BA Thesis Project	3	Barbara Miner	Modification is to add instructor permission as a prereq.

[Applause]

**Senator Bigioni:** Before I get started, there are some handouts that were passed around because there was an additional document sent out about Data Analytics and Data Sciences Programs. Some of you may have it on your computer, but those that don't, they are in the room so if you need it, they are out there

somewhere. Those will be at the end of the list of proposals, so you will have some time to look it over. The way that this is going to start out is there are about three that are relatively complexed, and then we'll have the easy ones, and the big data proposals at the end.

So we will start out with this program modification, Bachelor of Science Degree in Environmental Sciences. I will try to read through only the important bits for time sake. The rationale for this is: *"The introductory coursework in the current program is not preparing students well enough. Introductory courses will be expanded to provide a better foundation for subsequent coursework and to improve training in quantitative skills, analytical skills, and science communication. Splitting the capstone course into two courses, one before and one after a summer internship, will strengthen training."* So you can see those changes here. The introductory, Environmental Studies course is going to be split into two courses through the early training. In addition to that there's going to be a methods course that is going to be added and that's either a lab course or a field course, so students have the option of that. The Internship course, we have already seen that change from a variable to just a one hour course, and then here is the Capstone that I mentioned. The Capstone course will become two courses, one junior level and one senior level, before and after the internship. The remaining course changes are just sort of the typical changes of maintaining a degree. Any discussion or questions about this proposal?

**Senator Hammersley:** Where is the Oceanography and Water Resources? Are they just going to hide in superficial processes? It seems to me that water, water ecology, and water everything is going to be at the top of a lot of environmental lists, it seems odd to make it disappear.

**Senator Bigioni:** So I will let Professor Heckathorn answer.

**Professor Heckathorn:** It is not disappearing. The introductory course that is now a single semester course will be split into two and the second semester is land use of water, and they get water in other courses too.

**Senator Hammersley:** But where is EEES2400 going to?

**Professor Heckathorn:** It is not going anywhere; it's just not going to be required to take that course anymore, but that doesn't mean they don't get water in other courses.

**Senator Hammersley:** So the gist of the 2400 or the others are just going to be the two choices---?

**Professor Heckathorn:** For this degree. By the way, that first course there, the first line is not introduction to environmental studies, but rather introduction to the environment and this degree is environmental science because we don't have an environmental studies degree. Just to be clear, this is the Environmental Sciences Degree we are talking about.

**Senator Bigioni:** Are there any questions?

**Senator Ohlinger:** I am not real familiar with the whole undergraduate curriculum, for example I see social sciences and humanities. Do we have a multicultural requirement as well?

**Professor Heckathorn:** This is for our degree. The degree is fairly unique; in that, it has always required a core of social science and humanity courses related to the environment. Not many universities do this; we distinguishes our program in ways, and so that has always been part of their degree. This allows them to knock-off a couple of their general ed. requirements by taking these courses here, and I am happy for that.

**Senator Ohlinger:** But there's still a multicultural requirement, but it is just not shown here, isn't it?

**Professor Heckathorn:** Yes.

**Senator Krantz:** The two multicultural course requirements are in the University of Toledo core curriculum. This is a degree program, which is separate.

**Senator Ohlinger:** But for the students taking this degree, they are required as part of their social sciences and humanities to take at least one of those courses.

**Professor Heckathorn:** Yes, that is correct.

**President Rouillard:** Where are you getting 90 credit hours because when I add up the new requirements under EEES—the four of the following 12 hours, humanities at least one and the electives in the concentration—I only come up with 55? Am I missing something? Is there something else in the major that is not up here?

**Professor Heckathorn:** It is all in the spreadsheet that we sent to the Curriculum Committee.

**Senator Edgington:** The concentration, President Rouillard the 18 hours is there.

**President Rouillard:** But even when I add that--so you get 22 hours in the first five boxes because of the “ANDs” or the “ORs,” I come up with 22, and then 12 hours of the social sciences. Are the humanities separate or is that 12 hours in social sciences and humanities? Then the 18 hour concentration--I mean, depending on whether humanities is an extra course or one of the four, I come up with 52 or 55 hours.

**Professor Heckathorn:** So what he is showing here from what I can tell on the spot, he has taken some of the boxes out of our original spreadsheet, for example you don't see math up there.

**President Rouillard:** Okay.

**Senator Krantz:** So President Rouillard, the way to look at it is the net gain of courses would be six credit hours and as Professor Heckathorn just pointed out, the entire list of courses is not shown who is there.

**President Rouillard:** Okay. Thank you.

**Senator White (proxy for K. Gibbs):** So presumably the other boxes didn't change.

**Professor Heckathorn:** Right, they did not.

**President Rouillard:** Okay.

**Senator Bigioni:** Are there other questions?

**Senator Steven:** I'm sorry, I am just a little confused at the total of 'what' at the bottom four, does that make sense? That seems a little low.

**Professor Heckathorn:** Well, they have to take electives, it is a little misleading I guess. The objective is they have to have an area of concentration  $\frac{3}{4}$  of the way down. They have to either concentrate in biology, chemistry, or geology within their EEES program, and those are all electives, not that they don't get elected.

**President Rouillard:** So do they have to do 18 hours in one of the three or 18 hours across the three?

**Professor Heckathorn:** In one of the three. So with occasional petitioning, for example if they want to take particular chemistry courses, they might petition for that. But if there is a biology concentration, the

biology course is primarily from our department but an occasional course is from the Biology Department.

**Senator Bigioni:** Any other questions? Okay then, let's put this to a vote. Oh, I forgot to mention there is an adjustment with the total credit hours as well, the usual thing we have seen a bunch of this year. All those in favor of approving this proposal, please say "aye." Any opposed? Any abstentions? **Motion Passed.**

**Program Modification**  
BS in Environmental Sciences

**Program Code:** SM-ENSC-BS  
**College:** Natural Sciences and Mathematics  
**Department:** Environmental Sciences  
**Contact:** Scott Heckathorn

**Rationale:** The introductory coursework in the current program is not preparing students well enough. Introductory courses will be expanded to provide a better foundation for subsequent coursework and to improve training in quantitative skills, analytical skills, and science communication. Splitting the capstone course into two courses, one before and one after a summer internship, will strengthen training.

**Summary:** The introductory course was broadened from 1 introductory course to 2 introductory courses plus 1 methods course (lab or field options). The capstone course was split into two courses, one junior and one senior level. The junior level course will better prepare students for their required internship and the senior level course will focus on professional preparation.

OLD	NEW
EEES 2010 Intro to Environmental Studies (3)	EEES 2010 Intro to Env. Studies (3) (mod) AND EEES 2015 Intro to the Environment (3) (new)
	EEES 2600 Analytical Methods (3) OR EEES 2760 Field Methods (3)
EEES 4940 Internship (1-3)	EEES 4940 Internship (1)
EEES 4970 Capstone (3)	EEES 4970 Engaged Research (3) (mod) AND EEES 4975 Senior Seminar (3) (new)
EEES 2400 Oceanography & Water Res. (3) OR EEES 3100 Surficial Processes (3) OR EEES 4240 Soil Science (3)	EEES 3100 Surficial Processes (3) OR EEES 4240 Soil Science (3)
GEPL 3900 Environmental Planning (3) PSC 4340 Environmental Policy (3)  ECON 3270 Natural Resource Economics (3)  PHIL 3180 Environmental Ethics (3)	Four of the following (12 hrs):  <b>Social Sciences (at least 1)</b> GEPL 3900 Environmental Planning (3) PSC 4340 Environmental Policy (3) ECON 3240 Environmental Economics (3) ECON 3270 Natural Resource Economics (3)  <b>Humanities (At least 1)</b> REL 2980 Religion, Science & the Environment (3) PHIL 3180 Environmental Ethics (3) PJS 2500 Peace Education (3)
Concentration: Electives in biology/chemistry/geology (21)	Concentration: Electives in biology/chemistry/geology (18)
<b>Major Courses Total: 84</b>	<b>Major Courses Total: 90</b>
<b>College requirements: 10</b> Orientation (1)	<b>College requirements: 11</b> Orientation (2)
<b>Core requirements: 15</b>	<b>Core requirements: 15</b>
<b>TOTAL REQUIRED 109</b>	<b>TOTAL REQUIRED 116</b>
<b>ELECTIVES 15</b>	<b>ELECTIVES 4</b>
<b>TOTAL CREDITS 124</b>	<b>TOTAL CREDITS 120</b>

Credit hours: 120 (reduced from 124)

**Senator Bigioni:** The next one is a modification to the Bachelor of Science Degree in Geology. The changes reflect a better alignment of the program to the expertise of the faculty. Let me just read through the summary of the changes of the course: "The current requirements for the BS in Geology include a set of required 'core' courses, and two lists of elective courses: Group A is primarily the physical system (e.g., oceans, glacial stratigraphy), and Group B covers environmental processes (e.g., hydrology, geochemistry). A Group C will be added to expand the breadth of topics, including some from the Environmental Sciences curriculum within the Department and related courses outside the Department (Environmental Economics). The credit hours required for the proposed degree increase from a minimum of 40 up to 45-46 from within the program." Let's focus on the four first. It is in the upper section, you can see the changes in the program there. The box on the right shows only changes, for example the upper two courses are unchanged. The third course changes in hours and it is also now a WAC course. The

Advanced Computer Applications course moves down to the new group C. This course in Earth Materials has a name change and an hour change. Earth Materials II has a name change and is no longer a WAC course. This is the course we saw that is being removed from the catalog and so it is removed from the program. Then there's a couple of courses added here, 3900 Literature and Communication and Environmental Sciences is added as is 4650, Geology Field Course. So those are the changes to the core program.

**Senator Hammersley:** Could you enlighten us to external reviews, comments about the program?

**Senator Bigioni:** Can we get to that after we go through the additional changes?

**Senator Hammersley:** Okay, but they would reflect [I am assuming] what they are asking for or suggesting in these changes.

**Senator Bigioni:** Sure.

**Senator Hammersley:** So it is important to know what they were really saying to be 'good' or 'bad' or a 'must change' vs. a 'should change.'

**Senator Bigioni:** Okay. Let me just summarize the remaining changes. Group A, did not change. Group B, there is a change in the Geophysics course, a reduction in hours, and then you can see the new group which is across this page. Then again, the total number of hours in the major goes from 40 up to 45-46 hours. So that is the end of the summery of changes. Senator Krantz is back there somewhere.

**Senator Krantz:** I'm here.

**Senator Bigioni:** There you are. Perhaps he can address that question.

**Senator Krantz:** Let me address the question about the external review. So in our department we have basically earth sciences and...sciences primarily. I don't even know how many bachelor degree programs we have, I think it's like seven. So prior to the external review, the reviewers suggested that we fold a bunch in together and get rid of many. We took a modified version of that and so rather than doing away with geology, we kind of got it under the umbrella of the entire department. It has always been focused on near surface and environmental applications. This is primarily a name change and then adding group C, I will come back to that in just a moment, kind of incorporates the geology program a little bit better into the department as environmental science. We did in fact get rid of two degree programs that were minimally used over the last decade and there may have been modifications as well, I can't remember exactly and I apologize. So that is the straight answer to your question. Does that satisfy your point you made?

**Senator Hammersley:** Oh, yeah. We're always being told what specifically is a "must," what is a "should," and what is "suggested" which are all we have to do, at least with medical degrees. It was a question of, is this an external review that will say this would make you a stronger department, better degrees with everybody else in the country, and/or regular areas with the Great Lakes, whatever vs. you are missing something and you have to hit these points.

**Senator Krantz:** There were suggestions, but with no prescriptions. We streamlined and we focused and we tried to create geology as environmental geology under the broader umbrella of the department and that is basically what we put in here.

**Senator Bigioni:** Other questions?

**Senator Krantz:** Let me add one additional comment.

**Senator Bigioni:** Sure.

**Senator Krantz:** You don't need to scroll back up there, Senator Bigioni. There were several new courses that had either name changes or hour changes etc. Two of those courses we had to revise to get TAG approval from the state, so that explain those. WAC, we as a department, we a Geology Program chose to use the existing EEES3900, Literature and Communication which is in the top box, right hand side at the bottom. Previously we had two WAC courses available to geology students and then we required geology students to take a very specialize course in Communication, which is a WAC course.

**Senator Bigioni:** Any additional questions or comments? Hearing none. All right then, let's put this to a vote. All those in favor of approving this proposal please say, "aye." Any opposed? Any abstentions?

**Motion Passed.**

**Program Modification**  
BS in Geology

**Program Code:** SM-GEOL-BS  
**College:** Natural Sciences and Mathematics  
**Department:** Environmental Sciences  
**Contact:** David Krantz

**Rationale:** The Geology program is presently focused on near-surface geology with an emphasis on environmental geology, which reflects the expertise of the faculty. To more clearly reflect the character of the degree, integrate better with the mission of the Department, and respond to suggestions from an external review, we are revising the degree to BS in Environmental Geology.

**Summary:** The current requirements for the BS in Geology include a set of required 'core' courses, and two lists of elective courses: Group A is primarily the physical system (e.g., oceans, glacial stratigraphy), and Group B covers environmental processes (e.g., hydrology, geochemistry). A Group C will be added to expand the breadth of topics, including some from the Environmental Sciences curriculum within the Department and related courses outside the Department (Environmental Economics). The credit hours required for the proposed degree increase from a minimum of 40 up to 45-46 from within the program.

OLD	NEW (changes only)
EEES 1020 Physical Geology Laboratory (1) EEES 2100 Fundamentals of Geology (4) EEES 2230 Earth History: Historical Geology & Paleontology (3) EEES 2500 Computer Applications (1) <del>EEES 2510 Advanced Computer Applications (2)</del> EEES 3210 Earth Materials I: Mineralogy & Igneous-Metamorphic Petrology (3) EEES 3220 Earth Materials II: Sedimentary Petrology & Stratigraphy (3) EEES 3310 Structural Geology & Mapping (3) <del>EEES 4640 Applied Geology (3)</del> EEES 4920 Senior Geology Seminar (2)	EEES 2230 Earth History: Historical Geology & Paleontology (4) (hours changed, now WAC)  EEES 2510 moved to group C EEES 3210 Mineralogy and Petrology (4) (name changed, hours changed) EEES 3220 Sedimentary Petrology & Stratigraphy (3) (name changed, no longer WAC)  EEES 4640 removed  EEES 3900 Literature and Communication in the Environmental Sciences (3) (added) EEES 4650 Geology Field Course (3) (added)
<b>Sub-total:</b> 25 credit hours	<b>Sub-total:</b> 28 credit hours
Five courses from groups A and B	Six courses from groups A, B, and C
<b>GROUP A</b> (at least 2) EEES 2400 Oceanography (3) EEES 3100 Surficial Geology (3) EEES 4100 Glacial Geology (3) EEES 4200 Quaternary Geology (3) EEES 4240 Soil Science (3)	<b>GROUP A</b> (at least 2)
<b>GROUP B</b> (at least 2) EEES 4150 Evolution (3) EEES 4220 Geochemistry (3) EEES 4410 Hydrogeology (3) EEES 4450 Hazardous Waste (3) EEES 4490 Remote Sensing (3) EEES 4610 Geophysics (4)	<b>GROUP B</b> (at least 2)  EEES 4610 Geophysics (3)
<b>Sub-total:</b> 15-16 credit hours	<b>GROUP C</b> (at least 2) EEES 2010 Intro. to Environmental Studies 1 (3) EEES 2015 Intro. to Environmental Studies 2 (3) EEES 2200 Climate Change (3) EEES 2510 Advanced Computer Applications (2) EEES 4480 GIS Appl. in Environmental Science (3) ECON 3240 Environmental Economics (3) PSC 4340 Environmental Policy (3)
<b>Sub-total:</b> 15-16 credit hours	<b>Sub-total:</b> 17-18 credit hours
<b>Total in Major:</b> 40-41 credit hours	<b>Total in Major:</b> 45-46 credit hours
<b>Required Non-EEES Courses</b> (26-27 credit hours)	<b>Required Non-EEES Courses</b> (27-28 credit hours)

Credit hours: 120 (reduced from 124)

**Senator Bigioni cont'd:** Okay, the next one is from English. So there are two primary changes in the programs. One is an adjustment of the requirements to move away from British and American subjects. The other is to add flexibility in the program so that staffing doesn't interfere with the choices the students that have to complete the program. Let's just go through the changes. There are two concentrations: one is a General Literature Concentration and the other is a Creative Writing Concentration and they reflect the same strategy essentially. I am not sure if I should go through all of the changes here. It is fairly extensive, but you can see, for example at the top two boxes, instead of a limited number of courses there are a significantly larger number of courses that students have to choose from. For here, their requirements of British Literature, before and after 1800 to American Literature, and the British and American restriction is lifted and it is simply Literature before or after 1800. So again, lots of courses to choose from. So those are the changes for the General Literature Concentration and there are similar changes for the Creative Writing Concentration. You can see again, the British and American Literature before and after 1800. These two categories are the same as those above with the courses not listed for space reasons. The rest is relatively simple changes or were no changes at all. So that is the summary of the changes to the program. So again, moving away from the British and American topics and also providing a larger number of courses for the students to accommodate staffing changes. Any questions or comments about this proposal? Hearing none. A lot easier one I guess. We will put it to a vote then. All those in favor of approving these program modifications please signify by saying, "aye." Any opposed? Any abstentions? **Motion Passed.**

**Program Modification**  
BA in English

**Program Code:** AR-ENGL-BA

**College:** Arts and Letters

**Department:** English Language and Literature

**Contact:** Andrew Mattison

**Rationale:** This change has two primary goals:

1. to respond to ongoing changes within the discipline of Literary Studies by eliminating the outmoded British/American dichotomy and open all requirements to literature from neither Britain nor America (including former colonies and territories of both). Doing so will better prepare our students for graduate school by emphasizing areas of growing scholarly concern, and it will also better reflect the backgrounds and interests of both faculty and students.
2. to ease staffing problems by allowing any requirement to be fulfilled by multiple courses. Assuming reasonable future hiring as current faculty retire, this change should allow us to offer at least one course in each requirement each semester.

**Summary:** Some courses will fulfill multiple requirements, so double dipping will not be allowed (e.g. if 4800 is used for the pre-1800 requirement, a second single-author course must be taken for requirement).

OLD	NEW
<b>General Literature Concentration:</b>	<b>Literature Concentration:</b>
ENGL 3790 AND ENGL 3600 OR ENGL 3610	Introduction to Critical Practice: 1 of ENGL 3790, 3600, 3610, 3360, 4780
ENGL 3670	Literatures Excluded from the Traditional Canon: 1 of ENGL 3670, 3770, 4560, 4650, 4660
ENGL 3810	One additional course from categories above
One 4000-level course in British literature before 1800	Literature before 1800: 2 of ENGL 3810, 4110, 4120, 4200, 4300, 4310, 4400, 4420, 4440, 4460, 4600, 4800, 4810, 4820
One 4000-level course in British literature after 1800	Literature after 1800: 2 of ENGL 4280, 4500, 4520, 4540, 4560, 4620, 4630, 4640, 4650, 4660, 4680
One 4000-level course in American literature	
One 4000-level course examining single author in depth	Single author course: 1 of ENGL 3810, 4800, 4810, 4820, 4850, 4860
Four 3000-4000 level ENGL or LING electives	Four English elective courses
<b>Creative Writing Concentration:</b>	<b>Creative Writing Concentration:</b>
ENGL 3010: Introduction to Creative Writing	ENGL 3010: Introduction to Creative Writing
ENGL 3790	Introduction to Critical Practice: (as above)
ENGL 3670	Literatures Excluded from Traditional Canon: (as above)
ENGL 3810	
4000-level British literature	One course in literature before 1800 (as above)
4000-level American literature	Two courses in literature after 1800 (as above)
Single-author	One course in a single author (as above)
ENGL 3020: Readings for Writers	ENGL 3020: Readings for Writers OR One 4000-level elective in either literature or writing
Three workshops	Three workshops



One creative writing elective Credit hours: 36 (unchanged)	One writing elective (same list as current)
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**Senator Bigioni cont'd:** Now it gets a little bit easier on us. So here is the Film and Video Program Modification, it is a Bachelor of Arts in Film and Video. So you can see again, on the right side it is only the changes. This is the course that we talked about before, 2340 which changes its number to 2230. Is that a typo? Oh, no, sorry—it is 2340 to 2330. There is an additional requirement added here, 2230 Creative Approaches to Cinema. Then there is a modification of 3510, from Lighting and Cinematography to Cinematography and Color Grading. There is also an additional choice added here, 4310 Advanced Production for 4220. This is unchanged--actually, it looks unchanged; maybe that is a typo on my part. I think these shouldn't be there.

**Unknown Speaker:** They should be there. The two courses were changed from a four and a three, three credit hours—we're splitting 23.

**Senator Bigioni:** So these should have been fours?

**Unknown Speaker:** No, no, no, they are three credit hours.

**Senator Bigioni:** Okay, but they look identical though.

**Unknown Speaker:** So in the old version you had to take 4310 and 4320, and in the new version you can take one or the other. It creates three more credit hours which makes room for those at the top.

**Senator Bigioni:** Thank you for that clarification, [it was] really a correction. Thank you.

Any questions or comments about this proposal? Hearing none. Okay, it's fairly straightforward. Well, then let's put it to a vote. All those in favor of approving this proposal, please say, "aye." Any opposed? Any abstentions? ***Motion Passed.***

**Program Modification**  
BA in Film and Video

**Program Code:** AR-FILM-BA  
**College:** Arts and Letters  
**Department:** Theatre and Film  
**Contact:** Ed Lingan

**Summary:** FILM 2340 course number will change to FILM 2330 and FILM 2230 will be added to the program requirements as a co-requisite of 2330. Two upper level courses (4310 and 4220) will be Either/Or rather than requiring both. The name of FILM 3510 changes from "Lighting and Cinematography" to "Cinematography and Color Grading".

OLD	NEW (changes only)
<b>2000 Level (12)</b>	<b>2000 Level (15)</b>
Film 2310 Film I (3)	
Film 2320 Digital Cinema Production I (WAC) (3)	
Film 2340 Critical Approaches to Cinema (3)	Film 2230 Creative Approaches To Cinema (3) AND Film 2330 Critical Approaches to Cinema (3)
Film 2350 Cinema History (3)	
<b>3000 Level (24)</b>	<b>3000 Level (24)</b>
Film 3200 Directing Screen Acting (3)	
Film 3330 Critical Approaches To Cinema II (3)	
Film 3340 Media Story Craft (3)	
Film 3430 Global Cinema (3)	
Film 3550 Producing and Production Management (3)	
Film 3820 Documentary Field Production (3) OR Film 3530 Animation and Optical Printing (3) OR Film 3730 Directing for Camera (3)	
Film 3380 Experimental Film (3) OR Film 3370 Documentary Film (3) OR Film 3390 History of Video Art (3)	
Film 3510 Lighting and Cinematography (3) OR Film 3560: Methods for the Professional Editor (3)	Film 3510 Cinematography and Color Grading (3) OR Film 3560 Methods for the Professional Editor (3)
<b>4000 Level (12)</b>	<b>4000 Level (9)</b>
Film 4220 Media Studies (3)	Film 4310 Advanced Production (3hrs) or Film 4220 Media Studies (3hrs)
Film 4310 Advanced Production (3)	
Film 4320 Film/Video Workshop (3)	Film 4320 Film/Video Workshop (3)
Film 4330 Critical Approaches to Cinema III (3)	Film 4330 Critical Approaches to Cinema III (3)

Credit hours: 48 (unchanged)

**Senator Bigioni cont'd:** Great. So next we have a really easy one, BA in Political Science. This is simply an adjustment of the total number of credit hours, 124-120. Any questions about this one? Hearing none. Let's just vote on this one then. All those in favor of this proposal, please say, "aye." Any opposed? Any abstentions? *Motion Passed.*

**Program Modification**  
BA in Political Science

**Program Code:** AR-POLS-BA  
**College:** Arts and Letters  
**Department:** Political Science and Public Administration  
**Contact:** Sam Nelson

**Rationale:** This change to a minimum of 120 credits for the BA in Political Science is consistent with the university's range of required credits for graduation.

**Summary:** The number of general electives to be completed will be reduced by 4 credit hours. The proposed changes will not affect the major requirements.

Credit hours: 120 (changed from 124)

**Senator Bigioni cont'd:** Next we have a new program. This is a new minor in Theatre Performance for Stage and Screen. So many students are coming to the Theatre Department looking to minor in acting and so this facilitates that. The new minor is expected to attract those students and it is also replacing an old minor where courses in that minor are no longer offered and so this serves that purpose as well. No new courses are part of this minor, they are all existing courses. So you can see the instruction in the minor. Here are the required courses; there are five required courses that are three credit hours, and then the Theatre Practicum at no credit hours, and then two of the following courses of these four each have three credit hours for a total of 21 credit hours. Any questions or comments about this proposal?

**Senator Molitor:** So would this program be for the students outside of Theatre?

**Senator Monsos:** Yes.

**Unknown Speaker:** Yes, it is. The degree itself has concentrations that reflect the minor and major as well and so this is just some with the major and some for the Theatre minor.

**Senator Molitor:** Thank you.

**Senator Bigioni:** Okay. Any other questions or comments? Okay then, let's put this one to a vote. All those in favor of approving this proposal, please say, "aye." Any opposed? Any abstentions? *Motion Passed.*

**New Program**  
Minor in Theatre Performance for Stage and Screen

**Program Code:** THR  
**College:** Arts and Letters  
**Department:** Theatre and Film  
**Contact:** Stephen Sakowski

**Rationale:** Many students are seeking to minor in acting. This new minor is expected to attract those students. Also, the courses required in the old version of the minor are no longer offered in the revised BA in Theatre.

**Summary:** no new courses are part of this new minor.

**Courses for Minor**

**Required courses:**  
THR2200 Script Analysis 3 credit hours  
THR2610 Acting I 3 credit hours  
THR2660 Acting for the Camera I 3 credit hours  
THR3250 Theatre & Stage Management 3 credit hours  
THR3150 Theatre History Ancient to Contemporary (WAC) 3 credit hours

THR2000 Theatre Practicum I	0 credit hours
<b>Choose two of the following:</b>	
THR2620 Acting II	3 credit hours
THR2640 Voice and Movement	3 credit hours
THR3340 Acting for the Camera II	3 credit hours
THR3710 Directing	3 credit hours

**Total credit hours:** 21

**Note:** The 0 credit hour THR2000 Theatre Practicum I course is a practical theatre crew work session in which all minors must participate.

**Senator Bigioni cont'd:** Okay, great. Here is another minor from Theatre and Film. This one is a minor in Theatre and Arts. Again, no new courses are a part of this new minor. It is a similar structure, just a different selection of courses. So it is five required courses with three credit hours each, with the one, Theatre Practicum having zero credit hours. You can choose one of those three credit hour courses, plus another elective to make up the last three credit hours of the 21 credit hours minor. Questions?

**Senator Hall:** I apologize for this question. Are we allowed to have zero credit hour courses, and if so, how does that work? So if you fail it, it counts zero towards your grade point average?

**Senator Monsos:** Yes, essentially. It is a way to track non-academic requirements.

**Senator Hall:** But are we allowed to do it, because I was under the impression from our college in similar discussions that we were not allowed to have zero credit hour?

**Senator Monsos:** Music has had two zero credit hour courses for many years that track majors that are required every semester to see a certain number of music performances and the zero credit course allows that tracking. Then the other one is a weekly performance lab.

**Senator Hall:** So you can use it for what we would call a co-curricular activity?

**Senator Monsos:** Yes, and that is how Theatre is using it as well. For example, zero credit for participation backstage at a production and then they also attend the weekly majors meeting in which there are work in progress showcased, requirements are gone over, and professional aspects are covered.

**President Rouillard:** Aren't there some graduate programs that also do that too?

**Senator Van Hoy:** Yes.

**President Rouillard:** Psychology comes to mind.

**Senator Van Hoy:** So Psychology has some zero credit hour, and Sociology now has a zero credit hour orientation course in the program.

**Senator Bigioni:** We do the same with three seminar courses.

**Senator Ohlinger:** For the final electives there, can the additional final elective be at any level such as 1000 level?

**Unknown Speaker:** The only 1000 level course is in the category...If they take one of them, that is fine with us.

**Senator Monsos:** I didn't catch that before. I would recommend that it be a 3000 or 4000 level course, otherwise you will only have two 3000 level courses required for a minor; six out of 21 credits is a little light.

**Senator Bigioni:** Steven, do you want to address that point?

**Unknown Speaker:** With the minor, it is kind of a catch-on minor. I mean, I can take it back to the faculty if you want if the Senate suggest that, but the idea of this minor was to let them kind of take the lead. We have the two 3000 level courses in there. I am trying to think what other lower credit hour course out there. Most of our courses remaining pick from that elective, and so I am trying to go through it in my head right now. But, if you to take it back we can. I mean, from where I am sitting I don't think we need to specify that it have to be a 3000 level or higher.

**President Rouillard:** I don't particularly worry about upper level courses for a minor. I mean, whatever the student's major is they will have plenty 3000 and 4000 level courses in the major so I wouldn't be particularly worried about it.

**Unknown Speaker:** I mean, the idea of this was that it was a generalize spread of courses within our program, and with the Theatre of Arts being a non-specific performance or production, we wanted them to be able to take whichever they wanted for that class.

**Senator Bigioni:** Are there any comments on this point? What do you think, Senator Monsos?

**Senator Monsos:** I will stop arguing with my own department about it<laughter>. I could've chimed in earlier if I'd known this, but I am fine with the explanation.

**Senator Bigioni:** Okay. So we will leave it as is.

**Senator Dowd:** Let's trust the faculty within the department. This is what they want for their minor. If they get it right, terrific and if they get it wrong, they are going to come back to Senate. So for now, let's trust them and their knowledge with their own program.

**Senator Andreana:** Senator Bigioni, I just got a general question and it could've been on any of these course proposals. You've always talked about credit hours, are there any courses here at the University where there is a range of course hours from let's say, zero to four?

**Senator Molitor:** Yes.

**Senator Bigioni:** Other questions or comments about this proposal?

**Senator Teclehaimanot:** I have a question. When you have zero credit hours, how do you calculate the FTE? I'm just curious.

**Senator Bigioni:** No, I know.

**President Rouillard:** I would imagine it would count as service e.g., a faculty member doing service for the department.

**Senator Bigioni:** Interim Provost Bjorkman, do you want to comment on that one?

**Interim Provost Bjorkman:** Well, in some cases for example, we have labs and they are affectively zero credit, but the credit hour is folded into the course that it goes with. In some cases, it's been structured that way. I certainly would look at that as part of the workload because it is work the faculty are doing. How they are actually counted in terms of credit hours, I imagine they would have to put some sort of explanation in workload form. There is no reason we couldn't count it that way.

**Senator Teclehaimanot:** Thank you.

**Senator Bigioni:** Okay, any more questions or comments? Hearing none. All right, let's put it to a vote then. All those in favor of approving this proposal, please say, "aye." Any opposed? Any abstentions?  
**Motion Passed.**

**New Program**  
 Minor in Theatre Arts

**Program Code:** THR  
**College:** Arts and Letters  
**Department:** Theatre and Film  
**Contact:** Stephen Sakowski

**Summary:** no new courses are part of this new minor.

**Courses for Minor**

<b>Required courses:</b>		
THR2200 Script Analysis		3 credit hours
THR2400 Fundamentals of Design		3 credit hours (new)
THR2610 Acting I		3 credit hours
THR3250 Theatre & Stage Management	3 credit hours	
THR3150 Theatre History Ancient to Contemporary (WAC)	3 credit hours	
THR2000 Theatre Practicum I		0 credit hours
<b>Choose one of the following:</b>		
THR1030 Stage Craft & Theatre Technology	3 credit hours	
THR1040 Stage Lighting & Sound Technology	3 credit hours	
THR1050 Costume Technology		3 credit hours
<b>Elective:</b>		
THR**** Any Other 3 credit Theatre Course	3 credit hours	

**Total credit hours:** 21

**Note:** The 0 credit hour THR2000 Theatre Practicum I course is a practical theatre crew work session in which all minors must participate.

**Senator Bigioni cont'd:** Next is a new program that is a Certificate in Translation & Interpreting for Business. This certificate will document translation and interpretation competency on student transcripts, highlighting a skill set in demand by industry and business. So this "program provides students with the language skills and cultural knowledge to do translation and interpretation in the broader business field. The certificate documents student outcomes relative to the underlying principles of this field grounded through in-class and out of class experiences." Here are the three courses that are part of this certificate for a total of 10 credit hours and all of the courses already exist. Any questions or comments about this proposal?

**Senator Said:** I think this is a great certificate. I was wondering if this is specifically for a business would it make sense to include as part of the certificate a business class?

**Senator Thompson-Casado:** I am here for the Spanish section. *[Indecipherable]*...my assessment part of this. This is an important transition for Foreign Languages.

**Senator Said:** The thing of it is, they need to have the background at least as an economist which is *[Indecipherable]*...

**Senator Monsos:** It is a different language.

**Senator Thompson-Casado:** It is focused more on customs, especially with 3170. It is not a business plan. The other two courses are taught by our department.

**Senator Said:** A lot of them will come from Business *[Indecipherable]*... So we expect students who complete this certificate...business class?

**Senator Thompson-Casado:** I was not expecting that at all. I taught 3170 for 20 years and I've had students in that class, like I said, there are more cultural approaches...than it is teaching... It is how you do business in Spanish speaking cultures. When we do Cv translations and we talk about approaches to how things are done in different countries.

**Senator Said:** This is kind of misleading.

**Senator Thompson-Casado:** It says translation and interpretation; it doesn't say business practice.

**Senator Gibbons:** I am a little bit confused. I noticed the title is Certificate in Translation & Interpretation for Business, but all of the courses are Spanish. Shouldn't it be certificate in Spanish translation and interpretation?

**President Rouillard:** If one had a box with unlimited characters, it would be. But in the current curricular tracking system it has to be entered in somewhat of an abbreviated form.

**Senator Gibbons:** Okay, then maybe the summary should indicated clearly that there is a focus in Spanish here so people won't confuse the two.

**Senator Hall:** But [what if] perhaps in the future they want to expand it to other languages though?

**Senator Gibbons:** Then they will have to come back to change the courses.

**Senator Thompson-Casado:** These all have a Spanish prefix and they have a prerequisites for them.

**Senator Ohlinger:** I would agree though as a clarification to put that in the summary or somewhere because I thought the same thing when I saw the title. I was thinking, oh, this is learning how to be a special translator and interpreter in the business world; I did not have any idea that it had to do with Spanish.

**Senator Nigem (proxy for S. Ariss):** As a business professional when I'm seeing this when I am hiring students, I would have the expectation for them to be able to translate Excel sheets and financial statements etc. That is what I would anticipate if I were hiring a student.

**Senator Thompson-Casado:** I mean, it is only three classes.

**Senator Nigem (proxy for S. Ariss):** Yes, but the title needs to be changed. As an employer, the title suggests something different.

**Senator Bigioni:** Are there any other questions or comments?

**President Rouillard:** Well, what if we simply for this iteration here call it a Certificate in Spanish Translation and Interpreting for Business, with the hope that the new curricular tracking system will allow us to enter things that way so they can be automatically populated in the catalog?

**Senator Bigioni:** So then we can vote on it and make changes in the system.

**Senator Nigem (proxy for S. Ariss):** No.

**Senator Bigioni:** Senator Nigem.

**Senator Nigem (proxy for S. Ariss):** Some of the representatives from the College of Business object to that.

**Senator Bigioni:** Object to that title?

**Senator Nigem (proxy for S. Ariss):** Yes.

**President Rouillard:** Of “Certificate---”?

**Senator Nigem (proxy for S. Ariss):** It is misleading.

**President Rouillard:** But if we add “Spanish Translation?”

**Senator Hall:** No, they are objecting to the business part.

**Senator Nigem (proxy for S. Ariss):** From content to declaration you are translating culture related to business; you are not interpreting how to do translations of business plans.

**Senator Thompson-Casado:** Not at that level.

### **[Back and Forth Discussion Continued]**

**Professor Humphrys:** Yeah, I think the title is what the issue may be.

**President Rouillard:** So what if we change it from “Spanish translation and interpretation” or Spanish translation and interpreting, period?” Will that work as a friendly amendment?

**Senator Nigem (proxy for S. Ariss):** Great.

**Senator Bailey:** I have a question. I just want to know of, who is the talking...

**Senator Thompson-Casado:** Students major [*Indecipherable*]... so a lot of people that go in to...want to take [*Indecipherable*]... section and so it is Spanish and Business. As you know, we have to have a certain number of courses to be able to get into the 4170 [*Indecipherable*]... upper level series and they have to have... so it is not just someone walking into the course.

**Senator Bailey:** Okay.

**President Rouillard:** So we would change the title then to “certificate in Spanish translation and interpretation?”

**Senator Bigioni:** Anymore questions or comments?

**Senator Heberle:** I’m sorry, doesn’t that defeat the purpose that Senator Thompson-Casado is trying to get the business element in there? But I am also understanding my colleagues from Business concern about whether or not this actually is doing business, and so I am sort of thinking that maybe *Tabling* might be in order to allow Business and Spanish to talk more about how do this.

**President Rouillard:** So that is why we are doing a title change, to take out the word “business” so students will see from the required courses---

**Senator Edgington:** I think Senator Heberle is saying to wait---

**Senator Heberle:** But that is not what this is about.

**President Rouillard:** No, because it’s a specialized set of skills, translation being written and interpretation being oral.

**Senator Edgington:** Are you saying interpretation as a broader business field?

**President Rouillard:** I think it would still be useful for anyone who is thinking about doing any kind of translation or interpretation.

**Senator Hall:** But that is not what they are saying.

**President Rouillard:** But we made a friendly amendment to change the title.

**Senator Hall:** Well, and one of the courses says business.

**President Rouillard:** Right.

**Senator Thompson-Casado:** That is what I am saying

**President Rouillard:** Right.

**Senator Hammersley:** I move we *Table* this until both Business and Spanish can work it out to their best.

**Group of Senators:** Second.

**Senator Bigioni:** Should we vote on that *Table*?

**Group of Senators:** No.

**President Rouillard:** Yes.

Senator Bigioni: All right, so all those in favor of *Tabling* this say, “aye.” Any opposed? Any abstentions [2]. Great, so we will *Table* this. ***Program Tabled.***

**New Program**

Certificate in Translation & Interpreting for Business

**Program Code:** SPAN

**College:** Arts and Letters

**Department:** Foreign Languages and Literature

**Contact:** Kathleen Thompson-Casado

**Rationale:** This certificate will document translation and interpretation competency on student transcripts, highlighting a skill set in demand by industry and business.

**Summary:** The program provides students with the language skills and cultural knowledge to do translation and interpretation in the broader business field. The certificate documents student outcomes relative to the underlying principles of this field grounded through in-class and out of class experiences.

**Courses for Certificate**

SPAN 3170 Business Spanish	3 credit hours
SPAN 4010 Syntax and Stylistics	4 credit hours
SPAN 4060 Translation and Interpretation	3 credit hours

**Total credit hours:** 10

**Note:** The certificate is made up of courses that already exist.

**Senator Bigioni cont'd:** The next one is a new Certificate in Intercultural Competency. So “this certificate will document intercultural competency on student transcripts, highlighting a skill set in demand by industry, business, medical professionals, education, health and human services.” The



“intercultural competence is a knowledge and skill set that facilitates communicative exchanges in English between individuals of different cultures or linguistic backgrounds. This certificate documents student outcomes relative to the underlying principles of this field grounded in knowledge about one or two other cultures.” So the courses that make up this certificate program are listed here. This is a required course for our course and then any two of these language courses. I’m sorry, I didn’t look up all of the names of the courses, but you can get an idea of what the courses are from their prefixes and numbers. The total credit hours for this certificate program is 10 hours. Of course, it is made up of courses that already exist. Any questions or comments about this proposal?

**Senator Teclehaimanot:** If the certificate program is 10 hours and the courses are offered at three credit hours, how are you going to get 10 credit hours for the certificate program?

**President Rouillard:** Well, 3440 is four hours.

**Senator Teclehaimanot:** Okay. Thank you.

**Senator Lundquist:** So within each of those languages, is the 1090 dependent on taking the 1080?

**President Rouillard:** No, there are no prerequisites.

**Senator Bigioni:** So if anybody didn’t hear that, there are no interdependencies in any of these courses. Any other questions or comments?

**Senator Hammersley:** So if you needed two cultural courses in Chinese 1090, whatever that is up there, there is no second Chinese course?

**President Rouillard:** No, but you can take the two culture courses from any cultural group. So you can take Arabic 1080 and German 1090 or German 1080 and presumably because Chinese has the one course you have to do something else from another culture group.

**Senator Hammersley:** That is my point, they are credited different.

**Senator Zhu:** Yeah, why is it different? Why not Chinese 1080?

**President Rouillard:** We do not have 1080. We have very limited staffing for Chinese courses. At this point, we teach one culture course and we teach Elementary and Intermediate I each fall and we teach Elementary and Intermediate II each spring.

**Senator Keith:** Senator Bigioni, maybe you said this and I just didn’t hear, but is the intent that students can take two French courses with the other side of two courses?

**President Rouillard:** They can.

**Senator Keith:** So there is no intent that it be from a different culture?

**President Rouillard:** It can be; it can be one or two other cultures.

**Senator Hammersley:** Except for Chinese.

**President Rouillard:** Yes, Chinese will have to be two.

**Senator Bigioni:** Are there any other questions or comments? Hearing none. Okay then, let’s put it to a vote. All those in favor of approving this proposal, please say, “aye.” Any opposed? Any abstentions? Motion Passed. Great, the proposal passes.

**New Program**  
Certificate in Intercultural Competency

**Program Code:** AR-FLAN  
**College:** Arts and Letters  
**Department:** Foreign Languages and Literature  
**Contact:** Linda Rouillard

**Rationale:** This certificate will document intercultural competency on student transcripts, highlighting a skill set in demand by industry, business, medical professions, education, health and human services.

**Summary:** Intercultural competence is a knowledge and skill set that facilitates communicative exchanges in English between individuals of different cultures or linguistic backgrounds. This certificate documents student outcomes relative to the underlying principles of this field grounded in knowledge about one or two other cultures.

**Courses for Certificate**

FLAN 3440 Intercultural Communication: Principles and Practice (taught in English), 4 hrs.

Select any 2 culture courses (taught in English; 3 hrs. each) from the following list:

ARBC 1080, 1090  
CHIN 1090  
FREN 1080, 1090, 3400  
GERM 1080, 1090  
JAPN 1080, 1090  
SPAN 1080, 1090, 1100

**Total credit hours:** 10

**Note:** The certificate is made up of courses that already exist.

**Senator Bigioni cont'd:** Okay, next we have a new Certificate in Graphic and Digital Design. This is from the College of Business and Innovation. "Students who complete these classes will have a marketable basis of design knowledge and experience that will prepare them for the successful completion of both on-line and print projects." So these three courses here comprise the foundation of the Adobe design suite of software; so those three courses make up the certificate program. Any questions or comments about this program?

**Senator Niamat:** I am concerned about the name Digital Design in the title of this program since Digital Design is also a course offering in my department in the College of Engineering.

**Senator Monsos:** And it is the same there in the Department of Art.

**Senator Bigioni:** The question is, do any department has a monopoly on that name-- it sounds like "no." Any other questions or comments?

**Senator Lundquist:** My question is about all of these certificate programs. I'm unclear about what kind of credential this is and if it shows up on a transcript.

**Senator Edgington:** I believe it does.

**Senator Bigioni:** It does show up on a transcript.

**President Rouillard:** Yes, it should, given the way that you have to enter it in the curriculum tracking it should show up as a certificate.

**Senator Bigioni:** But it provides no other credential in other things.

**Senator Lundquist:** And yet a great preponderance of the courses that are being put forward are 1000 level courses.

**Senator Bigioni:** Two out of three in this case.

**Senator Lundquist:** Or in any other one.

**Senator Bigioni:** Right.

**Interim Provost Bjorkman:** Senator Bigioni, am I allowed to comment?

**Senator Bigioni:** Absolutely.

**Interim Provost Bjorkman:** One thing related to that question about what are these certificates for. The state is actually looking for all of the community colleges and four-year institutions to put together programs like this. They are putting together a sort of an engine where for example, companies who are looking for training sites for a specific skill set that they want their employees to have, that is relatively short and concise, they would then be able to go in there and find this and so, for example a company that wanted their folks to have these skills, they can send them to UT for this certificate. It will not be for a degree program, it would just be a certificate. So it can be an add-on to a degree, but it could also be a standalone certificate.

**Senator Bigioni:** Thank you.

**Senator Hammersley:** Is there any way to make this flexible so in the future if the building goes bankrupt, it will survive or if they decide they want twice as much for their subscription service for the use of these, whether it is to the college or a part of the environment?--It just seems tying yourself to one. As we design something like this we ought to have alternatives. The computer science department whose network ability to run a Nobel network [can] run out of luck. My own comment is I support what they want to do, but it just seems like you're tying yourself to one member without having some built in flexibility--how do you word this,?--maybe it is a different company in the future.

**Senator Bigioni:** Well, in principle if Adobe does have problems we will see it in the program modification or if the dominant software changes in the industry, we will see it in the program modification and so for now, the principle seems like a reasonable thing. Other comments?

**Senator Heberle:** We have lots of classes on MS Word and MS Excel, things like that, and so I just don't see the point.

**Senator Bigioni:** Steven, do you want to make a point?

**Unknown Speaker:** I just want to say that I work in the field that uses these products and so I do see the point, but I understand your point as well.

**Senator Hammersley:** In a certificate in architect [the] standard U.S. use AutoCAD, but oversees it is ArchiCAD, okay. So I am just saying if we are going to do it with one program, it is just more advice that you have to keep yourself somewhere. It could be modified in a future line or whatever for the dominant software.

**Senator Dowd:** I have a set of double standards...But what I think this is trying to address is the driven market demand, we will use this particular software. So I think in a general case, Senator Hammersley is right, but this is a significant program. I can't even read the departments off, but this is market driven upper management. The employers want for employees to be able to use this.

**Senator Nigem:** You are right Senator Dowd, and there is a line that is missing. I don't know how you can add that line.

**Senator Said:** In the document that was sent earlier for Faculty Senate, it pointed out that this is a workplace certificate only, not a state certification of eligible.

**Senator Bigioni:** Thank you for pointing that out; that was removed from the proposal so it is not in play anymore. I forgot to mention that; so many things to cover. Any other questions or comments about this proposal? Hearing none. Okay then, let's put it to a vote. All those in favor of approving this proposal please signify by saying, "aye." Any opposed? Any abstentions? ***Motion Passed.***

**New Program**  
Certificate in Graphic and Digital Design

**Program Code:** CMPT  
**College:** Business and Innovation  
**Department:** Applied Organizational Technology  
**Contact:** Bonnie Berry

**Rationale:** Students who complete these classes will have a marketable basis of design knowledge and experience that will prepare them for the successful completion of both on-line and print projects.

**Summary:** These three courses comprise the foundation of the Adobe design suite of software.

**Courses for Certificate**

CMPT 1520 Beginning Adobe Illustrator	3 credit hours
CMPT 1530 Beginning Adobe Photoshop	3 credit hours
CMPT 2410 Adobe InDesign Desktop Publishing	3 credit hours
<b>Total credit hours:</b> 9	

**Senator Bigioni cont'd:** Great. So now let's move on to the 'big' data proposals. So we have three proposals to review. In principle we can vote on all three at the same time since there may be concerns about how they work together. There's a minor and then two majors, a BA in Data Analytics and a BS in Data Science. We have some knowledgeable people here to answer plenty of questions. Let's read this rationale first because it is a good place to start: "Data Science is a newly emerging field that did not exist as a major on any American campus just six years ago. Key tasks of the data scientist are to understand research objectives, identify needed information from multiple sources, and combine data together into a structured database that will be used to guide decisions and answer questions. In 2017, Data Scientist was rated the "top job in America" for the second year in a row with a median salary of over \$100,000. Additionally, a large number of Data Scientist positions are expected in Ohio, Michigan, and Illinois." So that is it. It is a relatively broad statement. The point is that there are a lot of different varieties of people who are involved in this big data business, right? It's everybody from hardcore computer scientists figuring out tools of managing the data, people who are doing research with the data, people who are making quality decisions on the other end, and so there are different constituents that have different needs and so different programs emerged in this general area. I'm sure other people in this room can clarify that general idea better than I can, but that is the starting point for discussion. So there are three proposals on the floor today. This is a minor in Data Science coming from Health and Human Services and then as I've said, there is also a DA in Data Analytics housed in Economics, and then finally, there is a DS in Data

Science, not housed in any department, [it's] housed in the College of Natural Science and Mathematics. So together these try to serve different populations of students. I'll remind you that there are some printouts of some of these materials that are in the room, that's if you don't happen to have the PDF on your computer right now.

So let's start with the minor and in fact, I think we can deal with the minor and vote on the minor separately than the two majors, unless there's any objection to that. Quick comment, Senator Hammersley?

**Senator Hammersley:** Yes. Will somebody speak to the fact that most of these are usually enormous mega data bases, whether it is astronomy or whether it is science etc.? I don't see anything in any of these courses that really focuses on the handling of mega data. It's not your Excel spreadsheet handling, it is thousands, and it is unique. It is probably hundred GB loads. It's a simple file when you look at data points for geology and you are trying to map at certain depths. Is there anything in there that somebody can explain to me that is what we are doing?

**Senator Bigioni:** In the interests of time since we are coming pretty close up to 6 o'clock already, let's look over the proposals first and then have a general discussion.

**Senator Hammersley:** But I don't see that in any of the three, I already looked through.

**Senator Bigioni:** But let's wait so everybody in the room sees what's in the proposals so then we can have a more informed discussion.

**Senator Heberle:** I was just going to ask if it would make sense in light of that, not to vote on each one but to group the three together?

**Senator Bigioni:** Right, we can either vote on all three---

**Senator Heberle:** No, I don't mean vote on all three at once. I mean just look at all three so when we are voting like on a minor or the two majors, we know how the other one fits and why with the other ones.

**Senator Bigioni:** Right, that is the strategy.

**Senator Heberle:** Do you see what I mean?

**Senator Bigioni:** Yes, absolutely.

**Senator Heberle:** I'm not voting as a package because we might vote against this one and for the other ones or otherwise.

**Senator Bigioni:** Right. That is fair.

**Unknown Speaker:** Just real quickly here to clarify. The minor is designed to put people into the bachelors of data sciences. I mean, you can do the minor without the major, but there are courses in the major that are required.

**Senator Heberle:** That is why I think looking at the three as a package, [but] not voting on them as a package.

**Senator Bigioni:** So that is what we will do. Can we move on, is that alright?

**Senator Said:** I just have a question. The College of Business and Innovation has a minor---

**Senator Bigioni:** Yes, we will talk about that. So here is the minor and it is relatively self-explanatory. You can see what the courses are that make it up, seven courses. So the “seven courses are designed to complement virtually any social, health, physical science, business, or engineering major.” So there are two data science courses that bracket these other courses.” “The first course (Data Science I) provides exposure to data from social science/health care, business/economics, and engineering. The final course (Data Science II) requires a capstone project that involves formatting and analysis of real-world data that each student chooses and downloads for processing during the first semester of the program.” This is an interesting idea. So that is the Data Science Minor, 22 credit hours. Again, this one is housed in the College of Health and Human Services in the Department of the School of Social Justice. So that is the minor. Here is the BA in Data Analytics.

**Unknown Speaker:** It might make more sense to jump down to the Data Science major first because those are the two that are tied.

**Senator Bigioni:** That is okay with me. Does that sound okay?

**Group of Senators:** Yes.

**Senator Bigioni:** So here is the BS in Data Science. Again, this is housed in the college of Natural Sciences and Mathematics. So the construction of this BS is that there’s a core of courses here, 57 credit hours’ worth of courses. There are a bunch of required courses and then some options here. So again, for a total of 57 credit hours. You see that it starts off with half of the statistics strong and then diversifies through GIS and Econometrics and so on. Well, let’s just pay attention to this summary. So there is a core of 57 credit hours and then there is an additional application of a specific concentration required and we will see those on the next page. Those are 18-20 credit hours. The college also requires that all BS degrees include courses in at least three science areas, but that can be taken care of by the concentrations. The remaining courses are electives, totaling 120 hours for the program. Those concentrations are on the second page here. So there is a concentration in environmental data, another in public health data, and another in astrophysics data with varying numbers of credit hours. Can we move on to the next proposal?

**President Rouillard:** Yes.

**Senator Bigioni:** Okay, so that is the BS and here is the BA. The BA program courses are listed below. It is applied in the following field: Economics, Geography, and Planning, Political Science and Public Administration, Psychology, Sociology, and Anthropology. The concentration requires nine credit hours in one area and six hours in other areas, totaling 15. On top of that, another three hours must be taken from a social science or math statistics and programming for a total of 18 credit hours for the major. If there is a minor or a double major done in these areas than that requirement for the concentration goes away. So there is a list of courses here. There is an asterisk that make up the minor that somebody brought up earlier and the courses. The top courses are required and then there are choices here. I will let you look at the choices.

**President Rouillard:** Have we already reviewed the two new courses, Data Analytics and Proseminar?

**Senator Bigioni:** Yes.

**President Rouillard:** We have?

**Senator Bigioni:** They are approved.

**President Rouillard:** Okay, thank you.

**Senator Bigioni:** So clearly since there is an overlap with the minor and major, you can't take the minor if you've taken the major. So you've seen the three proposals. Let's just open it up to questions in general. Go ahead.

**Senator Niamat:** I see some of the required courses have prerequisites, example the machine learning course has two prerequisites. How will the students take those two prerequisites which are offered from the College of Engineering?

**Senator Molitor:** Senator Niamat, I think the MATH department consulted with Dr. Xu on the prerequisites for machine learning, and he thought the other courses required for the BS in data science would be sufficient preparation for machine learning.

**Senator Niamat:** The other concern that I have is what you've stated before, which is the lack of a course in big data. There is no course called big data which really would justify all of this.

**Senator Bigioni:** I think Senator Molitor beat you by a millisecond there <laughter>.

**Senator Molitor:** And maybe Dr. Lilley is still here and he can comment on this. For the BS in data science and the data science minor, the Data Science I and the Data Science II courses are project based courses where you are going to learn how to apply these tools to large data sets.

**Senator Dowd:** I was just going to add, people talk about big data—we just call that 'BIG data' <laughter>. No, that is some laughs on our part. Perhaps the proposal should have been a little more specific rather than how writing this for our own mind.

**Senator Niamat:** Well, the approaches are different for just data and BIG data.

**Senator Tucker-Gail:** Well, they are different disciplines too and the people taking the minors are going to select based on their disciplines.

**Senator Dowd:** This goes to Senator Hammersley's point earlier. If you look at the breakdown of classes, the students are exposed to so many different ways of handling data. What are the appropriate techniques? The issues and the concerns are covered in this curriculum.

**Senator Bigioni:** Any other questions or comments?

**Senator Ohlinger:** Just a general comment. I showed this to a colleague who teaches in our Pharmacy Administration and Pharmaceutical Sciences and this is what he does as well. He was very excited about it and very interested and would like to get in touch with the people who are in support of this. He is very excited about some core courses that our students will be taking and vice versa, maybe some of these students with electives might want to take some of our Pharm-med courses.

**Senator White (proxy for K. Gibbs):** That sounds like some an option for our fourth concentration.

**Senator Ohlinger:** What he was looking at is the public health. That is basically what he does; he looks at health outcomes and social sciences etc.

**Senator Tucker-Gail:** I think also the other point should be made that we are playing catch-up with other institutions to get these degrees on the books to utilize them and so I think that is something to keep in mind when we're doing this too. Like other universities already have these programs and we are behind in that area.

**Senator Bigioni:** Any other questions or comments?

**Senator Hammersley:** I think it is inherent if you have enough latitude in all of these to handle our concerns. But those of us who use these things, it is like ‘garbage in/garbage out’ and assumptions make everything. The bigger the database and the more you process it, the more you get trash out of it. But as long as that is built in, I have no complaints in this, but it is inherent when you start handling immense levels of data.

**Senator Bigioni:** That is a good argument for better training.

**Senator White (proxy for K. Gibbs):** Can I answer that one?

**Senator Bigioni:** Yes.

**Senator White (proxy for K. Gibbs):** So the way I describe this is, I am a small data statistician and so we make sure there is no garbage in, that is the whole point, we are careful about how things enter.

**Unknown Speaker:** I just want to point out that part of the reason this concentration exist is to provide the students with some actual background in the subject areas they are going to be working in, which is not necessary... in data sciences.

**Senator Hammersley:** Is there any problem with it being in three different schools?

**Senator Bigioni:** Is there anybody that like to comment on that?

**Interim Provost Bjorkman:** No. In fact, that was the intention.

**Senator Bigioni:** Okay, we should wind this down given the time, but I’ll give the stakeholders an opportunity to say/add anything you like—or shall we let “sleeping dogs lie?” Hearing none. Okay, let’s put it to a vote then. Let’s start out with the minor. I will put it back up to remind you what we are voting on. So this is the minor in Data Science again. This is housed in the School of Social Justice and the Health and Human Services College. So all of those in favor of approving this proposal please signify by saying “aye.” Any opposed? Any abstentions? ***Motion Passed.***

**New Program**  
Minor in Data Science

**Program Code:** DSCI  
**College:** Health and Human Services  
**Department:** School of Social Justice  
**Contact:** David Lilley

**Rationale:** Data Science is a newly emerging field that did not exist as a major on any American campus just six years ago. Key tasks of the data scientist are to understand research objectives, identify needed information from multiple sources, and combine data together into a structured database that will be used to guide decisions and answer questions. In 2017, Data Scientist was rated the “top job in America” for the second year in a row with a median salary of over \$100,000. Additionally, a large number of Data Scientist positions are expected in Ohio, Michigan, and Illinois.

**Summary:** The proposed minor consists of seven courses that are designed to complement virtually any social, health, physical science, business, or engineering major. The first course (Data Science I) provides exposure to data from social science/health care, business/economics, and engineering. The final course (Data Science II) requires a capstone project that involves formatting and analysis of real-world data that each student chooses and downloads for processing during the first semester of the program.

**Courses for Minor**

<b>Required courses:</b>	
HHS 2500 Data Science I	3 credit hours (new)
MATH 3610 Statistical Methods I	3 credit hours
MATH 3620 Statistical Methods II	3 credit hours
CSET 1100 Introduction to Computer Science	4 credit hours
CSET 3300 Database Driven Websites	4 credit hours
HIM 2260 Legal Issues in Health Information Management	2 credit hours
HHS 4500 Data Science II	3 credit hours (new)
<b>Total credit hours:</b>	<b>22</b>



**Senator Bigioni cont'd:** Next, since we did it in this order we will go to the BS in Data Science. So again, this is housed in the College of Natural Science and Mathematics. All those in favor of approving this proposal, please say, “aye.” Any opposed? Any abstentions? ***Motion Passed.*** Great. This proposal passes.

**New Program**  
BS in Data Science

**Program Code:** DSCI  
**College:** Natural Sciences and Mathematics  
**Department:** N/A  
**Contact:** John Plenefisch

**Rationale:** Data Science is a newly emerging field that did not exist as a major on any American campus just six years ago. Key tasks of the data scientist are to understand research objectives, identify needed information from multiple sources, and combine data together into a structured database that will be used to guide decisions and answer questions. In 2017, Data Scientist was rated the “top job in America” for the second year in a row with a median salary of over \$100,000. Additionally, a large number of Data Scientist positions are expected in Ohio, Michigan, and Illinois.

**Summary:** Core required courses total 57 credit hours. An additional application-specific concentration is also required, totaling 18-20 credit hours. NSM also requires that all BS degrees include courses in at least 3 science areas, which could “double-dip” with the concentration. The remaining courses are electives, totaling 120 hours for the program.

Three concentrations are included (below) in this proposal, but additional concentrations may be added in the future. A minor in a specific discipline could also be used to complete the concentration requirement with approval of the student’s academic advisor.

**Required courses (57 credit hours):**

MATH 1850 (4) Calculus I	4 credit hours
MATH 1860 (4) Calculus II	4 credit hours
MATH 2850 (4) Elementary Multivariable Calculus	4 credit hours
MATH 1890 (3) Elementary Linear Algebra	3 credit hours
MATH 3610 (3) Statistical Methods I	3 credit hours
MATH 3620 (3) Statistical Methods II	3 credit hours
MATH 4680 (3) Introduction to Theory of Probability	3 credit hours
MATH 4690 (3) Introduction to Mathematical Statistics	3 credit hours
CSET 1100 (3) Introduction to Computer Science	3 credit hours
CSET 3300 (3) Data Driven Websites	3 credit hours
EECS 1510 (3) Introduction to Object Oriented Programming	3 credit hours
EECS 4750 (3) Machine Learning	3 credit hours
HHS 2500 (3) Data Science I	3 credit hours
HHS 4500 (3) Data Science II	3 credit hours
GEPL 4110 Geographic Information Systems OR EEES 4480 GIS Applications in Environmental Science	3 credit hours
ECON 3810: Applied Econometrics OR ECON 4810: Econometrics Models and Methods I	3 credit hours
PHIL 3160 (3) Data Science Ethics	3 credit hours
ART 2800 (3) Data Visualization	3 credit hours

**Proposed Concentrations (18-20 credit hours)**

Concentration in Environmental Data (17-18 credit hours)

EEES 2010 Introduction to Environmental Studies	3 credit hours
EEES 2015 Introduction to Environmental Studies II OR EEES 2200 Climate Change	3 credit hours
EEES 2100 Fundamentals of Geology (4) AND EEES 1050 Geology lab (1) 4 or 5 credit hours OR EEES 3050 Ecology (3) AND EEES 3060 Ecology lab (1)	
EEES 4160 Environmental Data Management	3 credit hours
EEES 4490 Remote Sensing of the Environment	4 credit hours

Concentration in Public Health Data (18 credit hours)

HEAL 2750 Introduction to Epidemiology	3 credit hours
HEAL 2700 Introduction to Public Health	3 credit hours
HEAL 3000 Global Health	3 credit hours
HEAL 3500 Environmental Health	3 credit hours
HEAL 3600 Prevention And Control Of Disease	3 credit hours
HEAL 4800 Public Health Research And Statistics	3 credit hours

Concentration in Astrophysics Data (20 credit hours)

PHYS 2130 Physics for Science and Engineering Majors I	5 credit hours
PHYS 2140 Physics for Science and Engineering Majors II	5 credit hours
ASTR 2020 Stars, Galaxies, and the Universe	3 credit hours
PHYS 3310 Modern Physics I	3 credit hours
ASTR 3880 Foundations of Astronomy	4 credit hours

**Total credit hours: 120**

**Senator Bigioni:** Finally, we have the BA in Data Analytics housed in the Department of Economics and the College of Arts and Letters. All those in favor of approving this proposal, please say, “aye” Any opposed? Any abstentions? *Motion Passed.*

**New Program**  
BA in Data Analytics

**Program Code:** DAAN  
**College:** Arts and Letters  
**Department:** Economics  
**Contact:** Kevin Egan

**Rationale:** Data Science is a newly emerging field that did not exist as a major on any American campus just six years ago. Key tasks of the data scientist are to understand research objectives, identify needed information from multiple sources, and combine data together into a structured database that will be used to guide decisions and answer questions. In 2017, Data Scientist was rated the “top job in America” for the second year in a row with a median salary of over \$100,000. Additionally, a large number of Data Scientist positions are expected in Ohio, Michigan, and Illinois.

**Summary:** The BA program courses are listed below. An area of concentration is required in one of the following fields: Economics, Geography and Planning, Political Science and Public Administration, Psychology, Sociology, or Anthropology. The concentration requires 9 hours in one area and an additional 6 hours in the other areas (15 total). Another 3 hours must come from a social science or math/statistics/programming (18 hours total for major). A minor or double major in these areas negates the concentration requirement. Courses with an \* make up the approved Data Analytics Minor program.

<b>Required courses:</b>		
DAAN 2000 Data Analytics Proseminar	1 credit hour (new)	
DAAN 4000 Data Analytics Proseminar	2 credit hours	(new)
<b>Choose one of the following:</b>		
*PSY 2100 Statistics	3 credit hours	
*SOC 3290 Social Statistics		
*GEPL 4420 Quantitative Methods		
<b>Choose one of the following:</b>		
*PSY 3100 Research Methods	3 credit hours	
*PSY 3150 Research and Writing in Political Science		
*SOC 3270 Research Methods		
<b>Required courses:</b>		
*ECON 2810 Introduction to Econometrics	3 credit hours	
ECON 3810 Applied Econometrics	3 credit hours	
*GEPL 4110 Geographic Information Systems	3 credit hours	
CSET 1100 Intro to Computer Science and Eng. Techn.	3 credit hours	
CSET 3300 Database Driven Web Sites	3 credit hours	
ART 2800 Visual Literacy – Data Visualization	3 credit hours	(new)
<b>Choose one of the following:</b>		
PSC 3250 Public Opinion	3 credit hours	
PSY 3750 Science and Pseudoscience		(new)
<b>Choose one of the following:</b>		
PHIL 3140 Computers in Culture	3 credit hours	
PHIL 3160 Data Science Ethics		(new)
<b>Total credit hours in major: 33</b>		

**Senator Bigioni:** So this is all we have for today, thankfully.

[Applause]

**President Rouillard:** All right, thank you to both Senators Bigioni and Edgington for that exceptional job working with curriculum. We have one more speaker. I am going to ask for your indulgence to extend the meeting and I will ask for a motion to extend the meeting for 15 minutes. Is there a *second*?

**Senator Van Hoy:** Second.

**President Rouillard:** All those in favor of extending the meeting to 6:15 pm, please signify by saying, “aye.” Any opposed? [3] Any abstentions? *Meeting Extended.*

All right, we have an invited speaker, Professor Ben Davis from the College of Law to offer some comments on a proposed statement on Freedom of Expression. You'll remember that we did early in the year pass a statement, an optional syllabus statement on Freedom of Expression that cited our university policy. We had two other faculty members from the College of Law who presented a statement as well, so Professor Davis would also like to offer some comments on a proposed statement.

**Professor Davis: Professor Davis:** How are you going? First of all, thank you all [the Executive Committee] for allowing me to come by. To cut to the chase, I respectfully dissent from the statement on Freedom of Expression and I don't think you should approve it. I will explain why, it will take a couple of minutes but I hope you will walk through these. I know that you can kind of look at this and think "gee--it is just mom and apple pie." But, I like to say, "well, yes, but the apple pie is poison and mom is a serial killer." That is not what this thing is and you have to be [very] careful. These kinds of statements seem to give the impression of being in favor of Freedom of Expression, but they actually are limiting it. I'm personally a person who is very strongly in favor of very broad, the maximum Constitutional Freedom of Expression that is here, but, I see this statement as limiting of that, the language of course being in favor of Freedom of Expression. It happened at a lot of different places. You may have seen voter integrity, really [it is] being about voter suppression and all these other kind of examples of these kinds of word games. There was a speaker named Professor Whittington who is a very big person on Freedom of Speech at the Law School on March 20<sup>th</sup>. I exchanged with him about my concerns and he confirmed me in thinking that they were concerns. One of the things about these kinds of statements is they have a series of values that sound "all wonderful" to everybody, but actually, when you get down to it, people disagree on what those values mean in good faith and that is one of the big problems with these kinds of statements. The second kind of thing about it is I'll take a word like "disrupt"—what does disrupt mean? That can mean a whole lot of different things at different settings. Some people might even think the speaker is a provocation and the response is reasonable to the speaker who is there-- I can speak to a couple of answers on that.

Underlying this statement, there is something called the Chicago Principles and the Chicago Principles are at the University of Chicago. It sounds really great, but of course, these things are really controversial at the University of Chicago. There's been a petition by the Black Law Students Association with regards to a particular teacher [that is employed] there with respect to his use of the 'N' word in the classroom. One thing they were very dissatisfied with was the constraint on the school because they had passed these principles for having to address something that has been a

Serious concern for them in that classroom. I respect academic freedom and all of that stuff and I respect the "teaching to the entire class and respecting students" stuff that we talk about here. And having some rule that somehow makes the faculty I guess a little nervous about reacting to something as opposed to maybe speaking to a member of the faculty is something I think is problematic. I just kind of think that an official speech and statements like this given by a body like the faculty will tend to chill free speech rather than encourage it, that is one of my big problems. So those are substantive concerns.

Procedural concerns— back behind this statement are groups called The Foundation for Individual Rights in Education. I understand that the University of Toledo and FIRE have already got a policy with green light on FIRE's website and we are all happy and everybody is fine. This policy was developed in response to when Karl Rove came a couple of years ago--there was some stuff that happened around that. So the university as a whole already has some kind of policy out there with regard to free speech, and so I

am saying, what is this going to add? Beyond that, this was apparently done in 2015 and it was updated in 2018 so I don't see any purpose that is served by this statement on Freedom of Expression by a faculty group with a policy already in place at the university in favor of free speech.

Some other concerns to me is that the statement is not about free speech, but it is about power. Let me give you some examples. A speaker comes, like say Justice Scalia. He spoke at the Law School at one point. Justice Scalia in his speech, at the end of it we had a little back and forth in the Q&A, and after we had that Q&A he says, "You need to get over slavery." Now, is that a provocation to me? The question is, if I come back to Justice Scalia and say, "excuse me, Sir. I have a problem with what you've just said." Is that going to be considered disruptive in that setting? I was tenure track at that point of time. Is this statement somehow going to constrain me in doing that? I found this kind of funny from Justice Scalia since he is kind of hung up on these 18<sup>th</sup> century dudes for his analysis, but "I got to get over slavery," but he can't get over 18<sup>th</sup> century dudes, that is just one example.

Another kind of an example that has happened to me, I was, as a private citizen, down in Worthington, Ohio at a True The Vote meeting where they were talking about voter integrity and all of that. There was a speaker who spoke and she went to the Q&A. I paid my \$20 to get in along with my son, and I raised my hand and asked three questions: One is about voter IDs. She was doing a lot of race-baiting kind of stuff in her speech and I said, "Can we have this discussion about voter integrity without race-baiting?" The place erupts. They called security and said, Mr. Davis, you have to leave. I said, "Why? I paid my \$20.00?" He said, "Yes, but you have to leave because you are being disruptive." I said, "What did I do?" "She asked questions and she said it was the Q&A and so those are my Q's and I am waiting for the A." They said, "Well, Sir, if you don't leave, I am going to call the police on you." I said, "Well, call the police." Some young guy tried to grab me --I am fat --I said, lift me<laughter>. Anyway, the police did come and my son had to explain to the police what I was doing there and what had happened. The police officer said, it seems alright to me and walked away. But later on I didn't know, in front of my son, I was called a term similar to raccoon and a term used with an 'f' disparaging to gay people by people in this space. Now, I apparently was the disruptive one, right? All I did is ask the Q and waited for the A, but somebody would say, oh, he was very disruptive. And if you think that I am this 'crazy' guy, well, on my way home from there it was an article on the web saying, "Liberal Professor Goes Berserk at a True The Vote Meeting." I happened to see it and so I contacted my dean. He said, well, this is all off campus and you are a private citizen, but people wrote my dean and said, I am shocked by this professor. How did they know I was a professor? It was a guy right next to me knew through discussion. So all of a sudden, I am called into my deans' office and he said, what in the heck happened? I explained what happened. He said did you go as a private citizen? I said, yeah. He said, okay, fine. Well, this ended up going all of the way up to the Board of Trustees here.

So this is an example of the kind of pressure that can be put with regards to trying to invoke this kind of statement. This will be placed on faculty; it will be placed on staff; it will be placed on students; and possibly, I don't know how, it will be a reaction to somebody out in the community doing something at one of these meeting and whether they think it is appropriate or not. I also think that universities are risk averse and so when it comes to the crunch, the university will sacrifice the speaker against the greater good. It just happened down in the University of Arizona. There were some students who objected to some Customs and Border Patrol speakers and all of that. It was the university after being threatened by a group named Judicial Watch for not being in compliance with their statement that decided to go after the students for a misdemeanor violation in terms of what they did in that setting. Other schools have been a

little stronger. There was a case down at the University of California Davis, where a professor had said something years ago, tweeting about getting rid of cops and there was an Assembly person who was upset about it. Davis looked into it and said we couldn't do anything because of the Executive Order of President Trump, which is viewed as very chilling for speech.

So there are a lot of things going on out there, and I am personally among those of the view that we shouldn't do things that squelch speech. Also, keep in mind that universities do have security issues when there are speakers that are there; so to take into account security concerns as part of protection is important to be kept in mind.

Do I have anything else here? I do want to say that I know there is strong support of free speech at the University of Toledo going back at least to the 30's. There was a guy who was a labor law professor at the time and a union guy who was getting a lot of heat and the school supported his academic freedom.

Now I have found out today as I was coming here that at the Law School the Student Bar Association has passed a statement on Freedom of Expression that seems to be the same as this. I did not participate in any of that discussion which is their thing. They did ask me when I left class early today what I was going to say. I said I am against it. I wasn't part of that debate that the students had which I think it is unfortunate.

My bottom-line is, this chills speech; it doesn't have free speech as broad as the constitution provides. I am for more speech, not less and so that is why I am against this statement. I think it is like a "wolf in sheep clothing" kind of thing. I encourage you please, if I was you I would not approve it. I would maybe do a motion to table indefinitely, if you want to do it that way or I would do something else. I would vote it down. If you really feel you have to say something, here is what I would say--- 'we support the constitution.' It is four words and it would not be too hard for people to understand, which will cover all of the constitutional concerns that my colleague who teaches Constitutional Law, Jessica Knouse mentioned at some point along the way. It covers the First Amendment; it covers the Eighth Amendment; it covers whatever amendment you want; it covers the Thirteenth, Nineteenth, and the Twenty-First; all of that, not just the one. With that, I will stop. Do I say anything now?

**President Rouillard:** Are there any comments?

**Senator Gilchrist:** Just the one. Professor Davis and I spoke about this and we obviously disagree on this issue. But I do agree with much of what Professor Davis just said--we both support free speech. My view is that the statement as proposed by Professor Strang protects the exact kind of speech in situations that he is describing, to a degree, beyond the New York Constitution Guarantee. So I would just ask Professor Davis to submit to this body the specific language in the statement that he believes is problematic because what I have heard is sort of a conclusion [that] this is less protection or this is a 'power play,' but the language itself seems very protective. Now, we don't have time for that tonight of course, but I would personally---

**Professor Davis:** The entire statement; every word of the statement is repulsive to me, every word.

**President Rouillard:** I do have a copy of our current UT policy on Freedom of Expression. This is Policy 3364-514. In a sense this section here of the policy does pretty much say it all: The University recognizes the constitution of freedom guaranteed by the U.S. Constitution and Ohio Constitution. It may be perhaps that what we do at Faculty Senate is we make a pronouncement referring to this policy. We also passed an optional policy on Freedom of Expression that can be included in a syllabus and so those are our options.

**Senator Gilchrist:** Actually, another option is to make a motion to adopt the policy as presented on March 13<sup>th</sup> via/ by our faculty from the body of Senate. I think we ought to make that motion. I am reluctant to do so at 6:17 pm, but I think we should have an up or down vote on that motion.

**President Rouillard:** And that is another option. Was there a comment over here? Senator Heberle, did you have a comment? No? Was there anyone else? So as I see it, there are three options. We can say nothing. We can refer to the policy that is currently on the books. Or, we can vote on the policy that was brought to us by Senator Gilchrist and Professor Strang.

**Senator Heberle:** I guess I would just add something if we are having little discussion today, and that is, it seems to me that in the context of our current environment that was described briefly by I am assuming all of the following, that the danger in passing this statement is that we are implying we have a problem that we don't actually have. We are ratcheting up the suspicion that is so already out there about how universities are harbors of left-wing propaganda and aren't really allowing everybody to speak their minds and all of that. So I do think that this is a response to a manufactured crisis, and I don't want to play that game by responding with sanctimonious statements like this to manufactory crises that are actually quite political in nature. I too support all kinds of free speech—I am right there with my colleagues on that. I just don't think this is necessary and I think doing it actually implies we have a problem that we don't actually have at this university.

**Senator Weldy:** I would disagree. I think we do have a problem at this university...

**President Rouillard:** Can you specify what types of problems you believe that we have?

**Senator Weldy:** I think the history indicates that people have been shouted down; if they were disruptive, they were prevented from speaking; in the past people have been fired for their opinions [that were shared] outside of the university.

**President Rouillard:** Anything else? Clearly this is a big issue, and I am appreciative to all of you who have participated in this discussion. This discussion itself speaks well for us as a campus and for us as colleagues. We may not be able to reach a decision on exactly what we do on this, obviously, we won't do that tonight. I don't know if we will have time to do that in one more meeting, but I am sure we will continue considering this as we move to a new Faculty Senate. So I would like to thank Professor Davis for coming. May I have a motion to adjourn? Meeting adjourned at 6:20 p.m.

**IV. Meeting adjourned at 6:20 p.m.**

Respectfully submitted by:  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary.









