

**UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of March 26, 2019**  
**FACULTY SENATE**

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

Approved @ FS on 4/23/2019

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**Summary of Discussion**

Interim Provost Bjorkman, Provost Report  
Senator Wade Lee, OFC Report  
Senator Anthony Edgington, Chair of the Undergraduate Curriculum Committee  
Senator Terry Bigioni, Chair of the Academic Programs Committee  
Dr. Susan Batten, Chair of the Core Curriculum Committee  
Associate Vice Provost Barbara Schneider, ODHE General Education Survey  
Senator Temeaka Gray, Opioid Teach-In April 5

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

**President: Linda Rouillard** called the meeting to order; Executive Secretary, Mark Templin called the roll.

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

**Present:** Andreana, Bigioni, Bouillon, Brakel, Compora, Dowd, Emonds, Ferris, Gibbons, Gibbs, Gilchrist, Giovannucci, Gray, Hall, Hammersley, Heberle, Hefzy, Keith, Kistner, Kovach, Krantz, Lee, Lundquist, Maloney, Menezes, Modyanov, Molitor, Monsos, Murphy, Niamat, Nigem (substitute for A. Said), Oberlander, Ohlinger, Ortiz, Reeves, Relue, Rouillard, Schroeder, Sheldon, Stepkowski, Steven, Taylor, Teclehaimanot, Templin, Thompson-Casado, Tucker-Gail, Van Hoy, Weck-Schwarz, Wedding, Weldy, Woolford, Zhu

**Excused:** Ariss, Bailey, Chattopadhyay, Duggan, Edgington, Frank, Jaume, Tiwari,

**Unexcused:** Jayatissa, Lecka-Czernik, Longsdorf, Schlageter

**II. Approval of Minutes:** Minutes from the Faculty Senate meetings held on February 26, 2019.

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

**President Rouillard:** Thank you. The first order of business on the agenda is the approval of the Minutes from February 26<sup>th</sup> that were distributed to you by Quinetta. Is there a motion to approve those Minutes?

**Senator Van Hoy:** So moved.

**Senator Hall:** Second.

**President Rouillard:** All those in favor please signify by saying, "aye." Any opposed? Any abstentions? Motion Passed. *Minutes Passed.* Thank you.

**Executive Committee Report:** The Executive Report is going to be short today because as you can see, we have a packed agenda. Just to bring you up-to-date on a few things that President-Elect Brakel and I have been discussing with President Gaber and with the Provost, both the President and the Provost have expressed some concern about the statement of freedom of expression. There is some concern about how students might perceive this expression or perceive this statement, and so we might bring back to you at another meeting further consideration of such a statement. We also discussed with the Provost about a

student travel policy that came up in the context of the College of Nursing. I'm sorry, Provost Bjorkman—you are looking at me puzzled; I may have forgot to bring it up with you?

**Interim Provost Bjorkman:** I don't remember that one.

**President Rouillard:** I surely forgot to forward it to you, I will admit to that.

**Executive Committee Report cont'd:** If a student is traveling to a destination outside of a 25-mile radius (one way) from the home campus, the student would have to submit travel details. I think that policy probably will need to be studied a little further.

**Interim Provost Bjorkman:** Oh, I remember now.

**President Rouillard:** **Executive Committee Report cont'd:** The other thing in the Executive Report is the Deans' Survey should be ready to go out either tomorrow or Thursday, so please look for that. You will most likely get something from the Faculty Senate Office and you will probably get something from Institutional Research that will give you the link to access those surveys. Executive Committee, is there anything to add? Does anybody have any questions?

**Senator Gilchrist:** I'm just curious about the Chicago statement issue of course, and I am a little concerned. I guess my question is who would be bringing it back and what would be brought back? We have a couple of meetings left and I worry that bringing it back with newly identified concerns is a mechanism for delaying it.

**President Rouillard:** It is certainly not our intent to delay, but there has been some concerns and some questions. The President would like to know which other institutions in Ohio have adopted the statement. We do know the Ohio Faculty Council is considering such a statement and Senator Lee may be talking about that a little bit later. It may also be that simpler language would be easier to deal with, I don't know. But we did want Senate to know that there are some concerns that have been raised by the President and the Provost.

**Senator Gilchrist:** Can I just follow-up on that?

**President Rouillard:** Yes.

**Senator Gilchrist:** Just for the record. As formulated, this statement will be a statement by the Faculty Senate and on behalf only of the Faculty Senate, not on behalf of the students, the University of Toledo, or the administration. So it does seem that we are puttering the waters a bit by adding other constituencies. I can tell you that the College of Law Student Association is currently considering their own statement, and so that is one body of students that may be doing it on their own. I suspect there is probably diversity of opinions on the validity and value of these statements amongst students across campus and they will adopt statements as they see fit. But it seems at the end of the day, it is a fairly simple question before us and that is, does this body want to adopt the Chicago statement, and that is amendable to a simple up and down vote I think?

**Senator Dowd:** I would like to know what the nature of the concerns were. Was it something like are other schools doing it, you've mentioned that? Are there any concerns of the actual content of that statement?

**President Rouillard:** All I have heard from the President, and I think the Provost said this as well that there was concern that students might be put off by this. I can't speak to that any more than to report that.

**Interim Provost Bjorkman:** We received feedback that some students said they had not gone to the University of Chicago because of that statement. And so that was just a question we had, why would that be?

**Senator Dowd:** Thank you.

**President Rouillard:** Was there another question back here? Okay. The other thing that we have to report is the BOT responded to our revised version of the constitution with another redline version. I think the most efficient way to handle that would probably be to distribute their proposed version so that you can see it. We may or may not have enough time to address all of these issues in the remaining season of this particular Faculty Senate, but we do want you to be aware of the language that they had proposed. So we will circulate that as well. All right, first on the agenda is the Provost's report. I will invite Provost Bjorkman to come down.

**Interim Provost Bjorkman:** Do you mind if I stand here so I do not have to navigate the stairs?

**President Rouillard:** That's fine.

**Interim Provost Bjorkman:** Thank you. I appreciate it. I'll also be very brief because I know you have a packed agenda today, I saw that. So just a couple of updates on the registration campaign that is ongoing as you know. We have opened it up to seniors, and just a couple of days ago, juniors were allowed to start registering and then of course, it will roll out weekly by class and then open to all students. We are still continuing to push on this. We appreciate your help in continuing to do that. We are keeping track of who is getting registered. We don't have an easy way to say what percentage at the moment of continuing students, but we can do the year-to-year comparison. At the moment, we are ahead of where we were last year at this time, which is very good, but we don't know if we are far enough ahead. Again, if you can just remind our students, that would be helpful. We are trying to get as many students as possible registered, with the goal of 90% of current students registered by April 15<sup>th</sup>. Also as a reminder, students don't have to pay their bill just because they registered; bills are due at the normal time in August and so there is no concern with that. So I think that is all I wanted to say on this topic.

Also, a reminder, I spoke last time about the NSSE (National Survey on Student Engagement) Survey, which is our student engagement survey. We're conducting that now. The survey is open through the end of April. Right now our returns are much lower than we would like them to be. In fact, they are lower than the last time we did this. So please do anything you can to help encourage our students to complete the survey. Remember, this is only for first-year and fourth-year students. The survey takes about 15 minutes. First-year and fourth-year students received an email link to the survey. We would really appreciate your help in getting a good student response, because it helps us be able to break it down by college for example, give each college its independent data on its students which can be extremely helpful for people. Just as a reminder, the survey is open until the end of April.

On another topic, there is an extended deadline for the Provost Faculty Fellows Program for next year. The deadline is extended until this Friday. So any faculty who might be interested in applying, please do so. There are folks in this room who've participated in this program and can give you some insights into how they liked it. There seems to be some pretty good feedback and we certainly can use some good people to help us with some things that we're trying to do. Those applications and the information on the program is available on the Provost's website.

I want to remind you that there is a Distinguished University Professor lecture tomorrow afternoon from 4:00 -5:00 p.m. in Student Union, room 2592. The speaker is Dr. Paul Hong from the College of Business and Innovation. I invite you all to come and attend and there will be a reception after the talk.

The last faculty and staff social event for this semester - it is hard to believe already - will be this Friday afternoon from 4:30-6:00 p.m. in Libbey Hall. I want to invite you all to come. There will be a cash bar, I think it opens at 5:00 p.m. I hope you will come.

The last thing I want to remind you about is our Opioid Research Fair and Expo which is coming up on April 5<sup>th</sup>. We will have lots of community folks here from 12:00-7:00 p.m. in the Thompson Student Union Auditorium. All faculty, staff, and students are encouraged to stop by. There will be narcotic training and other resources and information at the event. I think that would be very valuable. That is all I want to remind you about today. Thank you.

**President Rouillard:** Are there any questions for the Provost?

**Senator Ohlinger:** Did you say students received the student survey in an email with the link?

**Interim Provost Bjorkman:** I believe that is correct. Am I right?

**Denise Bartell:** Yes, they received three emails. The last one will go out tomorrow.

**Interim Provost Bjorkman:** So they will get one more tomorrow.

**President Rouillard:** Is there anything else? Thank you. I would like to call on Senator Wade Lee to give the Ohio Faculty Council report.

**Senator Lee:** Thank you. So since this is about government, I thought it might be helpful to have a visual aid. I'll have this included in the Minutes so if you want to view any of the links or anything, you can come back to it.

Just as a reminder, the Ohio Faculty Council, there are two representatives from every state university on this. We advise the Ohio Department of Higher Education about the faculty perspective on matters that they may be considering. Some general updates: The Department of Higher Education have new administrators, Chancellor Randy Gardner and Vice Chancellor Mike Duffey, both formerly in the Ohio Legislature and have a good working relationship with the Ohio Faculty Council.

Current Projects, White Papers, and Discussions around

- Working with the ODHE to create an orientation or onboarding guide for new Trustees
- Investment in developing, retaining, and recognizing faculty using existing funded programs such as Third Frontier.
- Will likely be passing their own version of a statement supporting Free Speech on Campuses. Will host a Campus Free Speech event at the Statehouse on Tuesday June 11
- Evaluation of Administrators. A general whitepaper documenting what institutions are doing regard to who is evaluated, by whom, and how often at each state university, plus where is it 'authorized' and how are the results used.
- Previous HB 66 establishing a study committee on tenured faculty involvement in teaching passed, will have a 6 month window from April – October to convene and conduct study.

**ODHE Budget Highlights:**

- Increase State Share of Instruction budget by 1.1% in 2020, 1.0% in 2021.
- Capital Component is cut by more than half (from 3.6M to 1.6M)
- Increases to some state financial aid (Ohio College Opportunity Grants, Choose Ohio First Scholarships, War Orphans Scholarship)

- Choose Ohio First Scholarship: Additional funding will provide approximately 2,500 more scholarships that target under-represented student populations and significantly strengthen Ohio's competitiveness within STEM disciplines and STEM education.
- Ohio College Opportunity Grant: The increase in funding will enable per student award amounts to raise by \$400 in fiscal year 2020 and an additional \$500 in fiscal year 2021 and provide \$3 million to eligible Ohio College Opportunity Grant community college students to help purchase textbooks and instructional materials. Increasing the Ohio College Opportunity Grant program to this level helps support lower-income Ohioans in their pursuit to obtain a degree.
- OhioLINK funding was flat, so with annual journal and database cost increases, this means cuts to resources will likely be considered.

### Legislative Update:

- House Committee on Higher Education
  - HB 16 - Grant state college residency status to military and dependents
    - Hearing scheduled today (3/26/19)
- House Committee on Civil Justice, Senate Committee on Education
  - HB 88 / SB 40 - Enact Forming Open and Robust University Minds Act (Reintroduced by Rep. Antani, now in new subcommittee. T. Fedor on Senate Education committee).
- Senate Committee on Higher Education
  - (Vice Chair Gavarone, rep. part of Lucas County, Member McColley is UT Law graduate).

SB 69 - Regards community college career programs-grants/credit

**Senator Lee cont'd:** Are there any questions I can answer? All right. I encourage you when you get the Minutes, or email me if you want the specific websites to follow-up on any of this legislation.

**President Rouillard:** Thank you, Senator Lee. And now, Senator Edgington, Chair of Undergraduate Curriculum has a 'boatload,' I believe is the expression.

**Senator Edgington:** It is the expression <laughter>. I wish I can say this is the final, but it is not; we have another one coming, probably on April 9<sup>th</sup>, so if you don't see your course here this time, especially those of you in Arts and Letters, a lot of yours will be presented next time through. We got them, but just haven't had the chance to them yet.

All right, the new course proposals are first. We do have 14 that I want to present to you today, however, I have two that I want to come back to you first. We have Bioengineering 1410 and 1420; these are coming to you for a second review. If you remember the last time with these courses there was the discussion about whether Engineering and Business had talked about the course ahead of time? That discussion did occur and the change was to take the word, 'entrepreneurship' out of the course title. So the new course title for these courses are Freshman Design Innovation I and Freshman Design Innovation II. The course description had not changed. Our new courses came with Engineering. We have CET2010 and MIME2700. We also have two courses today from Nursing, NURS4300 and NURS4400. We have I believe three courses from Health and Human Services, HHS2500, HHS4500, and HHS4910. Then we have the four courses from Arts and Letters, DAAN2000, DAAN4000, ANTH4790, and MUSIC4850. Finally, we have three from Natural Sciences and Mathematics, MATH4940, EEES4975, and EEES2015. Again, these are 14 course proposals, including our two returning course proposals from the last time. Are

there any questions about any of the new course proposals? Hearing none. All in favor of accepting these 16 [total] course proposals say, “aye.” Any opposed. **Motion Passed.** Thank you. The following course proposals were approved.

### 14 New Course Proposals

Course ID	College	Dept.	Proposed Title	Credit Hours	Contact Person	Course Description
BIOE1410	EN	BIOE	Freshman Design Innovation	1	Eda Yildirim Avan	Basic concepts for biomedical device design and development & incorporating innovation and entrepreneurial mindset in freshman bioengineering students using team- and project- based learning experiences
BIOE1420	EN	BIOE	Freshman Design Innovation II	1	Eda Yildirim van	Basic concepts for biomedical device design and development and incorporating entrepreneurial mindset in freshmen bioengineering students using team- and project-based learning
CET2010	EN	CET	Construction Safety	1	NV Kissoff	Minimum safety requirements are reviewed and discussed in practical context for immediate application in the construction site. Course material includes review of the OSH Act, recording and reporting requirements, and citation policies.
MIME2700	EN	MIME	Applied Measurements and Instrumentation	4	Sorin Cioc	A hands on introduction to engineering measurement

						methods and instrumentation, including electrical circuits, sensors, actuators, data acquisition, and system response.
NURS4300	NURS	NURS	Informatics for Nursing	2	Kelly Phillips	Focuses on current and future of topics of informatics in nursing. Foundation for competency in documentation, informatics-based theory, implementation of evidence-based theory, implementation of evidence-based quality measures, evolving trends, legal, ethical implications.
NURS4400	NURS	NURS	Quality and Safety in Nursing	2	Kelly Phillips	Course examines responsibilities of baccalaureate prepared nurses in healthcare teams and ways to provide patient safety and quality care leading to optimum patient outcomes. This is an online course.
HHS2500	HHS	SSJ	Data Science I	3	David Lilley	Introduction to data science concepts, computer programming to transform raw information in to structure data and analytics of data to answer questions using popular programming and analytics software packages.

HHS4500	HHS	SSJ	Data Science II	3	David Lilley	Advanced data science concepts, computer programming to build sophisticated analytic databases using multiple source files, engineering and visualization of large data sets. Application of multivariate analysis using popular programming and analytic software packages to report data findings.
HHS4910	HHS	SSJ	HHS Honors Thesis Project	1-3	David Lilley	The Thesis/Project is a comprehensive effort of original scholarship. Students work closely with a faculty member for two semesters. Students pose a research question, devise and implement a method, report the results, and discuss the findings. An honors project requires a student to develop a question or identify a matter that is addressed by a thorough literature review, an analysis and integration of the literature, and a comprehensive treatment of the



						problem or matter.
DAAN2000	AR	ECON	Proseminar in Data Analytics I	1	David Black	Students are introduced to the academic and professional nature of the data analytics major. Topics covered include professional socialization, honor theses, portfolio construction, preparation for graduate studies, and career development.
DAAN4000	AR	ECON	Proseminar in Data Analytics II	2	David Black	Discussion among faculty and students in the data analytics major with a special focus on the development of a professional portfolio for graduate work or career.
ANTH4790	AR	ANTH	Human Osteology	3	Shahna Arps	This course focuses on human skeletal anatomy and bone morphology using an evolutionary and biocultural perspective. Students are introduced to skeletal elements, their major landmarks, and methods for analyzing materials and assessing variation.
MUS4850	AR	MUS	Advanced Vocal Pedagogy	3	Denise Bernardini	An upper-division level course designed to more intricately address pedagogical strategies for

						vocal instruction, with an emphasis on surveying methods and research in singing voice specialization as it relates to vocal disfunction and correction within the context of vocal instruction. This course aims to train future singer/vocal instructors to appropriately teach students of all ages and abilities, as well as diagnose and correct common vocal faults and dysphonias.
MATH4940	NSM	MATH	Internship in Mathematics	3	Donald White	MATH 4940 Co-Op Experience [3 credit hours] Approved internship experience. Course may be repeated for credit with departmental permission. Terms Offered: Spring, Summer, Fall
EEES4975	NSM	EEES	Senior Seminar	1	Scott Heckathon	The intent of the course is to provide senior students with an opportunity to identify relevant positions, create appropriate resumes/CVs and cover letters, and develop necessary interview skills as they plan for their professional careers.

EEES2015	NSM	EEES	Introduction to the Environment: Land Use and Water	3	Scott Heckathon	Introduction to issues currently affecting environmental quality associated with land-use (e.g. agriculture and urbanization) and focusing on the impacts to biodiversity and aquatic systems. Fundamental scientific concepts relating to those issues and ethical, economic, legal and political considerations that affect the resolution of environmental problems.
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**Senator Edgington cont'd:** The first batch of modifications, we will start with Nursing. We have NURS4390, NURS4270, NURS4290, NURS4310, NURS4320, NURS4330, and NURS4350. Okay, that is all for nursing. Arts and Letters, THR2620, THR2610, PSC4460, PSC4680, PSC4740, and PSC4900. We have two from Pharmacy, PHPR4880 and PHPR4780. The College of Engineering has EET1020, EE1010, CET4660, BIOE1000, BIOE1200, and MIME1100. The College of Business has one, ACCT3110. We have a number from Health and Human Services. The first is KINE2570, then SOCW3060, SOCW3070, SOCW3110, SOCW4210, SOCW4220, SOCW4230, SOCW3080, SOCW3090. SOCW3170, SCOW3210, SOCW3230, SOCW3420, SOCW3410, SOCW4130 and SOCW4200. Finally, two from Natural Sciences and Mathematics, CHEM3712 and BIOL1220. So that is our first batch of modifications for you. Are there any questions concerning these modifications?

**Senator Molitor:** On the courses for the core curriculum, I assume our approval is just to forward these to core classes?

**Senator Edgington:** Correct. The ones in general education all go back.

**Senator Molitor:** We should make sure that they indicate which core curriculum category, such as humanities or social sciences.

**Senator Edgington:** Okay, I can go back to check and see if they have, and if they have, I'll email them.

**Senator Molitor:** And then there were a few course modifications that requested making courses required or optional. These are not course modifications, they are program modifications.

**Senator Edgington:** For the ones for the recitation?

**Senator Molitor:** HHS, Field Experience---

**Senator Edgington:** This one here?

**Senator Molitor:** Yes, and then the chemistry recitation.

**Senator Edgington:** Okay, I can go back through and send those over to Senator Bigioni.

**Senator Monsos:** There are two others like that. There's one in Nursing that made something 'no longer required' and one in Social Work that was 'making something required'--- no, it is backwards.

**Senator Edgington:** You are right. I'll go back through and look. It is this one here and then there's recitation. That was my fault.

**Senator Emonds:** Can we go back to one of the Political Science courses? I'm not sure if I remember it correctly, did one of them change their title?

**Senator Edgington:** That is this one right here.

**Senator Emonds:** Yes, the one that changed it to Relations of the Middle East---

**Senator Edgington:** The current title is Relations in the Middle East and they want to change it to Politics of the Middle East.

**Senator Emonds:** Have they talked to the Middle East program if there are any duplications?

**Senator Edgington:** That I am not sure. Is there anybody here from Political Science that can answer that question?

**Senator Heberle:** Yes. And no, there is no duplication.

**Senator Edgington:** Okay.

**Senator Krantz:** It seems to me that there is a large jump, I don't know if it's because of a restructuring, in grades from a "D-" to "C." Can someone explain that to me how that can happen?

**Senator Hefzy:** I have a follow-up question on that. This was my original question. Was there any rationale from going from "D-" to "C" and not from "D-" to "C-?"

**Senator Edgington:** So there is nothing between "C" or "C-." Most programs have done this. I will tell you, the next group of modifications that we're going to look at are doing that as well, is asking for a more prepared student coming in those courses. They are feeling that students coming in with a "D-" are not prepared enough for the courses.

**Senator Hefzy:** Was there any explanation that makes a difference between "C" or "C-?" I am asking the question because we reviewed some of our courses in Engineering and we found that it doesn't make a difference between "C" and "C-," however, it makes a difference between "C-," "D+," "D," and "D-," these students are not prepared. But, from "C" to "C-," it does not make a difference. My question is, was there any statistics or any rationale because you are kind of failing students with a "C-?"

**Senator Edgington:** Well, they feel they are not ready for the next course, but I see your point. For those that were talking about "C" or "C-," there was no explanation about why they chose one or the other. The overall explanation was a better prepared student—they felt the "C-" is a better prepared student.

**Senator Hefzy:** Is there anybody from that program that can address the issue in the room?

**Senator Edgington:** So that would be Social Work. Is there anybody here from Social Work? I mean, I can always let the programs know about the concern and suggest to them that they keep track of that and consider after they do their own research in that.

**Senator Krantz:** But there is still a practical solution to that. The student with the approval or with the help of an academic advisor can petition an instructor to get approval to take the course.

**Senator Tucker-Gail:** I can't speak to Social Work, but I know when we did it in Criminal Justice, it had to do with the GPA. We were looking at students coming into and maintaining the actual core courses, so that might have something to do with the difference between those two. The trend in our college has been to go with a "C" because of the requirements, but again, I can't speak to exactly why they chose to do it, I just know why Criminal Justice did it.

**Senator Hefzy:** My concern is that we are failing students with a "C-."

**Senator Tucker-Gail:** Well, that is the other thought was it could have something to do with their accreditation because it seems like [it's] a very large amount while they are going through their accreditation preparation process right now.

**Senator Hefzy:** I don't know. I am just raising the question.

**Senator Edgington:** That is a good question. I will forward this concern to those programs and ask them to keep that in mind as they go forward with the courses.

**Senator Hefzy:** Did you have the same concern?

**Senator Andreana:** That was my concern.

**Senator Zhu:** Can you go back to the last chemistry course?

**Senator Edgington:** Chemistry?

**Senator Zhu:** Yes, the last one. I think it is course changes. CHEM3712 is part of the course, so recitation is part of the course.

**Senator Edgington:** Right now it is optional, correct?

**Senator Zhu:** Yes.

**Senator Edgington:** And going from a management course, which would be a program change because the students in the program---

**Senator Zhu:** It is the same course. Recitation is part of the course; it is not different courses. So 3710 contains 3712.

**Senator Andreana:** 3710 is a lecture.

**Senator Zhu:** Am I right, Senator Andreana?

**Senator Andreana:** Correct.

**Senator Bigioni:** That is not true, they are standalone courses.

**Senator Zhu:** Are you sure?

**Senator Andreana:** Not for recitation.

**Senator Bigioni:** Yes, I teach them.

**Senator Andreana:** But they are affiliated with a lecture, are they not?

**Senator Bigioni:** That is correct.

**Senator Andreana:** That is what I think what Senator Zhu is arguing here.

**Senator Bigioni:** So in other words, you would not take the recitation 3712 if you're not taking 3710. But, you do not have to take 3712---

**Senator Edgington:** The program wants to make it required, 3712, which would be a program change, correct?

**Senator Bigioni:** Right.

**Senator Andreana:** So it is a program change?

**Senator Bigioni:** Yes.

**Senator Edgington:** Are there other questions? All in favor of accepting these course modifications say, "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you. The following course modifications were approved.

40 Course Modifications

College ID	College	Dept.	Proposed Title	Credit Hours	Contact Person	Course Description
NURS4390	NURS	NURS	Health Promotion and Wellness Across Lifespan	3	Kelly Phillips	Modifications include change to prerequisite (add admission to RN/BSN and NURS4100), new catalog description, and removal of clinical hours
NURS4270	NURS	NURS	Applied Health Assessment Across the Lifespan	3	Kelly Phillips	Modifications include change to prerequisite (add admission to RN/BSN and NURS4100), new catalog description, and change clinical hours to lab hours
NURS4290	NURS	NURS	Nursing Care of Older Adults	4	Kelly Phillips	Modification is to remove the course from the RN to BSN curriculum.
NURS4310	NURS	NURS	Research Method and Evidence Based Practice	3	Kelly Phillips	Modifications include 1) course name change to "Translating

						Evidence for Nursing Practice"; 2) prerequisite change (add admission to RN/BSN and NURS4100), and 3) catalog description change
NURS4320	NURS	NURS	Pharmacology Across the Lifespan	4	Kelly Phillips	Modifications include 1) course name change to "Pharmacology for the Practicing RN"; 2) prerequisite change (add admission to RN/BSN and NURS4100), and 3) catalog description change
NURS4330	NURS	NURS	Leadership and Management	5	Kelly Phillips	The "Curriculum Committee" moves to revise the title of NURS 4330 Leadership and Management to NURS 4500 Leadership and Professional Development." The credit hours will be changed from 5 to 3. The SLOs have also been revised. The 60 clinical hours will be dropped from this course.
NURS4350	NURS	NURS	Transition to BSN Practice	2	Kelly Phillips	The Curriculum Committee" moves to add a credit hour to NURS 4350 Transition to BSN Practice (2 credit hours). The revised course is NURS 4100 with same title and added credit hour (3 credit hours) to include ethics

						and diversity of background, ethnicity and lifestyle.
THR2620	AR	THR	Acting II	3	Stephen Sakowski	Modification is to the course number with proposed change being THR3610. This will help with sequencing.
THR2610	AR	THR	Acting I	3	Stephen Sakowski	Modification is to remove the current prerequisite (THR 1010) on the course.
PSC4460	AR	PSC	Politics of Africa	3	Saatvika Rai	Modification is to change the course type to General Education-Non US Diversity.
PSC4680	AR	PSC	Politics of Latin America	3	Saatvika Rai	Modification is to change the course type to General Education-Non US Diversity.
PSC4740	AR	PSC	International Relations in the Middle East	3	M Joel Ross	Modification is to change the course type to General Education-Non US Diversity. Also course name change: "Politics of the Middle East"
PSC4900	AR	PSC	Politics of Asia	3	Saatvika Rai	Modification is to change the course type to General Education-Non US Diversity.
PHPR4880	PHRM	PHPR	Internships in Pharmaceutics	3 to 6	Jerry Nesamony	Modification is to remove the current prerequisites (MBC 3320 and MBC3560) on the course.
PHPR4780	PHRM	PHPR	Internship in Pharmacy Administration	3 to 6	Jerry Nesamony	Modification is to remove the current prerequisites (MBC 3320 and MBC3560) on the course.



EET1020	EN	EET	Reactive Circuits	4	William T Evans	Modification is a course name change to "AC Circuits"
EET1010	EN	EET	Resistive Circuits	4	William T Evans	Modification is a course name change to "DC Circuits"
CET4460	EN	CET	Construction Management and Scheduling	3	NV Kissoff	Modification is a change to prerequisites (add CET 3160 and catalog description.
BIOE1000	EN	BIOE	Orientation and Introduction to Bioengineering	3	Eda Yildirim-Ayan	Modifications include change in credit hours from 3 to 2, change to course title (to "Orientation and Introduction to Bioengineering Computing"), new prerequisite, change to catalog description, and change of one credit hour for lab.
BIOE1200	EN	BIOE	Computer Applications for Bioengineering	3	Eda Yildirim-Ayan	Modifications include change in credit hours from 3 to 2, change to course title (to "Introduction to Bioengineering Applications"), new prerequisite (BIOE 1000), change to catalog description, and change of one credit hour for recitation. From proposal: "One credit hour from this course is moved to the newly introduced BIOE 1420 Freshman design II course. Thus, the total credit hour is

						dropped from 3 to 2 credit hours."
MIME1100	EN	MIME	Introduction to CAD	2	Sorin Cioc	Modification is to move from a 2 credit to a three credit course (two credit lecture, one credit lab)
ACCT3110	BUS	ACCT	Accounting Information Systems and Controls	3	Diana Franz	Modification is to add BUAD2020 as a prerequisite
KINE2570	HHS	KINE	Human Anatomy and Physiology II	3	Elyce Ervin	Modification is to raise the minimum grade in prerequisite courses from a D- to a C
SOCW3060	HHS	SOCW	Social Work Ethics	3	Heather Sloane	Modification is to course prerequisite (SOCW2010 for SOCW 2210) and grade prerequisite from D- to C.
SOCW3070	HHS	SOCW	Child Welfare I	3	Heather Sloane	Modification is for grade prerequisite from D- to C.
SOCW3110	HHS	SOCW	Social Work Practice I	3	Heather Sloane	Modification is to course prerequisite (SOCW2010 for SOCW 2210) and change to course description
SOCW4210	HHS	SOCW	Field Laboratory III	1	Heather Sloane	Modification is to change course name (to "Field Seminar III"), change from Regular Lab to Seminar, and add prerequisite language to catalog (SOCW 4120, 4200, and 4220 with C or better).
SOCW4220	HHS	SOCW	Social Work Field Experience II	5	Heather Sloane	Making course a required course in the fall.
SOCW4230	HHS	SOCW	Social Work Field Experience III	5	Heather Sloane	Modification is to grade prerequisite from D- to C.

						Adding SOCW 4120 and SOCW 4200 as corequisites.
SOCW3080	HHS	SOCW	Women in Poverty	3	Heather Sloane	Modification is to eliminate pre-req SOCW 2210 and change minimum grade prerequisite from D- to C (here is full sentence: For social work undergraduates, SOCW 2010 Minimum grade of C).
SOCW3090	HHS	SOCW	Social Work Perspectives on Culture and Oppression	3	Heather Sloane	Modification is to eliminate pre-req SOCW 2210 and change minimum grade prerequisite from D- to C (here is full sentence: For social work undergraduates, SOCW 2010 Minimum grade of C).
SOCW3170	HHS	SOCW	Child Welfare II	3	Heather Sloane	Modification is to change minimum grade prerequisite from D- to C for SOCW 2010
SOCW3210	HHS	SOCW	Human Behavior in the Social Environment I	3	Heather Sloane	Modification is to change minimum grade prerequisite from D- to C for SOCW 2010
SOCW3230	HHS	SOCW	Human Behavior in the Social Environment III	3	Heather Sloane	Modification is to change minimum grade for SOCW 3210 to a C
SOCW3420	HHS	SOCW	Social Work Research Practicum II	3	Heather Sloane	Modification is to change minimum grade for SOCW 3410 to a C
SOCW3410	HHS	SOCW	Social Work Research Practicum I	3	Heather Sloane	Modification is to make minimum grade for SOCW 4120, SOW 4200, and

						SOCW 4220 C or better
SOCW4130	HHS	SOCW	Social Work Practice III	3	Heather Sloane	Modification is to make minimum grade for SOCW 4120, SOW 4200, and SOCW 4220 C or better
SOCW4200	HHS	SOCW	Field Laboratory II	1	Heather Sloan	Modification is change to course name (change to "Field Seminar II"), change from regular lab to seminar, and to make this course a corequisite for SOCW4220 and SOCW4120
BIOL1220	NSM	BIOL	Survey of Biology Laboratory	1	Robert Steven	Modification is to list this as a general education course.
CHEM3712	NSM	CHEM	Recitation for CHEM 3710	1	Xiche Hu	Modification is to make the recitation mandatory, not optional.

**Senator Edgington cont'd:** All right, one final one. Hopefully, it will go pretty quick here. We have two programs. They are looking to make kind of bulk changes to the courses. Rather than go through each one individually, I thought we do them as a bulk. The first group is Biology. The courses are listed here: In the first box, the modification across the board is to change all these courses from a “D-” to a “C.”

Courses	Modification
BIOL 3010, BIOL 3030, BIOL 3070, BIOL 3090, BIOL 3100, BIOL 3210, BIOL 3510, BIOL 3910, BIOL 4010, BIOL 4030, BIOL 4040, BIOL 4050, BIOL 4090, BIOL 4110, BIOL 4170, BIOL 4210, BIOL 4230, BIOL 4250, BIOL 4330, BIOL 4940	Modification is to increase minimum grade in prerequisite courses from a D- to a C

**Senator Edgington cont'd:** And then for EEES, the box on the top, those courses are listed. The modifications go from a “D-” to a “C-” for those courses. The box below here, all of these courses are going to do at least a “D-” to a “C-,” but they also have individual prerequisite changes as well. What I thought I would do is go through quickly and address the prerequisite changes that are affecting classes outside of each EEES. Let me go through these really quick and then I will come back to your question.

**Senator Hefzy:** It is not a question, it is a suggestion.

**Senator Edgington:** Okay.

**Senator Hefzy:** Can we please vote on the first ones separate?

**Senator Edgington:** If you would like to do that, that is fine.

**Senator Hefzy:** Because I would abstain on the first one, but I would not abstain on the second one.

**Senator Edgington:** Okay, let's do that one first. Any questions about the biology course modifications? Hearing none. All in favor of accepting the biology course modifications say, "aye." Any opposed? Abstentions? [2]

**Senator Hefzy:** I abstain.

**Senator Andreana:** Me too.

**Senator Edgington:** All right, now for EEES. So again, the top box, the modification here is to go from a "D-" to a "C-" in all prerequisite courses. The second box down here are going to be also the same prerequisite grade change, but also again, some changes to individual prerequisites. So again, we're going to go through the ones that are affecting courses outside of EEES. EEES4410, the second one down is going to remove MATH1920 as a prerequisite and add MATH2450. The next one down, EEES4450 is going to add CHEM1090 as a prerequisite. Moving down here to EEES4490, is removing GEPL3550 as a prerequisite and adding GEPL2010. EEES is adding ENGL1110 as a prerequisite. EEES3250 is going to remove MATH1920 as a prerequisite and adding MATH1830 as a prerequisite. EEES3900 is going to add ENGL1110 as a prerequisite. EEES4610 is adding the following four courses: MATH1750, MATH1830, MATH1850, and MATH2450 as possible prerequisites, taking one in four. EEES4240 is adding CHEM1090 as a possible prerequisite. EEES4220 is adding CHEM1230 as prerequisite and removing CHEM1240 as a prerequisite. I think those are all the ones that are affecting and everything else is moving or adding an EEES course or adding an instructor permission. The other one I forgot to mention is EEES3220; I am removing WAC status from their course. Are there any questions about the EEES course modifications?

**Senator Emonds:** What is a possible prerequisite?

**Senator Edgington:** So I think there is a list of courses. I can take "this course," or "this course," or "this course" etc. So it is not an actual prerequisite, but one they could take.

**Senator Emonds:** Thank you.

**Senator Heberle:** I was just curious about the English prerequisite to that class.

**Senator Edgington:** I was too.

**Senator Heberle:** Was that a typo or is that English?

**Senator Edgington:** No, that is ENG1110.

**Senator Heberle:** I mean, I'm always happy to have English.

**Senator Edgington:** I am assuming that is on the list, but I am looking at Senator Krantz here to make sure.

**Senator Krantz:** If you scroll down to 3900---

**Senator Edgington:** So 3050 is a prerequisite and 3900.

**Senator Krantz:** 3900 is actually a writing course, and so that is a WAC course and that one makes sense. I can't remember what the title of 3050 is.

**Senator Edgington:** I was assuming it is the students who are taking the course, but haven't taken 1110 yet and you wanted to make sure---

**Senator Krantz:** Yes. Both of those courses are aimed at sophomore and higher. I think 3050 is General Ecology and there is a fair amount of writing in that course, and I think that is the intent of the instructor.

**Unknown Speaker:** Do you know the title of the EEES4490?

**Senator Edgington:** I don't, but I can probably track it for you. Senator Krantz, do you happen to know the course title for 4490?

**Senator Krantz:** No, not right off the top of my head.

**Senator Edgington:** I can find it for you.

**Senator Krantz:** We have a lot of 4000's.

**Senator Edgington:** Right. Are there any other questions?

**Senator Weck-Schwartz:** I was wondering about the math prerequisites. It seem kind of arbitrary.

**Senator Krantz:** The one is the geophysics course, so it is basically any of the calculus courses, except for the one for business if I am remembering correctly.

**Senator Weck-Schwartz:** So they are all sufficient because they are definitely not mathematics courses, they are not equivalent?

**Senator Krantz:** Yes, we understand that.

**Senator Weck-Schwartz:** Okay, good.

**Unknown Speaker:** EEES4490 is cross-listed with GEPL4490 which does not have a prerequisite of 2010. Although, I teach 2010 and I will tell you, it is not a bad idea--I don't know if that matters.

**Senator Krantz:** EEES4490, is that the remote sensing?

**Unknown Speaker:** Yes.

**Senator Krantz:** So the instructor of that course, Dr. Becker was in communication with Geography and Planning.

**Unknown Speaker:** 3550 doesn't exist.

**Senator Krantz:** Yes, that was the whole point, remove 3550. So that is where GEPL2010 and EEES1010 basically provide an introduction to an earth science or surface science is the action.

**Senator Molitor:** Just a minor point on GEPL3550 and the MATH1920 prerequisite, which also does not exist anymore.

**Senator Krantz:** Right.

**Senator Molitor:** It doesn't hurt to keep the old courses on because if you get a student who had taken courses several years before and comes back to school, then you don't have to issue permits.

**Unknown Speaker:** Let me know who I can contact and I'll let them know.

**Senator Molitor:** Okay.

**Senator Edgington:** Are there any other questions on the course modifications? All in favor of accepting the EEES course modifications say, “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you all very much and we will see you in two weeks. The following modifications were approved.

<p>EEES 4330, EEES 2230, EEES 4510, EEES 4540, EEES 4520, EEES 4550, EEES 2510, EEES 3000, EEES 3100, EEES 4100, EEES 4760, EEES 4750, EEES 4730, EEES 4630, EEES 4250, EEES 4790, EEES 4150, EEES 4650</p>	<p>Modification is to increase minimum grade in prerequisite courses from a D- to a C-</p>
<ul style="list-style-type: none"> <li>• EEES 4350 (remove EEES 2500 as prereq)</li> <li>• EEES 4410 (Remove MATH 1920 as prereq; add MATH 2450)</li> <li>• EEES 4450 (add CHEM 1090 as prereq)</li> <li>• EEES 4480 (add EEES 2100 as prereq)</li> <li>• EEES 4490 (remove GEPL 3550 as prereq. Add GEPL 2010 and EEES 1010 as possible prereqs)</li> <li>• EEES 2600 (add instructor permission as possible)</li> <li>• EEES 3050 (add ENGL 1110 as prereq. Change to sophomore standing or instructor permission)</li> <li>• EEES 3210 (add EEES 1010 as possible prereq)</li> <li>• EEES 3220 (add EEES 1010 as possible prereq. <i>Remove WAC status</i>)</li> <li>• EEES 3250 (remove MATH1920 as prereq. Add MATH 1830 as possible prereq)</li> <li>• EEES 3310 (add EEES 1010 as possible prereq)</li> <li>• EEES 3810 (add EEES 2150 or instructor permission as prereq)</li> <li>• EEES 3900 (add ENGL 1110 and sophomore status or instructor permission as prereq)</li> <li>• EEES 4610 (add EEES 1010 or EEES 2100 and MATH 1750 or MATH 1830 or MATH 1850 or MATH 2450 as prereq)</li> <li>• EEES 4240 (add CHEM 1090 as possible prereq)</li> <li>• EEES 4220 (add CHEM 1230 as prereq; remove CHEM 1240 as prereq)</li> <li>• EEES 4200 (remove EEES 3200 as prereq; add EEES 3100 as prereq)</li> <li>• EEES 4160 (add instructor permission as possible prereq)</li> <li>• EEES 4755 (remove EEES 3050 as prereq)</li> </ul>	<p>Modification is to increase minimum grade in prerequisite courses from a D- to a C-. Also to remove or change unnecessary prerequisites (see first column)</p>

[Applause]

**Senator Bigioni:** So we don’t have quite as big a vote, but there are quite a number of proposals that we will be seeing over the next couple of weeks. This is the first batch of them. We will start out with some program modifications. We will start out with this one. This is the one we saw earlier. It is the one with the red and green colors. The upshot of it is that some of the courses are moving from the back office to more front office, an effort in trying to get the program a little more settled with the students. So I will just read through it: *“Based upon industry data, other two-year school degree offerings, and the current job market, a degree titled Computer Support Specialist would be an excellent opportunity to pursue. This would require a program modification to the Information Services and Support program, including a program name change to Computer Support Specialist. Course changes generally move away from accounting and computer science and toward managerial and office software courses.”* *“These changes are being made to provide students with a skill set to enable them to be better prepared for the workplace and to meet the knowledge-based required by employers.”*

Is there any discussion on this program modification proposal? Hearing none. I guess we will put it to a vote then. All those in favor of approving this proposal please say, “aye.” Any opposed? Any abstentions? **Motion Passed.** The following proposal Passed.

**Program Modification**  
AAB in Information Services and Support  
(Associate of Applied Business)

**Program Code:** BU-ISS-AAB  
**College:** Business and Innovation  
**Department:** Applied Organizational Technology  
**Contact:** Kathleen Fitzpatrick

**Summary:** Based upon industry data, other two-year school degree offerings, and the current job market, a degree titled Computer Support Specialist would be an excellent opportunity to pursue. This would require a program modification to the **Information Services and Support** program, including a program name change to **Computer Support Specialist**. Course changes generally move away from accounting and computer science and toward managerial and office software courses.

**Rationale:** These changes are being made to provide students with a skill set to enable them to be better prepared for the workplace and to meet the knowledge-based required by employers.

OLD	NEW
Natural Science Core	Natural science or social science elective
ACTG 1040 Financial Accounting	CMPT 1110 PC Operating Systems
ACTG 1050 Management Accounting	CMPT 2500 Help Desk Concepts (new course)
CMPT 1120 Visual Basic	BMGT 2030 Supervision
CMPT 1420 Microsoft Access	CMPT 1430 Microsoft Word
CMPT 1440 Microsoft PowerPoint	CMPT 2460 Advanced Microsoft Excel
Technical elective	CMPT 1450 Microsoft Outlook

Credit hours: unchanged (60) COMMENT: new course has been approved by FS

**Senator Bigioni cont'd:** The next proposal is from the same department. This is also Associate Business Management Technology. Once again, changes to the curriculum include “...*narrowing a social science elective and exchanging three core courses for more relevant core courses.*” “*These changes are being made to provide students with a skill set to enable them to be better prepared for the workplace and to meet the knowledge-based required by employers.*”

Is there any discussion on this proposal? Hearing none. All those in favor of approving this proposal please signify by saying, “aye.” Any opposed? Any abstentions? **Motion Passed.** The following proposal Passed.

**Program Modification**  
AAB in Business Management Technology  
(Associate of Applied Business)

**Program Code:** BU-BMGT-ABM  
**College:** Business and Innovation  
**Department:** Applied Organizational Technology  
**Contact:** Kathleen Fitzpatrick

**Summary:** Changes to the curriculum include narrowing a social science elective and exchanging three core courses for more relevant core courses.

**Rationale:** These changes are being made to provide students with a skill set to enable them to be better prepared for the workplace and to meet the knowledge-based required by employers.

OLD	NEW
social science elective	ECON 1010 Introduction to Economic Issues OR ECON 1150 Principles of Macroeconomics OR ECON 1200 Principles of Microeconomics
BMGT 1540 Organizational Behavior	BMGT 2030 Supervision
BMGT 2310 Legal Environment of Business	BMGT 2050 Small Business Management
BMGT 2020 Human Resource Development (3 credits)	ACTG 2630 Payroll Accounting (1 credit) AND CMPT 1410 Microsoft Excel Spreadsheet Applications (2 credits)

Credit hours: unchanged (60)

**Senator Bigioni cont'd:** Our next proposal is the BS in nursing program. So this is a RN to BSN program, so incoming students are already registered nurses; and so they are coming to us with a good amount of training already and doing an abbreviated program, 60 hours instead of 120 hours. Did I get that right, 60 hours? No, I’m sorry, [it’s] 30 hours and completing a Bachelor’s of Science in Nursing. We have some representatives from nursing here to answer any questions that you might have. I think that was a reasonable summary of this. We’ve seen a lot of course changes already in the previous presentation by Senator Edgington. We can go through them briefly: NURS4270 changes its number of clinical hours- the clinical hours are eliminated and the lab hours are added; NURS4290 has been removed from the curriculum; NURS4310 also has a course number change, title change, and some content changes; NURS4320 has a title change, course number change, reduction in credit hours from 4 to 3, and content changes; NURS4330 has a course number change, title change, content changes, and eliminating the clinical hours; NURS4350 has a course number change, an increase in credit hours from 2 to 3, and some content changes; no change to NURS4360; NURS4390, the course number has changed and elimination of clinical hours, plus there are two new courses that we just approved that are also having to



be for the program- the total number of credit hours goes down from 32 to 30. Are there any questions or comments on this?

**Senator Molitor:** I guess it will be a comment when it goes up for course modification, but when you change clinical hours, does that change the credit hours or is it just the contact hour change?

**College of Nursing faculty:** Contact hours change.

**Senator Molitor:** So the credit hours remain the same and you have enough contact hours with this change?

**College of Nursing faculty:** Yes.

**Senator Bigioni:** Are there any other questions? All right then, I guess we will put it to a vote. All those in favor of approving this proposal please say, “aye.” Any opposed? Any Abstentions? **Motion Passed.** The following proposal Passed.

**Program Modification**  
BS in Nursing, RN (RN to BSN)

**Program Code:** NU-PNRN-BSN  
**College:** Nursing  
**Department:** Nursing  
**Contact:** Kelly Phillips

**Rationale:** Faculty identified needed changes in several of the RN to BSN courses to provide an updated curriculum and enhanced marketability.

**Summary:** the following course changes were proposed

OLD	NEW
NURS4270 Applied Health Assessment Across the Lifespan	Change course number: NURS4110 Eliminate clinical hours (1 to 0) Add lab hour (0 to 1)
<del>NURS4290</del> <del>Nursing Care of Older Adults</del>	Remove course from curriculum
NURS4310 Research Methods and Evidenced-based Practice	Change course number: NURS4610 Title: Translating Evidence for Nursing Practice SLO change
NURS4320 Pathopharmacology across the lifespan	Change course number: NURS4520 Title: Pathopharmacology for the Practicing RN Reduce credit hours 4 to 3 SLO change
NURS4330 Leadership and Management	Change course number: NURS4500 Title: Leadership and Professional Development Eliminate clinical hours (2 to 0) SLO change
NURS4340 Population Focused Care	No change
NURS4350 Transition to BSN Practice	Change course number: NURS4100 Increase credit hours from 2 to 3 SLO change
NURS4360 Theory & Collaborative Practice	No change
NURS4390 Health Promotion & Wellness Across the Lifespan	Change course number: NURS4370 Eliminate clinical hours (1 to 0)
	NURS4300 Informatics in Nursing
	NURS4400 Quality and Safety in Nursing

**Credit hours:** change from 32 to 30 (NB: prerequisites are required to enter this program) Note: FS must vote to approve new courses (NURS4300, NURS4400) and course modifications (NURS4270, NURS4310, NURS4320, NURS4330, NURS4350, NURS4390)

**Senator Bigioni cont’d:** Our next proposal is from BS in Speech Language and Pathology. It relatively has similar changes. One is the First Aid course, 1500 is removed from being a required course to an option. The reason for that is the students need to take first aid, but this course is no longer offered in both spring and fall semesters, and so it may present some difficulties for the students. That gives them the option of either, if things work out they can take that course and get certification through the AHA and the Red Cross. That certification is necessary for the clinical practical course. So it needs to be done, but



**Senator Bigioni cont'd:** Okay, back to a little more complex proposals. This is a program modification, a BS in Mathematics with a concentration in Data Science. So let's just go through the top part. We have representatives from math here too to walk us through it. The required courses for this concentration is a total of 26 credit hours and there are skill area requirements that account for another 20 credit hours, leaving 24 credit hours of the related area of courses to be chosen by the student or advisor depending on interests. So the proposal is to create a new concentration that provides an in depth exposure to the statistical and computational methods central to developing strong competency in data science, one of the mathematical sciences' newest sub-disciplines. This is the list of courses: It is a total of 120 credit hours. There is one new course at the very bottom there, MATH4940 that we just approved earlier today. Are there any questions or comments about this proposal?

**Senator Ohlinger:** Just to clarify. This is being presented as a modification, but it sounds like it is a new program.

**Senator Bigioni:** Well, maybe I should let Jeff answer that question. He did such a good job of explaining it to me yesterday.

**Professor Jeff:** Well, the thing is there is no form available for new concentrations. My original attempt was to fill out a new program form and I was told I did the wrong thing and so I filled this one out. The current new program form is the first two pages.

**Senator Bigioni:** So during our discussion yesterday, it seems like create new concentrations that might involve a large number of new courses that are different than other concentrations, but it is the modification that underline B.S. Is that what you were explaining? (1:09:20)

**Professor Jeff:** Yes.

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

**President Rouillard:** I take-it that when you are referring to electives that those are for the gen. ed courses?

**Professor Jeff:** Yes.

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

**Senator Lundquist:** I believe we don't have English 1150 anymore.

**Senator Edgington:** It is 1130 now.

**Senator Lundquist:** Yes, it is 1130.

**Professor White:** It is a friendly amendment.

**Senator Bigioni:** I will make that change. So 1150 should be 1130, is that the correct title?

**President Rouillard:** Yes.

**Senator Bigioni:** Great. Thank you.

**Senator Heberle:** Can you scroll it down again?

**Senator Bigioni:** Sure.

**Senator Heberle:** So there is a new major in Data Analytics?

**Senator Bigioni:** No.

**Senator Heberle:** Oh, this is not the major but there is a new major, right?

**Senator Bigioni:** Yes.

**Professor Jeff:** We have several concentrations in math and some of them will overlap in engineering...

**Senator Bigioni:** We will see a couple new programs in Data Sciences from NSM.

**Senator Heberle:** Oh, okay.

**Senator Bigioni:** That will be ideally the next meeting.

**Professor White:** Since you've asked for comments, I will just comment briefly. You will see a number of programs in Science Data Analytics. Numerous committees across the campus, such as...Collegian, have looked at all of these and said what a fantastic idea to give the students a wide range of opportunities to explore this newly important field. So you will see a number and questions would be welcome about that number that is fine. People will definitely be defending the numbers. There are significantly numbers and this is one.

**Senator Heberle:** So they will be coming from different departments?

**Professor White:** Every college, every department. So you will see one from the NSM College that's going to be different than the concentration in our majors. And that again, we thought through carefully, but will happy to answer questions about it when that opportunity arises. Thank you.

**Senator Bigioni:** Are there any more questions or comments about this program? All right, let's put it to a vote. All those in favor of approving this modification proposal, please say, "aye." Any opposed? Any abstentions? **Motion Passed.** The following proposal Passed.

First Year			
Fall		Spring	
MATH1830	Calculus I	MATH1840	Calculus II
Phil 1010	Introduction to Logic	EECS1510	Object oriented prog.
ENGL1110	Comp 1	ENGL1150	Comp II
NSM1000	Orientation	MATH1980	Topics in Mathematics
Skills Science	-	Skills Science	-
Hrs	15	Hrs	14

Second Year			
Fall		Spring	
MATH2850	Calculus III	MATH2860	Diff Eq
MATH3610	Stat Methods I	MATH2190	Intro to Math Methods
MATH1890	Linear Algebra	MATH3620	Stat Methods II
EECS2500	Linear Data Structures	EECS2510	Nonlinear Data Struct.
Second WAC	-	EECS2520	Discrete Structures
Hrs	16	Hrs	15

Third Year			
Fall		Spring	
MATH4680	Intro to Theory of Prob	MATH4690	Intro to Theory of Stat
EECS4560	Database Structure	MATH4350	Applied Linear Algebra
MATH4640	Statistics Computing	Elective	-
Science Skills	-	Elective	-
Elective	-	Elective	-
Hrs	15	Hrs	15

Fourth Year			
Fall		Spring	
MATH4600	Adv Stat Methods I	MATH4610	Adv Stat Methods II
EECS4750	Machine Learning	4000-level EECS	Technical elective
EECS4590	Algorithms	MATH4940	Internship
EECS4740	Artificial Intelligence	Elective	-
Elective	-	Elective	-
Hrs	15	Hrs	15

**Senator Bigioni cont'd:** The next proposal is another program modification. This one is a BS in Construction Engineering Technology. The rationale for this is that the “*CET program's Industrial Advisory Board wants more certifications offered as a result of coursework. A new 1 credit hour CET2010 Construction Safety course was created that could lead to a 10 hour OSHA Construction Safety card. This safety module was pulled from existing courses (CET4460 Construction Management & Scheduling and CET4350 Soils, Foundations And Earth Structures). This will streamline CET4350, make room for advanced topics in CET4460, and provide students quicker access to safety subjects ahead of possible co-ops and internships.*”

So in summary, these changes are first, “*Construction safety topics will be removed from CET4350 and CET4460 and combined to make the new dedicated safety course CET2010 Construction Safety. This course will be inserted in the Fall Sophomore semester, which will increase the student total required load to 17 credit hours for that term. (1 credit hour, new).*” Second, “*CET4350 Soils, Foundations And Earth Structures will be reduced by one credit hour, due to the relocation of safety topics from CET4350 to CET2010. (3 credit hours, reduced from 4).*” Third, “*CET4460 will have safety material replaced by more advanced topics, which will create a new requirement for students to first take CET3160 Contracts & Specifications. (3 credit hours, unchanged).*”

Hopefully, that all makes sense. The safety course material, existing courses, we'll put them in this new course then reduce this by one credit hour and replace material for this course. There is no change in the credit hours. The existing courses have all been approved already.

Any discussion on this proposal? Hearing none. All right then, let's put it to a vote. All those in favor of approving this proposal, please say, “aye.” Any opposed? Any abstentions? Great. **Motion Passed.** The following proposal Passed.

**Program Modification**  
BS in Construction Engineering Technology

**Program Code:** HH-SPLA-BS  
**College:** Engineering  
**Department:** Engineering Technology  
**Contact:** N. V. Kissoff

**Rationale:** The CET program's Industrial Advisory Board wants more certifications offered as a result of coursework. A new 1 credit hour CET2010 Construction Safety course was created that could lead to a 10 hour OSHA Construction Safety card. This safety module was pulled from existing courses (CET4460 Construction Management & Scheduling and CET4350 Soils, Foundations And Earth Structures). This will streamline CET4350, make room for advanced topics in CET4460, and provide students quicker access to safety subjects ahead of possible co-ops and internships.

**Summary:**

- 1) Construction safety topics will be removed from CET4350 and CET4460 and combined to make the new dedicated safety course CET2010 Construction Safety. This course will be inserted in the Fall Sophomore semester, which will increase the student total required load to 17 credit hours for that term. (1 credit hour, new)
- 2) CET4350 Soils, Foundations And Earth Structures will be reduced by one credit hour, due to the relocation of safety topics from CET4350 to CET2010. (3 credit hours, reduced from 4)
- 3) CET4460 will have safety material replaced by more advanced topics, which will create a new requirement for students to first take CET3160 Contracts & Specifications. (3 credit hours, unchanged)

**Credit hours:** unchanged (128) **Note:** FS needs to vote to approve CET2010 and CET4460. CET4350 is already approved by FS.

**Senator Bigioni cont'd:** The next proposal is BS in Bioengineering. There are four changes to the bioengineering program. The first three have to do with course changes, some of which you've seen already. The last one is a change in the required courses. This is motivated by the Student Advisory Committee meetings, the Industry Advisory Board meetings, Co-op employers, students and department faculty meetings/retreat. So these changes update the program based on student needs. So first, there's a title change, BIOE 1000 and also some content change. One credit hour of this course is moved to BIOE1410 Freshman Design, Innovation, and Entrepreneurship I. The remaining course focuses on

software computer packages. There is a name change. Also, it is going from 3 credit hours to 2 credit hours.

There's a similar change to this course, BIOE 1200. First of all, there's a name change. Then one credit hour of content is moved to again, this new course, BIOE1410. The remaining course focuses on concepts and principals used in Bioengineering. Again, we have the reduction in credit hours, from 3 to 2 credit hours.

And then the content from those two courses appears in these two courses, BIOE1410 and BIOE1420 that we've seen earlier today. They are one credit hour each, and so that balances out within the credit hour reductions to the first two courses. So there's ultimately no change in the credit hours.

Finally, there is change in the core courses. So Cell Biology is being removed and then Experimental Methods in Orthopedic Biomechanics is being added. It is based upon student's feedback suggesting that Cell Biology had become irrelevant to most BioE majors, with the exception of the pre-medical students. They need BIOL3030 to fulfill pre-med requirements. So the non-pre-med students will be required to take BIOE4750 and the pre-med students will still have an option to take BIOL3030 in place of the biomechanics course.

Okay. Once again, there is no changes to the total number of credit hours and also all the new courses and course changes have been approved by us already. Yes, Senator Molitor.

**Senator Molitor:** Just to make sure they get the degree audit correct. It was for number 4, originally all Bioengineering students had to have Biology 3030; now it is going to be Biology 3030 or BIOE4750. So pre-med students will take Biology 3030 and everybody else will take the BIOE4750.

**Senator Bigioni:** To be clear, the non-pre-med students, do they still have the option?

**Senator Molitor:** If you want to complete the pre-med requirements, you'll have to complete Biology 3030, two semesters of organic chemistry with lab and a biochemistry course. If you are not pre-med, and you do not complete the pre-med sequence, then you will have to complete the BIOE4750 course.

**Senator Bigioni:** Okay. So this is---

**Senator Molitor:** It is effectively a pre-med concentration for this degree program.

**Senator Bigioni:** So to be clear, this is required, but no pre-med students?

**Senator Molitor:** That is correct.

**Senator Bigioni:** Thank you.

**Senator Ohlinger:** But what about some other pre-health professional concentrations like pre-vet?

**Senator Molitor:** We do not have those concentrations in the Bioengineering program. The only pre-professional concentration in the bioengineering program is pre-med.

**Senator Ohlinger:** But if you had a student that was going pre-vet and they were applying to veterinarian school and they said, hey, where I was applying requires cell biology. Do they have the option to take it?

**Senator Molitor:** They would have to take extra courses to complete all the pre-vet requirements. They could follow the pre-med concentration, and then take any extra courses that are required for pre-vet.

**Senator Bigioni:** Are there any other questions or comments? 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.** The following proposal Passed.

**Program Modification**  
BS in Bioengineering

**Program Code:** HH-SPLA-BS  
**College:** Engineering  
**Department:** Bioengineering  
**Contact:** Eda Yildirim-Ayan

**Rationale:** Four changes in the Bioengineering program are proposed based on input from the Student Advisory Committee (SAC) meetings, Industry Advisory Board (IAB) meetings, Co-op employers, students, and department faculty meetings/retreat. These changes update the program based on current student needs.

**Summary:** (no credit hour change)

**1) Title/Content change**

old course: BIOE 1000 Orientation and Introduction to Bioengineering  
changes to: BIOE 1000 Orientation and Introduction to Bioengineering Computing

One credit hour moved to new course: BIOE 1410 Freshman Design, Innovation, and Entrepreneurship I  
Remaining course focuses on computer software packages such as Matlab and SolidWorks.  
The revised course will also have a formal laboratory component.  
(2 credit hours, reduced from 3)

**2) Title/Content change**

old course: BIOE 1200 Computer Applications for Bioengineering  
changes to: BIOE 1200 Introduction to Bioengineering Applications

One credit hour moved to new course: BIOE 1410 Freshman Design, Innovation, and Entrepreneurship I  
Remaining course focuses on the important concepts and principles used in Bioengineering.  
(2 credit hours, reduced from 3)

**3) New program courses**

BIOE 1410 Freshman Design, Innovation, and Entrepreneurship I  
BIOE 1420 Freshman Design, Innovation, and Entrepreneurship II

These new courses introduce design concepts to Bioengineering students early in the program to better strengthen the lead up to senior design.  
(1 credit hour each)

**4) Core course change**

remove: BIOL 3030 Cell Biology  
add: BIOE 4750 Experimental Methods in Orthopedic Biomechanics

Student feedback suggested that BIOL 3030 Cell Biology had become irrelevant to most BioE majors.  
Exception: pre-medical students need BIOL 3030 to fulfill pre-med requirements, therefore they will have the option to take BIOL 3030 in place of BIOE 4750.  
(3 credit hour, no change)

**Credit hours:** unchanged (128) **Note:** FS must vote to approve new courses (BIOE 1410, BIOE 1420) and course modifications (BIOE 1000, BIOE 1200)

**Senator Bigioni cont'd:** Next is our favorite proposals--Mechatronics is back! Let me explain something here. There are two mechatronic proposals. This one is a program modification: to create a concentration within mechatronics for mechanical engineering majors. Alongside that, there is a new program, a minor in mechatronics... mechanical engineering majors. The issue that came up last time was within this minor--these two courses are core courses for mechanical engineering--and so that created a problem for mechanical engineers. So this proposal was split into those two proposals. One being still a minor with the same structure with this one addition, that's compared to what we saw the last time and that is intact. What was split off was this concentration, which simply removes those two core courses that any majors are already taken. So it is just asking for these three courses to be part of the concentration. And in fact, since we've gone through this already, I'll save the time and just leave it at that. Are there any questions about what's being proposed, about either the concentration or the minor?

**Senator Hefzy:** I'm just curious. In the process since we are asking mechanical engineering, does the process list concentrations?

**Senator Molitor:** I believe it will. When we approve the degrees, the concentrations generally appear on the transcript. The only one we don't include is bioengineering pre-med.

**Senator Hefzy:** Okay.

**Senator Bigioni:** Are there any other questions about either of these two proposals? Okay. So now that we have those all neatly squared away, are there any objections to voting on both as a block? Hearing none. Okay, great. All those in favor for both of these proposals, one for the concentration in mechatronics or mechanical engineering majors and the other one is a minor in mechatronics for non-majors, non-mechanical engineering majors, say, "aye." Any opposed? Any abstentions? **Motion Passed.** Great. So both of those proposals passed.

**Program Modification**  
BS in Mechanical Engineering  
With concentration in Mechatronics

**Program Code:** EN-MECE-BSM  
**College:** Engineering  
**Department:** Mechanical and Industrial Engineering  
**Contact:** Sorin Cioc

**Rationale:** During the fall term 2018, the MIME faculty decided (voted) to add a certificate in mechatronics, oriented towards working industry professionals. The certificate responds to the increased demand of the local industry for engineers with knowledge in the mechatronics fields, which combine fundamentals of mechanical, electrical, and computer science engineering to design and build autonomous systems.

The proposed concentration in mechatronics is a proactive measure to address the same need of engineers proficient in the fields of mechatronics. This concentration will help our MECE students focus their efforts and secure an advantage in the current job marketplace.\

**Summary:** The mechatronics concentration will require Mechanical Engineering majors to complete a sequence of 3 technical electives (minimum). The technical electives are:

MIME 4430 Automotive Control Systems OR MIME4450 Automation Design  
MIME 4440 Mechatronics  
MIME 4460 MATLAB for Engineers

These electives build upon two required courses, MIME3300 Design and Analysis of Mechanical Systems and MIME3380 Modeling and Control of Engineering Systems, to form a rounded set of skills for our graduates who wish to pursue a career in a mechatronics field.

**Minimum credit hours:** 9 COMMENT: ready to vote, all four courses are new (MIME 4430, MIME 4440, MIME4450, MIME 4460) and have been approved by FS

**Senator Bigioni cont'd:** We are pretty close at the end here. In fact, I think this is the last one—and it is. I believe you've seen this proposal before. There was a question of whether all of these courses had not yet been approved—they are now approved and so this is ready to be voted upon. This is a minor in surveying. It is housed in the Civil Engineering Department. A completion of this minor program will fulfill the educational requirements professional survey licensure for Civil Engineering graduates. This minor program is seeking approval in hiring more professional engineering surveyors. The contents of this minor program will develop the guidance of members of the board for the staff. So the course is for the minor equivalent in credit hours. Once again, those courses have already been approved by the Faculty Senate and so it is ready for discussion and hopefully, a vote. Is there any discussion about this proposal?

**Senator Hammersley:** I just have one question. This seems to be 'good old-fashion' surveying and having nothing to do with GeoSat or other related GPS links. Wouldn't that be a normal component of a modern-day survey?

**Senator Molitor:** I don't believe so. Surveying is about elevations and the layout of particular regions where you already know the location relative to the Earth's surface.



**Senator Hammersley:** Well, I mean you are not doing it with drums. You are using lidar and radar to determine ground cover, as well as the cost of trees. It just seems to me, this is ‘good old-fashion’ go out with your transit laser shock to the reflector and making those measurements. It seems to me that we ought to have something that potentially does more than that.

**Senator Molitor:** This is for professional certification and surveying, which is prescribed by the state licensure board. So these are the topics and the competencies that our students would be required to obtain for that licensing.

**Senator Hammersley:** I have no problem with that portion of it. It just seems as an educational advancement of an institution like ours, we ought to have options for more. This is just a suggestion.

**Senator Menezes:** Does it make a big difference?

**Senator Hammersley:** Yes, but people are already doing this out in practice, surveyors, and I don’t see that listed in maybe the...of when the surveys are for Ohio. I don’t know when it is for Michigan or Pennsylvania or other schools.

**Senator Molitor:** No, this program is designed for students to pursue surveying licensure with the state of Ohio.

**Senator Hammersley:** It is just, you are going to go somewhere else, right? I have no problem with this at all; it is just, where do we take this as a next level.

**Senator Krantz:** If I may comment briefly?

**President Rouillard:** Yes.

**Senator Krantz:** Both Geography Planning and Environmental Science have those technology based courses and they are at a 4000 level, so it is not like the University of Toledo does not have that.

**Senator Hefzy:** [*Indecipherable*]

**Senator Krantz:** Yes.

**Senator Hammersley:** So they are available to these engineering students?

**Senator Krantz:** Senator Molitor’s interpretation was absolutely accurate. Yes, you are correct, this is standard surveying and it is very exact. It is a legal document so the certification is rigorous.

**Senator Bigioni:** Any more discussion on this proposal? 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. That is all I have for you today.

**New Program**  
Minor in Mechatronics

**Program Code:** MECE  
**College:** Engineering  
**Department:** Mechanical and Industrial Engineering  
**Contact:** Sorin Cioc

**Rationale:** A new minor in mechatronics was motivated by industrial feedback and need.

**Summary:** A new minor program in mechatronics was created to promote and support the MIME department’s strategic decision to expand in this area. This minor is not available to Mechanical Engineering majors (MECE majors will have the option of a concentration in mechatronics).

Courses for Minor

MIME 3300 Design and Analysis of Mechanical Systems  
MIME 3380 Modeling and Control of Engineering Systems  
MIME 4430 Automotive Control Systems OR MIME4450 Automation Design  
MIME 4440 Mechatronics  
MIME 4460 MATLAB for Engineers

**Minimum credit hours:** 15 COMMENT: ready to vote, all new courses have been approved by FS (MIME 4430, MIME 4440, MIME4450, MIME 4460)

**President Rouillard:** Thank you very much.

[Applause]

**President Rouillard cont'd:** We have a report from Dr. Susan Batten on core curriculum.

**Dr. Batten:** Good evening. I think everybody is quiet because either their bladders are full or they are comfortable.

**Unknown Speaker:** Full.

**Dr. Batten:** But we won't test either at the moment<laughter>.

The Core Curriculum Committee convened. We had six courses submitted and four were approved today and they will be updated in the curricular tracking system. One we found was already approved so we are going to follow through and make sure that colleges gets that done, and the other we have a question about. We spent some time talking about some of the newer development core curriculum and especially about Word documents on how proceed on that based on what was done in the past, plus some of the newer charges by HLC. We have some recommendations that we're going to give back to the person who is managing that through the Provost Office and through Dr. Ayres. So unless you have questions, there is not anything else to really share.

There is an opportunity though. If someone is coming to the university and they are a student and they are green, finding core curriculum is a little mystery right now—it's on the catalog page—it has a home but it might be that someone in the college, or the Provost Office, or elsewhere would want to make sure that there were directions to that so anyone looking wouldn't have to 'hopscotch' through a whole lot of URLs.

**Vice Provost Schneider:** That is perfect timing. We just discussed this with Cathy Zimmer about making core curriculum, the whole advisory page easier to locate, especially through our search engine. The trouble is that we change the URL with the catalog every year which is part of the problem. But they also advise that the Faculty Senate keeps a core curriculum page. What we have in the catalog is more robust than what is on the Faculty Senate's page, so we may want to duplicate it on the Faculty Senate page and that would drive more of the searches toward that page.

**Dr. Batten:** Well, there were significant number of hits in looking for that, and so probably just doing a survey, I mentioned surveys, to look at all of the places that that hits might help.

**Senator Molitor:** Another thing we discussed was have one website rather than having duplicate pages. The Faculty Senate could directly link to this page and would be updated every time you update the course catalog.

**Vice Provost Schneider:** That would be great.

**Dr. Batten:** Thanks.

**President Rouillard:** Dr. Batten, could you tell us which were the six or the four courses that you approved?

**Dr. Batten:** Sure. There was Women's and Gender Study 2010, DTS 2020, Math 1320, and Math 1340. We will get this into the system tomorrow.

**President Rouillard:** So Women and Gender Studies 2010, Disability Studies 2020, Math 3020 and Math 1340?

**Dr. Batten:** Math 1320.

**President Rouillard:** Okay, 1320.

**Dr. Batten:** And Math 1340.

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

**Dr. Batten:** You're welcome.

**Senator Keith:** Don't they have to be approved by Senate? I mean, are they not in understanding that---

**President Rouillard:** Are these existing courses or are these new course?

**Senator Keith:** Well, they are asking for course status.

**President Rouillard:** Well, I think---

**Senator Edgington:** My understanding is that, it goes to our committee and we vote on it, but it will go to that committee for---

**President Rouillard:** Right.

**Senator Edgington:** And so I think it should be voted on here.

**President Rouillard:** Right.

**Senator Molitor:** Yes, we need to vote for this on the floor.

**Dr. Batten:** Okay. We will bring that back at the next meeting.

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

**Dr. Batten:** You're welcome.

**President Rouillard:** So the next item on the agenda is 'Other Business' and we have four people who wanted to speak. I know that Temeaka has said it would be about a five minute---

**Senator Gray:** If that long because it was already kind of touched on.

**President Rouillard:** Okay. I know that Vice Provost Schneider has a deadline for her survey, so if you don't mind, we will kind of reverse the order a bit: we will do Vice Provost Schneider, we will do Denise, Adrienne King, and then Temeaka, if that's okay. So Vice Provosts Schneider, do you want to go ahead?

**Vice Provost Schneider:** I have some principals that I am going to pass around here. Do you mind passing these out?

**President Rouillard:** Sure.

**Vice Provost Schneider:** Thank you for letting me jump the agenda. I have been seeking opportunities to discuss this with faculty members and I had some opportunities to, but we are at the curriculum time of year and I lost the College of Arts and Letters last week because they had already extended the meeting and they couldn't extend it longer.

What you have before you are six proposed principals that the Ohio Department of Higher Education has proposed to all of the universities, colleges, and community colleges in the state of Ohio, and will like us to consider these. They are asking us now to respond to the survey you will find behind you, which I will walk you through as we get there; and they are asking us to respond by Friday. So, I am listening, and I am collecting information, and I will formulate a response, and I will send that around to a number of people tomorrow and get some feedback before we submit it. The state is proposing that if we could get a statewide agreement on these six principals that it would, and let me read you their direct language because it is interesting. They say, "*A Statewide agreement on broad principals concerning general education would support high school faculty members and guidance counselors seeking to provide their college bound students with accurate and motivational information; similarly such an agreement, acknowledging the reality of mobile students would enable an enhanced platform for institution of corporation and coordination that would benefit such students, public understanding of, and one hopes appreciation for Ohio education would be enhanced by a clear statement of what public education in Ohio seeks to accomplish for its students through the general education offerings at various institutions, and a clear consensus on principles who support institutional efforts to create distinctive statements in problematic or degree level learning outcomes.*" I want to return to these claims after we have gone through the survey because I think the claims that the state are making probably deserve a little bit of discussion.

There are six questions on the survey. The first question is, "What is the name of your university?" I think I can answer that one by myself. The second question, "Of the six principles, which are already in effect on your campus? Which if adopted are *most likely* to lead to meaningful improvement in your general education program? Which, if any, appear unlikely to lead to meaningful improvement in your general education program?" So I had the opportunity to discuss this with the University Assessment Committee with various people that I...over the past few weeks and with the Council of Natural Sciences and Mathematics. It seems to me that principals one, two, and three, which you will find on your sheet, are fairly well answered by the catalog statement on the university undergraduate core curriculum. Now, a couple of people have raised a question about whether or not we in fact uphold those principals. We still don't have an agreed upon assessment process for our core curriculum, but I think that the principals themselves are upheld by our statements. Does anybody want to see the core curriculum page on the catalog? Okay. So this here describes what we believe our core curriculum does: provides disciplines, provides breadth, and then we have clearly defined learning outcomes for the core curriculum, and then we have the components that are included in the core curriculum, including the multicultural course which are different than the gen ed. proposed by what the state requires. Anybody looking at the first three principals, what do you think? Do you think we met them with our statement? This is the part where I really need you to talk to me. What do think?

**Senator Emonds:** Can you make that a little bigger, Vice Provost Schneider?

**Vice Provost Schneider:** Let me figure out if I know how to do that. What do I have to do?

**Senator Heberle:** Go to the bottom corner.

**Vice Provost Schneider:** What do I have to do?

**Senator Molitor:** Hit Ctrl, plus.

**Vice Provost Schneider:** I work on MAC and I don't understand this system. Okay, now let me go back up. Can you see it now?

**Senator Emonds:** Yes. Thank you.

**Senator Ohlinger:** Does that statement address the "B" or the "C" under number two and three? It sort of says what you do; it doesn't really talk about the gaps. Well, maybe it does.

**Vice Provost Schneider:** In the principals?

**Senator Ohlinger:** In these principals it says, "A, tell people what their knowledge of concentration curriculums already are; B, identify the gaps; and C---

**Vice Provost Schneider:** Well, so we will have to decide do we have gaps.

**Senator Ohlinger:** I might do "A."

**Vice Provost Schneider:** You might do "A," but not "B" and "C?"

**Senator Ohlinger:** I am not sure. Does it say at the bottom of that, does this...?

**Senator Heberle:** No, that is not the point of how this works.

**Senator Ohlinger:** Well, that is what it says, right?

**Vice Provost Schneider:** No.

**Senator Ohlinger:** It says, "Identify the gaps that may be significant."

**Senator Heberle:** No. We are going to promise to identify the gaps in the description if their gaps in the description are not going to address that.

**Vice Provost Schneider:** So the question we're answering right now is number two: "Which of the principals are already in effect on your campus? Which if adopted are most likely to lead to meaningful improvement in your general education program?" So that is what we are trying to answer in this particular question.

**Senator Molitor:** Just to follow-up on this point. That is where assessment of student learning comes in. We are certainly committed to it, even though we are not effectively doing it right now. I raised this with her previously.

**Vice Provost Schneider:** Yes, which is why I referenced it. So again, back to the question.

**Senator Molitor:** Perhaps once we get the assessment process in place, we need documentation in a public forum such as the undergraduate catalog to indicate the process by which we do assess student learning and look for gaps in our core curriculum.

**Vice Provost Schneider:** Yes, because until we get a robust assessment process, we can't really surely identify gaps of.

**Senator Monsos:** We could however, on the assessment page there is a link on how we do gen ed. assessment which we could also include as a link.

**Vice Provost Schneider:** The survey isn't even asking us to provide methods. They just want to know if we agree with the principals. So the question on number one is: "Of the six principals which are already in effect on your campus," and what I was proposing is I think our catalog statement provides a sense that we are in fact already committed to making a public statement of what our core curriculum does, what kind of learning it provides, and how it connects to the rest of the education at the University of Toledo, which is what principals one through three say. Yes? (1:43:30)

**Senator Hefzy:** How can I say this? It is stated not holistic. It does not state point one, point two and point six holistically.

**Vice Provost Schneider:** Well, it is asking us which of the principals, that is question number two---

**Senator Hefzy:** But if you want to know the answer---

**Vice Provost Schneider:** Yes.

**Senator Hefzy:** You are saying, I fully embrace and address the university catalog.

**Vice Provost Schneider:** Right, the first three.

**Senator Hefzy:** But you are not specifically word-by-word. If you read the catalog they are addressed in a holistic manner, but not in a clear specific manner.

**Vice Provost Schneider:** Well, principle one says, "*Attentive to relevant HLC standards, each Ohio college and public university will publish a straightforward, easily understood statement of institutional intent regarding the purposes, emphases, and structure of its general education program.*" I think the course catalog page accomplishes that. Do we have agreement that the course catalog statement accomplishes principle one?

**Group of Senators:** Yes.

**Vice Provost Schneider:** Okay. And then number two, is committed to providing the students with knowledge and ability that may transcend the content of general education and a traditional discipline, (Ohio colleges and universities will A.) confirm which knowledge areas that curriculum already addresses - so that is confirmed on our catalog page; identify any gaps- we will go do that when we can, right?

**Senator Lundquist:** I just don't even understand what knowledge and abilities are being referred to that may transcend the content of gen ed. in a traditional discipline. Somebody give me an example of some knowledge and ability that will transcend what we do. And secondly, again, what kind of gaps are we thinking about?

**Vice Provost Schneider:** You see, I am kind of alone in answering that question right now because I think what we offer for general education is fairly comprehensive---

**Senator Lundquist:** I would say so.

**Vice Provost Schneider cont'd:** And I don't know if there are any gaps to identify, and I refuse to say that we got a gap until we've done some assessment that shows we have a gap. So I was just going to not answer that or to simply say, we have not to this date identified any gaps.

**Senator Krantz:** Vice Provost Schneider, in the appendix to the document from ODHE, they actually address Senator Lundquist's comment. They identify areas such as informational literacy, technology, civic awareness...and domestic diversity.

**Vice Provost Schneider:** Are those gaps that their indicating or additional principals?

**Senator Krantz:** Well, they were giving examples of what they intended and in the context of identifying gaps.

**Vice Provost Schneider:** Okay. So here is what our learning outcomes are: we've got informational literacy, we've got qualitative and quantitative reasoning, and critical thinking and integrative learning. So these are in my mind broader than what we try to do in any one course. And further we expect them to be developed within every student regardless of discipline. So I would say that goes beyond our major programs and that is why I thought I was safe in thinking we already agree with principle two.

**Senator Lundquist:** Is a word left out there, "*knowledge and ability that may transcend our existing contents of general education?*" Because otherwise we are assuming there is some...

**Senator Heberle:** Vice Provost Schneider, do you think that they mean by knowledge and abilities that may transcend to something that is larger than the sum of the parts of the separate courses and disciplines, so that should say---

**Vice Provost Schneider:** When you say, "that should say," are you talking about the provisional answer or the state guide?

**Senator Heberle:** I am talking about the document you just handed us on the principals.

**Vice Provost Schneider:** I can't address the principal.

**Senator Heberle:** I know, I am just saying are we assuming they mean, even if they don't know how to write it, that may transcend the content of particular courses of general education and traditional disciplines? So the whole of gen ed. is larger than the sum of its parts in terms of what we're offering.

**Vice Provost Schneider:** That was my sense that what goes on in the individually courses that makeup our general education and that makeup our majors. That is everything we're trying to inculcate in our students through general education and absolutely transcending.

**Senator Molitor:** If you interpret this the way the state defines general education, then we do provide content that transcends the content of general education because we have a multicultural requirement. The multicultural requirement is not in the state's gen education requirement. So I think that would be the answer.

**Senator Heberle:** Oh, so the content require state gen ed.?

**Senator Molitor:** Exactly.

**Vice Provost Schneider:** I will clarify that our core curriculum, which is bigger than these, requires more.

**Senator Lundquist:** I think the answer to that question is yes, we already do that.

**Senator Krantz:** I agree.

**Senator Lundquist:** And this proves it. I mean, that is the bigger idea that organizes all of our gen ed. If they think the state requirements for gen ed. don't do the trick, that is their fault, not ours.

**Vice Provost Schneider:** Okay. Then principle number three says, "*Aware of documented expectations regarding proficiencies beyond content knowledge consistent with student's success over the long term, Ohio colleges and universities would A) affirm which capacities and characteristics that curriculum,*" Oh, Senator Ferris, I'm sorry.

**Senator Ferris:** I just wanted to say that in relation to number two that we also offer a wide variety of disciplinary majors, minors and coursework.

**Vice Provost Schneider:** Yes, they want to know just what we do in our gen ed.

**Senator Monsos:** I submit [our] gen ed.

**Vice Provost Schneider:** We do. You are right, and so those are represented in our gen ed.

**Senator Krantz:** However, in their supplement, principle two is leading into the connection between the gen ed. and the majors, so Senator Ferris' point is on target.

**Vice Provost Schneider:** Okay. I have to make notes because I have to write all this stuff in. Okay, so on to number three, "*learning document and expectations will confirm which capacities and characteristics that curriculum already addresses.*" So we've got that already in our student learning outcomes. "*Identifying any significant gaps*"—again, we are here—"and commit to addressing them." But we don't see any gaps that we see when we address them. So are we good on the first three principals?

**Group of Senators:** Yes.

**Vice Provost Schneider:** So I will make some amendments to the provisional answer I provided to you, but I wanted to move on to some of the other content here. Do we agree with number four? I mean, what is not to agree with here, right? "*Focused on what students should learn rather than what should be taught, Ohio colleges and universities should consider pedagogical approaches not currently in use that might lead to significant gains in learning. They should implement those most consistent with their curricular objectives.*" Well, this is stated in the conditional—well, sure we should do it. Is there anything to disagree with there? Shouldn't we? I mean, don't all of you as you look at your course think what is the best way I[can] reach my students?

**Senator Lundquist:** Well, yes it is conditional. But the fact is, I think we've been hearing this and we been practicing this for about ten years.

**Vice Provost Schneider:** Yes.

**Senator Lundquist:** It is so unnecessary to be saying at this point in time that we should be focused on what students learn rather than what they should be taught. That is the principle behind student learning outcomes, and we've been doing that for years.



**Vice Provost Schneider:** You're right. The first sentence--yes, we made that switch to thinking about student learning instead of what we are teaching students when we started writing learning outcomes in our syllabi, and that was at least ten years ago, right? And then it says that we should consider pedagogy approaches not currently in use. Well, first of all, I couldn't currently think of any that somebody here isn't already doing.

**Senator Van Hoy:** We are doing pilots right now with competency based education.

**Vice Provost Schneider:** Yes. Think of all the high end type practices in use in our classrooms: we have writing intensive classes, we have service learning classes, and we have flip classes. I can't think of any pedagogical approaches that aren't in play somewhere on our campus. However, the way this principle is written, it is assumed there are broadly agreed upon pedagogy approaches for general education and I don't know if that is true, that we have all sat down and said, okay, this is how we should teach gen ed.

**Senator Gilchrist:** Vice Provost Schneider, I was going to say that I agree with this in regard to my own teaching and I think we all would. I guess what I take issue with and this is contesting the principal, but if the university were to implement a particular pedagogical approach for the faculty I think that would be problematic. Every faculty member every semester decides are there better approaches that 'I' should be teaching my class.

**Vice Provost Schneider:** I totally agree. Yeah, could we have good conversation on this campus about what are the best ways to approach particular first semester students in all the variety that they bring to our campus and are there certain things that we should be aware of and certain things we might want to integrate into our first-year courses? I think there might be. I think as we discuss ways to address gaps in equity; I think as we consider deeply what our students bring to our campus and ways we might engage in what they bring better; to ways in which we might also reconsider who we imagine our students are as we become more sensitive to their variety, you know, we might want to, but I don't think right now we can say that. I think we would need time to do that. Now, if we have that conversation and we all robustly engage in what we are doing in the first-year classes, we might see a drop in DFW rates because most of the DFW on this campus are in their first-year.

**Senator Gilchrist:** I wonder if perhaps an answer to this that there would be more...it wouldn't just be that we do adhere to this principle by empowering our faculty to do this every semester.

**Senator Menezes:** I think one of the conditional intent is you are giving them ideas we taught them to have.

**Vice Provost Schneider:** I will admit, quite frankly I hate the way that principle was written because it seems so 'goofy,' right? You know, we should do this--well, I just wanted to say, "duh."

**Senator Molitor:** And the evidence is to say we provide opportunities for faculty to learn about new approaches. We have the University Teaching Center and we have those Monday morning mentoring emails. So we have a lot of opportunities for faculty to learn about this.

**Vice Provost Schneider:** And we have the first faculty curriculum going on and we are engaging faculty who teach first-year courses and so lots of opportunities.

**Senator Lundquist:** Can we just say we are committed to continuing improving our gen ed. program?

**Vice Provost Schneider:** We could. Okay, on principle four I will say that we empower our faculty to do this, we provide multiple opportunities for them, and we would welcome the time to have a robust campus discussion about how we might best address.

**Senator Heberle:** Resources in the state budget might be nice too.

**Vice Provost Schneider:** Well, I will say that when I want to return to the principals at the end that we will have discussion about that.

**Senator Lundquist:** Vice Provost Schneider, when you talk about resources for gen ed., really what needs to be addressed is the number of contingent faculty, part-timers who are teaching those courses.

**Vice Provost Schneider:** So there are resources on the faculty end and there are resources on the student end. I mean, everything I have read shows that the biggest impetus for the achievement gaps between underrepresented minorities, first generation students, and ‘help’ students are all tied to income, right? Students least likely to enroll and the least likely to graduate from any university are the students who reside in the lowest quartile of our economy. And those who are in the second quartile, fairly slightly different. I mean, we could do all kinds of ‘fancy’ things but until our economics system changes, I don’t have any ideas.

Principle five. Are you looking at principle five and six now? *“Acknowledging effective advising is critical to student’s success, Ohio colleges and universities should enable and charge advisors to A) undertake “intentional conversations” with all students concerning the...of general education. B) to guide students in navigating the curriculum that links general education and the major. C) to enable students to understand both the value and usefulness of the general education they are pursuing.”* Now, when I read that by itself, I am kind of okay, but then when I read it in connection with principle six which is at least right there next to each other, principle five lead to principle six, I think we need a bigger discussion about this. I don’t know that our campus is ready to agree with those principals. What do you think? Here is what I’ve heard so far from faculty: There are many constituents that believe the core curriculum...provide students with knowledge...provide value outside of the major that is valuable in itself. When I read that by itself, I am kind of okay. The same people that were advocating that position reminded us that students change majors during their first year. So they take their gen ed. in that critical prescribed major and then they switch majors, are they going to experience a disjunction? On the other hand, there are faculty members that feel that students’ gen ed. is brought up by a real a clear curricular map where you take this here and that prepares you to then to take your higher level chemistry or biology classes or whatever. So if students have a real clear curricular map, they may be more likely to persist. Is there anybody here who agree with that view, that a strong curricular map should clearly identify which gen ed. courses students should take?

**Senator Molitor:** I think it depends on your perspective because we have such a wide range of professional programs, and programs in core academic disciplines. It is going to depend on the perspective of each individual program.

**Senator Heberle:** And on the students. Some students need a more prescriptive map than others with help.

**Vice Provost Schneider:** Right. And I guess my bigger fear in saying, yeah, we will sign up to those principals is that it is unclear to me what the relationship is of those two principals to each other and to other initiatives in the state. How would you like me to change my answer here?

**President Rouillard:** Vice Provost Schneider, let me just interrupt one minute here. We are passed time.

**Vice Provost Schneider:** Oh, I'm sorry.

**President Rouillard:** No, no, no. I don't mean to stop. Can I have a motion to extend our time to 6:15 p.m.?

**Senator Hefzy:** So moved.

**Senator Gray:** Second.

**President Rouillard:** All those in favor of extending our time to 6:15 p.m. please signify by saying, "aye." Any opposed? Any abstentions? *Request to Extend Meeting Passes.*

**Vice Provost Schneider:** So how would you have me change my answer here? Let me go back up to where it starts on principle five and six.

**Senator Hefzy:** I have a question regarding five. I need clarification. The second line says, "advisors." Are Success Coaches advisors?

**Vice Provost Schneider:** Success Coaches are not academic advisors.

**Senator Hefzy:** But they do advise.

**Vice Provost Schneider:** Pardon me?

**Senator Hefzy:** They do A, B, and C.

**Vice Provost Schneider:** Well, they are not supposed to be. They are not charged with doing academic advising. The Success Coaches understands their role and the advisors understands their role, however, students don't know what the difference is very often and they ask their success coaches and they ask their advisors to perform those kinds of things. Because they are human beings and they are kind of generous, they often step in and give students advice that maybe isn't strictly defined by their job. I don't know, have that changed? Is that the reason why you are asking me these questions?

**Senator Hefzy:** I am asking. I am just bringing up the issue.

**Vice Provost Schneider:** Okay. I think our success coaches and our advisors are pretty clear on what their responsibilities are and are not; our students however, they'll just think an adult is going to help them, right?

**Senator Molitor:** I think you do a good job of representing the opposing views we have here given our range of programs. And with Senator Ferris' point about the differences in students, you can certainly include that as well. So I think that is well represented there.

**Vice Provost Schneider:** Okay. Can we move on to the next survey question? It is survey question three and it really quick. "What are the challenges that will have to be addressed?" I think we've already

answered that, right? –we need broader conversations. Here is number four. “Understanding that a brief list of principals necessarily must exclude many worthy proposals for the strengthening of general education, is there any principle conspicuous by its absence? Would the addition of the principle be essential to the credibility of the principles? (You may wish to consider the “additional priorities for consideration that have emerged in the course of this discussion.) They provided a list in their supplemental materials. David, do you have supplemental materials right there with you?

**Senator Krantz:** Yes, I do.

**Vice Provost Schneider:** Oh, I just found it. So they think that we should seek a closer alignment between K-12, peripheral priorities college transcripts have to be enhanced, and assessment of prior learning experiences, but I want to hear from you guys what you think. I heard a lot about principles when I ask people this question. If we were going to propose an additional principle as a campus, what would we propose? Is there a principle within general education that should adhere across the state? One thing that a few people brought up is that in our core curriculum we have a learning outcome that addresses personal, impressionable, role and responsibility and there is no principle and it doesn't seem to be even eminent in any of the principles suggested that a general education at a university should compare students to be better citizens. There is nothing in there that proposes that a general education should prepare students to take global and multiple perspective. If I was by myself and was going to propose these principles, I would suggest something along those lines.

**Senator Molitor:** Maybe a more general version of this is that the current structure and proposed structure outlined by these principles are focused on uniformity. It is designed to insure a student can take their general education at institution “A” and transfer it to institution “B.” This is done at the expense of the individuality of institutions. What is really the character of our institution vs. another institution? Shouldn't our core curriculum be able to reflect our character vs. the character of another institution? So if there's a principle I would add is let's reduce the emphasis on uniformity and start allowing institutions to express their individual character.

**Vice Provost Schneider:** Okay. That sends me back to one of the reasons that the state proposed a stated agreement on these broad principles. They said it was a clear consensus on principles would support institutional efforts to create distinctive statement of programmatic or degree learning. I cannot for the 'life of me' figure out how having these very agreed upon principles allows us to become distinctive and supports our efforts to become distinctive, unless it means that these principles replace the OTM.

**Senator Lundquist:** Are we not supposed to talk about the OTM?

**Vice Provost Schneider:** Well, you know, I talk about things I am not supposed to talk about. But they actually invite a discussion about that at the end.

**Senator Krantz:** Very simply to build on Senator Molitor's point and what you've just said. Ironically, over the last six or seven years the Ohio Department of Higher Ed. has enforced standardization of the OTM. We as an institution made a decision that we will abide by that as well as we can, but we will still retain the flexibility as Senator Molitor was pointing out.

**Vice Provost Schneider:** Senator Heberle, did you have something to say?

**Senator Heberle:** I was just asking a ‘stupid’ question, and that, I am assuming this comes from the state Department of Education?

**Vice Provost Schneider:** Yes, our Department of Higher Ed. So if we were...principles, it would be about allowing universities to maintain---

**Senator Krantz:** Flexibility.

**Vice Provost Schneider cont’d:** Institutional diversity in their general education.

**Senator Van Hoy:** In the student’s interests.

**Vice Provost Schneider:** Definitely say that, right? Okay. So without that additional principle, do the six already state it lack credibility? That is the state’s question; they want to know that. If we don’t have that principle in there—that we were considering “A”—do the other principles then lack credibility?

**Senator Molitor:** It does if we add that principle.

**Senator Heberle:** Because this principle undermine all the other principles.

**Vice Provost Schneider:** So I want you to see the last two questions together because I am conscious that I need to leave here on time. “If your institution were to pursue the six principles, how long would the process take? What kinds and degrees of flexibility from one institution to another would be acceptable?”

**Senator Lundquist:** Well, I think the answer to that first question is that it should ‘take forever,’ we should always be looking at that. And it answers the second question, [so] what is the state talking about? We’ve done degree flexibility, but also a lot of individuality depending on which university we’re talking about.

**Vice Provost Schneider:** So this is why I want to understand what the relationship is between this statement principles and the OTM.

**Senator Van Hoy:** Right.

**Vice Provost Schneider:** They just said, “with the understanding [that] this discussion should not be limited by any constraints arising from the current Ohio Transfer Modules, please identify characteristics of the OTM that continue to serve Ohio well”—anything in the OTM that serves our students.

**Senator Hefzy:** I don’t believe it is clearly stated or not, but emphasizing long life learning.

**Vice Provost Schneider:** Do you think the OTM supports lifelong learning?

**Senator Hefzy:** I am not sure. I think it is something that serves the interests of all students.

**Vice Provost Schneider:** Well, I think lifelong learning would serve the interest of the student and the faculty, right?

**Senator Hefzy:** Continuous faculty.

**Vice Provost Schneider:** So I am wondering if that is the characteristic of the OTM.

**Group of Senators:** No.

**Vice Provost Schneider:** I mean, the OTM is really designed to make it easy for students to transfer from one school to another and it's been defined particularly with the community college student in mind so that they could be assured that if they take Comp I at Owens that they will get credit for it here at the University of Toledo. I think the insurance transferability, you know we don't want our students to go anywhere else, right? Well, transferability may not be useful for us, but for students who can't afford to come here first and will go to a community college or whose family is moving and their circumstances changed, I think that the OTM by the fact that it may transfer easier and perhaps more equitable, that is a characteristic that is good; whether the OTM is necessary to assure that, I don't know. We do have transferology, which is a fairly robust system and that coursed course what we won't accept for credit.

**Senator Gray:** Isn't transferology only what people actually put in them?

**Vice Provost Schneider:** Yes, but I think the last time I talked to Katie there were more than five thousand courses that had been mapped to transferology. It is pretty robust.

**Senator Gray:** The reason why I asked because we just attempted to use it for a transfer-in student and although our courses were in there, the other college courses weren't and so we weren't able to use it.

**Vice Provost Schneider:** Were they then able to enter those courses in because that is usually how---

**Senator Gray:** They probably are.

**Senator Molitor:** It just means they haven't evaluated them yet.

**Vice Provost Schneider:** Usually what happens is if somebody tries to transfer a course from a credited institution of higher education that we have not vetted and it is not in our system, that triggers then to then collect syllabi and catalog information to evaluate it and it populates transferology.

**Senator Hefzy:** So you don't believe that long life learning should be one of the characteristics in here?

**Vice Provost Schneider:** They are not asking us, what should it be a characteristic of it; they are asking us, what are the characteristics of it. And as the OTM stands right now, it is a system that evaluates courses to assure that there equivalent, wherever students take them in the state and they can transfer them in the university. It doesn't address lifelong learning in any regard. Maybe it should be part of it, but they are not asking us what should be, they are asking us what is. Could we agree that transferability continues to serve Ohio well? "What characteristics do we believe merit reconsideration and perhaps modification?" One suggestion I heard is that perhaps in the other distributive courses, maybe we should have some shared learning outcome as we have for composition and for mathematics. You know, they have pretty clearly defined learning outcomes or what they call the two skills area. Would that be useful modification in the OTM?

**Senator Lundquist:** I'm surprised we don't have it already.

**Vice Provost Schneider:** We don't. We have some...courses, but the other ones is just that it's named that and it falls within-- it is very big.

**Senator Lundquist:** So it seem like sociology 101?

**Vice Provost Schneider:** Yes, it is going to fall under social science gen ed. Okay, any recommendations because I am going to wrap this up now because we are getting way long? "Any recommendations you

would offer to inform work on the OTM?" If you have last words, if you go home tonight because you seem stuck-up because this happens sometimes, I would be revising this and putting this into a document tomorrow so please email me. I promise to give serious consideration to anything I can and do my best to incorporate your ideas into the final document that we send forward. I'm considering that at the very end I might want to make a statement from our university that we will like a clear statement of the role they think these principles will play in guiding general education into state law.

**Senator Lundquist:** I would like to have a clearer statement of what they think the problem is. Why are they suddenly concentrated on this?

**Vice Provost Schneider:** Maybe what I would also like to say is there appears to be a mismatch between the problem we've identified and the solution that we're posing. Because they are proposing that if we have these general principle, this is the problem we're trying to solve: too many students take too long to earn their degree; the six-year graduation rate it too long. And then they give us a whole bunch of employer surveys: students who do earn a degree may find themselves underprepared for the work place. Then it says, far too many students do not earn a degree and this is why they formulated these six principles. I don't know how these six principals change that so I think there may be a mismatch between the problem that we are trying to solve and the solution that we are posing. Thank you.

**President Rouillard:** Thank you. So we have Adrienne King, the VP of Marketing and Communications come to us another time. She very generously agreed to try again and Denise Bartell as well. Before we leave, a quick announcement from Temeaka Gray.

**Senator Gray:** Thank you. I have a quick announcement and some informational literature. So an email went out from the Provost's Office discussing the regional opioid prevention and teach-in. Some keys points are: In 2017, there was a large amount of people who died in Lucas County alone with opioid overdoses. As a result, the UT president established the UT Opioid Taskforce, which has grown and includes many people throughout the community. The goal is to breakdown stigma, prevent opioid use, and engage with community resources for people that you encounter because no doubt, opioid use, abuse and mental illness has touched almost everybody in this room in some ways, including family, community, friends and students. So, that is what makes this teaching and this whole event very, very important. You might wonder what you can do about it. There is a request that came out from the Provost's Office that ask that we include in our classes, labs, and clinical experiences for at least 10-15 minutes of content or discussion about the opioid crisis relevant to our discipline or any materials that we are actually teaching. It is only 10-15 minutes, and so it might not seem like it fits with the subject for that day or that time, I assure you that it is actually occurring throughout the community in grades K-12 so I know we can do it here because it is occurring throughout the community. There are paperwork going around including some posters. The one thing I want to key you into is there is a double sided piece of paper and on the backside you will see there are ideas for content focus areas for UT opioid teaching broken down by discipline or major--so some ideas about content that you might just be able to put this word in there and so we're included in that teaching. The teaching is actually technically occurring during the same time that the actual expo is occurring, between 12:00-7:00 p.m. on April 5<sup>th</sup>. We would actually be saying some words about what's going on that pertains to our discipline just to raise awareness...stigma. In the Student Union on that same day and that time period, there will be some continuing education offered, some resources and door prizes. There will actually a narcan training that is available as well., so please everyone if you can, come out and support. It is the first time we've done this

and most places only do their local colleges, but we are doing the whole region. We are number two in the state of Ohio and so we really need to kind of get in there and get our hands ‘dirty.’ Thank you, Senator Gray.

**President Rouillard:** Okay, may I have a motion to adjourn? Meeting adjourned at 6:25 p.m.

**IV.** Meeting adjourned at 6:25 p.m.

Respectfully submitted by:  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary.













