

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of March 27, 2012
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @ FS meeting on 4/24/2012

HIGHLIGHTS

Dr. Anthony Edgington & Barbara Schneider

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

President Lawrence Anderson called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2011-2012 Senators:

Present: Anderson, Batten, Cappelletty, Cooper, Caruso, Dismukes, Dowd, Duhon, Eisler, Ellis, Franchetti, Hamer, Hammersley, Hewitt, Hey, Hill, Hoblet, Hornbeck, Humphrys, Kistner, Kranz, LeBlanc, Lee, Lingan, Lipman, Lundquist, Molitor, Moore, Moore, Nandkeolyar, Ohlinger, Peseckis, Piazza, Plenefisch, Powers, Randolph, Regimbal, Rouillard, Sheldon, Solocha, Teclehaimanot, Templin, Thompson, Thompson-Casado Weck-Schwarz, Wedding, White, Yonker,

Excused absences: Brickman, Cuckovic, Malhotra, Moynihan, Slutsky, Wilson,

Unexcused absences: Crist, Duggan, Giovannucci, Heberle, Hottell, Mason, Nazzal, Shriner, Skeel, Tinkel, Willey

II. Approval of Minutes: Minutes from the February 28th meeting are ready for approval.

President Anderson: I am calling the meeting to order. Welcome all to the twelfth Faculty Senate meeting of academic year 2011-2012.

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

You all have received the minutes for our meeting on 28th February. Are there any corrections from the floor? Do I hear a motion to accept these minutes? A second? All in favor? Thank you. And thank you again, Quinetta, for preparing the copy.

The packet of materials Quinetta sent for this meeting included materials for a proposed Student Green Fund. At this point, the material is informational only, but feel free to pass it on to your constituents. One of the initiators, Nathan Reaver, who is in the graduate bioengineering program, will come to Senate next time to provide further information. The Executive Committee met with the Provost and Chancellor last week, and discussed the evolving budgetary situation and the “efficiency planning” coming out of the Finance Office. Most of us attended the Board of Trustees meeting on Monday, 19 March. The items discussed then did not directly affect faculty except for the personnel actions, sabbatical approvals, and preliminary budget reporting. Also, Provost McMillen reported on the progress of the Core Curriculum.

While there was a report from the “Best Practices Subcommittee” on the agenda, that item was postponed, as the Subcommittee had not met. That subcommittee is the one looking at a so-called “University Senate” model. The subcommittee will meet next week, so we should have a report at our next Senate meeting.

We invited President Jacobs to Senate to discuss the Provost appointment procedure, but he is in Washington today. We will try to get him in two weeks. The “Advisory Committee” also meets next week, so we should have more information then.

At our Executive Committee meeting, we discussed the possibility of organizing a task group to write a new “Faculty Manual” or “Faculty Handbook”. Such a document would include descriptions of academic grievance procedures, academic forgiveness policies, how to submit requests for discussion by Senate and/or the Senate Executive committee, etc. As a sense of the Senate, do you think writing a handbook is a good idea? We have not forgotten about also reviewing teaching evaluations beginning this summer. Before we move on to reports, I will say that the Senate elections are moving forward. By the end of this week, the Elections Committee will have produced the candidates for election to Senate from each College, as determined by the results of the nomination election. At this time, I would like to thank two individuals: the first is Senator Kelly Moore from the College of Law who stepped up to the plate to Chair the Elections Committee, and the second is Senator Udayan Nandkeolyar from the College of Business and Innovation, who agreed to chair the Academic Programs. That concludes my report.

Senator Thompson- Casado: President Anderson, I have a question about the Provost Search Committee. I looked on the list and it looked like to me that there was no faculty member that was non-administrative, is that correct? Why?

President Anderson: That is correct and you will have to ask the president that question.

Senator Thompson- Casado: Okay.

President Anderson: I will say, as of today two other people have been added: One is Dr. Komuniecki, Dean of Graduate School and the other is Dr. Howard Shaun.

Senator Thompson- Casado: So, there was room but they chose not to put a faculty member on it?

President Anderson: I wouldn't say “they,” I would say “he.” The next meeting is a full Senate meeting and the meeting after that is for this group which is half a Senate meeting and it is only there to give our “blessings” to the new Senate. So, there really can't be any business conducted at the last meeting, April 24th. The last meeting where we can do business is in two weeks, so if anybody has something very pressing that they would like the Executive Committee to report on and/or bring forth to the Senate to vote on in some form at that next two weeks meeting, please come up to me afterwards and give me your name and item that you want discuss or email me or some other member on the Executive Committee.

Senator Plenefisch: There are a large number of programs that are coming forward on April 24th, is this the meeting that you are referring to as the last meeting or is there a meeting beyond that?

Senator Dowd: April 24th is the last meeting Senate meeting.

Senator Plenefisch: So we are unable to do business that day?

President Anderson: Yes, April 24th is the last Senate meeting which is half and half, right?

Senator Dowd: That's correct.

President Anderson: We have the first meeting in April which is in the next two weeks which will be really the last program of a full meeting. It is my understanding virtually all the programs are ready. I'm not referring to today, but in two weeks.

Senator Dowd: Are we talking about the April 10th meeting?

President Anderson: Correct.

Senator Dowd: With my experience with Faculty Senate it is very difficult to conduct a lot of business at the last meeting of the academic year. I understand the importance of your claim, but if we try to schedule this on April 10th it will be better.

President Anderson: However, it can be done at the meeting as long as it does not take an hour and a half to approve. Are there any other questions? Alright, let's move on to the reports and hear what the Academic Program has to say, Senator Nandkeolyar will present that.

Senator Nandkeolyar: Hello everyone I am Udayan Nandkeolyar and I am from the College of Business. On the PowerPoint slide are the names of the members on the committee. We basically went through six proposals one...and some action was taken for four of them. The first one was...it is a proposal from the College of Adult and Lifelong Learning and it involves removing one course, ASL 1900 and substituting that with ASL 2500. The rationale that I was given was that the new course will help the students write their senior thesis better. A lot of their students are transfer students, so they already know to some extent what was in the 1900 course. Are there any questions? For all who are in favor of this motion please indicate "aye"? Any opposed? Any abstentions? Thank you very much.

Motion Passed.

The next one is a course where they are basically training teachers to be math teachers, right? It was a dual degree program and they want to make it a single degree program. Basically, what happens is that they will be removing the foreign language option. There are some other programs that have gone through the same process, so all they are asking that it will be allowed for math as well. And they are hoping to increase enrollment in the program.

Senator Lundquist: What I had understood in the meeting is that they are keeping the dual degree option and this was an additional option.

Senator Teclehaimanot: Yes, this is only a single degree option. The dual degree program is still going to be an option for our students who want to teach High School Mathematics. Due to the dual degree program, students are going to Bowling Green State University and also to the other Institutions in Ohio

instead of attending the University of Toledo. So, offering single degree option will make us more competitive and it will also give students an option where they have a dual degree program and/or a single degree program. It is my understanding that this has been discussed with the Department of Mathematics.

Senator Hewitt: Yes, they did discuss this a few times to the Math Department, but we always objected to this. We recently received an email that raised concerns. I don't object to the issue per-se, but there are many consequences and we have never yet gotten anything that resembles a dialogue from your department and ours. So what I can tell, none of our concerns have been addressed.

Senator Rouillard: What I don't understand is if the foreign language option is an option and nobody is being required to do it then why does it have to be removed? It's not a requirement, right?

Senator Hewitt: Under the current program since it is still under the A & S program getting a dual degree in math will require foreign language.

Senator Rouillard: Okay. So, it is the foreign language requirement that you are talking about?

Senator Hewitt: Yes, for the math.

Senator Rouillard: Okay.

Senator Hewitt: I will point out though, with the new math proposals, math and science requirements there is both a BA and a BS option. The BS does replace the foreign language requirement in a science requirement, and there's also that option for students in the dual degree program. I guess one of the questions that I would like to address since this conversation has been going on long before I was chair, there doesn't seem to be much evidence when the single degree option was offered in the past that enrollment actually increased. So the rationale doesn't seem to me to justify this action, but maybe there's some other reason for doing it and we discussed in the past some options to make it easier for students: either a dual or a single degree under certain other configurations. I would say so far that the discussion is not terminated unless we simply move to go past the discussion to approve this.

Senator Rouillard: So, after our reorganization, getting a dual degree is not easier? Is that what I'm hearing?

Senator Hewitt: No, it's not.

Senator Teclhaimanot: A dual degree program still has an option. According to the program faculty, offering single degree option will make us more competitive with the other Institutions in Ohio that offer single degree option. At the moment, we have less than fifteen student left in the program. I think we need to be creative and address the issues that we are facing with the dual degree program. The students who want the dual degree program can still take the dual degree program option. Also, similar other single degree option programs were previously approved in Language Arts, Sciences, and Social Studies. Please understand that we do not want to eliminate the dual degree program, however students should have an option to choose between the dual degree program and/or a single degree program. The goal is to be

competitive and also give students an option to finish the single degree program within four years and/or the dual degree program within five to six years.

Senator Rouillard: I think what concerns me the most is the math section doesn't feel like there's been dialogue, and that is what concerns me about this.

Senator Teclehaimanot: According to the Department Chairperson in Curriculum and Instruction and the faculty in mathematics education the discussions with Mathematics Department started from five to seven year ago. My understanding is that the Department of Mathematics wants to control the program that is not in their department or their College. I think it makes sense to approve the single degree program from the economic as well as the future of the program.

Senator Hewitt: I will point out that during the discussion I did not reject this, I raised some concerns, none of which were addressed; not a single one, so I don't call that a dialogue. But, the discussion, if you want to think of it that way has been going on for four years. Also, as I pointed out, the evidence about the increase in enrollment runs counter to what you are saying. It is true that we are the last ones; the others did not fare so well. I would say that we need to examine this carefully. It is true that enrollment is down in math, it is down in others as well; I don't think that this is a panacea. But, I think it should be explored and I think that there are issues that we could deal with, but we ought to have a real dialogue, not "come into my office with a proposal, take it or leave it" then you come back to Senate as you did last year and say "okay, let's vote," that is not a dialogue.

Senator Teclehaimanot: From my point of view, discussions between the departments took more than five years. I am speaking on the behalf of my department, my colleagues, the college, and also my understanding as a previous chair of the college academic affairs committee. Also, for how long do we have to wait to approve the single degree program and/or do we want to see the program eliminated.

Senator Nandkeolyar: This is the list of mathematic courses that Senator Teclehaimanot is referring to.

Senator Hewitt: Right, I have it.

Senator Dowd: Would it be possible for the representatives from the math department and the representatives from the Program Committee to meet with each other within the next week or so and report back to Senate in two weeks? At least, if not start, but continue the discussion that you are referring to.

Senator Hewitt: Sure.

Senator Teclehaimanot: The department, the college academic affairs committee, the college faculty approved this program and it was also signed by the Dean on May 4, 2011. Somehow the proposal got lost in the system until now. At any rate, I would like to encourage the Faculty Senate to approve the program today.

Senator Dowd: Let's table it today and address it at the next Faculty Senate meeting in two weeks.

Senator Nandkeolyar: Yes, the committee is meeting next week at the same time.

Senator Hewitt: Okay.

Senator Nandkeolyar: So, I would be glad to invite you guys to come.

President Anderson: Is that the sense of the Senate to table this for two weeks, please raise your hand?

Senator Rouillard: Yes.

Group of Senators: Let's table it.

Senator Lundquist: Is that the end of the discussion?

Senator Wedding: Even if we table it, could we still also discuss it?

President Anderson: Yes.

Senator Lundquist: I would like to pick up on what Senator Hewitt said about evidence. I think it is true that the College of Education has not reported their enrollment numbers in other disciplines which have adopted the single degree option. I would like to know if those enrollments have improved. And what math courses at what level are going to be required for the new option. For what it is worth, the English Department is unhappy with the single degree option that was approved in Language Arts, particularly because it includes just one 4000-level English course.

Senator Nandkeolyar: Senator, Teclehaimanot are you going to be able to attend the meeting?

Senator Teclehaimanot: Well, I would have to talk to my colleagues, however maybe Senator Templin could address the issues as well.

Senator Templin: Well, teaching the science ed. program I am not sure that it is correct that the enrollment hasn't improved, at least not for science ed. My sense is that it has improved. Secondly, when we still have a dual degree program in secondary science and that program is on the order of 220 credit hours long which is approaching six and a half years. Under the new state of Ohio program, the accredited programs will be 150 credit hours in length. It seems to me that you cannot have a 220 hours program and get that through the state in the near future, so something is going to have to be done just from that standpoint alone. I don't know exactly how many credit hours, but it must have been all the science courses, the single degree option is a lot closer to 115 than a dual degree.

Senator Hewitt: In our previous discussion when this was brought to my office I compared the list of requirements from the College of Education to those of Bowling Green and noted that ours were much higher enhances does there seem to be a way to cut back on the number of required courses not just on cutting back on math courses, but also in the College of Education that this could be something that we

could discuss. I also pointed out that the information that I had that the enrollments have not gone up was old and it should probably be updated, but I don't believe that I have seen yet, besides your sense that enrollment actually has gone up. It may have gone up. But, the last hard data that I looked at contradicted that. It may have changed, so I would like to look at that and I would like to discuss it, that's all.

Senator Nandkeolyar: Next week we will have a forum for that and we will set aside time to discuss it.

President Anderson: Okay, I've been reminded that I have to call for a motion to table.

Senator Dowd: So move.

President Anderson: May I have a second? All in favor?

Group of Senators: Aye.

President Anderson: Any opposed? Any abstentions? ***Motion Passed.*** *The prior proposal will be revisited at later date.* Let's go on to the next proposal.

Senator Nandkeolyar: There was a proposal from Physical Education to change some courses.

Senator Regimbal: It doesn't seem reasonable to bother doing this because our dean has chosen to suspend our program, so I withdrew the request.

Senator Wedding: Question. Does not the Senate have to approve or be effectively consulted on the discontinuation of a program?

President Anderson: Yes.

Senator Dowd: Yes.

Senator Wedding: Was that done in this case?

Senator Dowd: No.

Senator Wedding: So what are we supposed to do, "just sit here and look at the screen?"

Senator Dowd: Well, it comes down to the issue of whether the program was officially eliminated or ended, that requires Faculty Senate approval. Or whether there is an issue where the dean makes a decision to not allocate resources and provide that program and if that is the case then Faculty Senate does not allocate the situation.

Senator Wedding: So it all comes down to a definition, what it means of continuance?

Senator Thompson-Casado: How many students are currently in that program?

Senator Regimbal: Well, currently there aren't very many when we were told about the decision, it was somewhere between thirty and forty. Once they heard the program, and the dean used two terms, one is "closed" and the other was "suspended," when they heard that, the students found other places to go to school at and/or chose to go into other programs. I would say at this point, when we started closing down courses that are being offered we are probably at approximately fifteen to twenty students, but I do not have a solid count.

Senator Thompson-Casado: How many faculty are in that program?

Senator Regimbal: There are two. We were not included in any discussion. We were brought into a meeting and were told that that was the decision which was based upon financial issues.

Senator Rouillard: Were you told what the financial issues were?

Senator Regimbal: No. We were told basically at the start of summer 2011, so at the close of the spring semester.

Senator Dowd: January of last year, 2011 the president of the Senate, Mary Powers worked with President Jacobs to establish a committee that would look at graduate programs. Now, Senator Powers is in the back, so if I get any of this wrong please jump in. The charge of that committee during the spring semester involved a number of things. One of them was to look at undergraduate programs with the possibility that when the committee is formed they would identify the programs that would be eliminated. The committee members were told that no programs would be eliminated until we were given the proper information, some data on undergraduate programs in general. And this program was eliminated during that process contrary of what this committee was told would happen. Is everything right, Senator Powers?

President Anderson: She has her thumb up.

Senator Thompson-Casado: Senator Dowd, then that means, and I am assuming that there wasn't a financial assessment done over this program to see if the cash flow was either positive or negative with only two faculty with thirty or forty students?

Senator Dowd: There was some analysis done, but to tell you the truth, the charge changed three or four times. We did look at some financial data.

Senator Rouillard: You are talking about committee work, but she is specifically talking about this program.

Senator Thompson-Casado: If the committee looked at the financial aspect of this program. I am trying to get a sense on why this program was cancelled.

Senator Dowd: From my memory, we did not look at this particular program, not financially.

Senator Batten: Senator Dowd, Mr. Dabney told us that there has not been a financial analysis and his office has not been appraised of it, and by that, I mean by the financial office.

President Anderson: Okay, is there any other further discussion? We are not actually voting on this, but it sounds like the Executive Committee has to do some business.

Senator Hoblet: Maybe we should request information about the closure or discontinuation of this program from the dean of Education.

Senator Lipman: So moved.

Senator Hoblet: Does anybody want to make that a motion?

Senator Hamer: I would like to add, this discussion came up last fall talking about the provision program that it cost nothing. Professor Mark took another workload to continue it and the same thing happened with them. We requested getting some answers on that and as usual, we have not received that report.

Senator Dowd: For the point of clarification, it was actually three programs. It was three programs that were eliminated: Vision, Talented & Gifted, and Physical Education.

Senator Wedding: Were those programs brought to the Senate?

Group of Senators: No.

Senator Wedding: Are they supposed to be brought to the Senate?

Senator Dowd: Honestly, it comes down to the issue that you raised earlier, are they officially eliminating the programs or are they suspending them? Senator Wedding, I know that is not the answer that you want, but that is the answer.

Senator Wedding: We can't be playing with words. We are either responsible for the academic integrity of the University or we are not. If we are not, and that appears to be our primary function, then why don't we just abolish the Senate and make President Jacobs happy?

President Anderson: Alright, let's move on.

Senator Nandkeolyar: The last item is to create a BA in biochemistry. Currently they have a BA in biology with the major in biochemistry and they basically determined that their students will be more complementing if they have a major in biochemistry. It's the same coursework, same everything, but now it is going to be called a BA in biochemistry.

Senator Dowd: Just for clarification, this will be offered in the Department of Chemistry?

Senator Nandkeolyar: Yes.

Senator Dowd: Why is it Arts and Sciences?

Senator Nandkeolyar: The paperwork has been around since Arts and Sciences.

Senator Dowd: I presume that the College of Arts and Sciences and Mathematics still wants this?

Senator Nandkeolyar: Yes, they were at the meeting and said so.

President Anderson: Is there any discussion on this?

Senator Nandkeolyar: All in favor? Any opposed? Any abstentions? ***Motion Passed.*** Thank you very much. *All programs modifications passed unanimously, except as shown on the attached table (changes to the mathematic program for a single degree option was discussed and tabled for resolution for a later date).*

President Anderson: Thank you, Dr. Nandkeolyar. Next, Senator Peseckis has a report from the Curriculum Committee.

Senator Peseckis: The last time I was here we were caught up, but we recently received a number of courses. The list was attached to the consent agenda items. The committee had a discussion about this two days ago.

Senator Hornbeck: I have a question in relation to page 9. The internship for recreation therapy: In the course description it reads, "...this course will be taken twice in the same semester," is that an error?

Senator Peseckis: You have the clarification that is written below. Really, it is 40 hours per week and students will be taking it twice each semester and it is equivalent to 10 credit hours in a semester. It is just in the summer that they are thinking to do it as session one and then session two. And that is if students are taking it in the summer, but if they take it in the fall then it will be two. It will be a total of 10 credit hours per semester and that is what they are trying to get to, but they probably just didn't know how to say it. When I first read it did not make sense, but when I read the explanation I understood. It was just that they couldn't think of any other way to say it. The students will be registering for that twice per semester, so that adds up to 10 credit hours for 40 hours per week. Does that make sense?

Senator Hornbeck: No, not the way that it is written. It should probably be that it is available for a repeat for credit.

Senator Peseckis: No, it is not repeating. In other words, it is required for them to do two of them.

Senator Hornbeck: Why isn't it two courses then?

Senator Peseckis: Because they are different sections of the same course.

Senator Hornbeck: Well, I come from a similar program and each of our internships has a different number, so that everybody knows up front the number of hours they need to complete the requirement is “x” then they will move on to the next course and that requirement in another “x.”

Senator Peseckis: For instance, in pharmacy we have these experiential courses for athletes such as session 1, session 2, session 3 etc, but you have to take eight of them. So, there are different ways to do it.

Senator Regimbal: Could you repeat session 1 in pharmacy over and over and take it nine different times?

Senator Peseckis: It is just bookkeeping, yes.

Senator Regimbal: So, if you take the same session in one semester how do you do the grades?

Senator Peseckis: It wouldn't be section 1 twice. There are different sections. In other words, read under the clarification, (in the course proposal) that is what they are referring to.

Senator Batten: Could we make a friendly amendment suggesting the two course numbers?

Senator Peseckis: To have another course number?

Senator Batten: Yes. It makes more sense to have two course numbers than a transcript of degree that has to clear before graduate school.

Senator Peseckis: At the moment, they are actually doing it this way. But I can communicate to them and make that suggestion. But this is how it actually has been approved for their program and that is how it is running. The change from 5 credit hours actually came from an updated catalog description. We are not actually approving whether they can offer this class. This is how the program is actually being run up until this time.

Senator Lipman: I have a question on page 3 for the COIL 1110 course, who are the...and also can somebody just identify for me the acronym HEAL?

Senator Peseckis: HEAL means Health Education course in Health Science and Human Services.

Senator Lipman: Who is required to take this course?

Senator Peseckis: Are you talking about COIL 1110?

Senator Lipman: Right.

Dr. Barbara Schneider: Nobody is required to take the course. It is not a requirement, it is just an offering. This is to help the students that cannot navigate BlackBoard as well as their email.

Senator Lipman: Thank you. I understand the explanation; I just wanted to know who the students are.

Senator Peseckis: Are there any other questions or concerns? All in favor to approve these courses please say “aye”? Any opposed? Any abstentions? Thank you. ***Motion Passed. The following is the list of courses that were passed by Senate on March 27th, 2012.***

New Course and Course Modification Proposals Approval by the Faculty Senate on March 27, 2012

College of Adult and Lifelong Learning **New Course**

AL 3000 Introduction to Professional Studies 3 CHR

Enrollment: na/section, na per term

Credit hours: 3

Delivery Mode: Lecture, 3 h

Offered Fall, Spring, Every Year.

Grading System: Normal Grading

Pre-requisites: JR, PDP (Permission from Department)

Catalog Description: This course will prepare students with advanced computer and information skills necessary for research specific to professional health, business, and community related disciplines.

Course Modification

AL 1000 Beginning of the Academic Journey 1 CHR

Change course alpha code to “**COIL 1000**”

Change title to “**Orientation: How to Succeed in College**”

Update course description to: “This course is designed to orient students to academic expectations and campus culture, and provide them with skills and strategies for succeeding as college students.”

Reason: The College of Adult and Lifelong learning wants to focus its resources on adult and non-traditional students. They have asked the College of Innovative Learning to provide the required orientation course for all Gateway students, The course will also be offered to students enrolled in living learning communities when no disciplinary orientation is appropriate,

AL 1050 College Study Strategies and Orientation 3 CHR

Change course alpha code to “**COIL 1050**”

Change title to “**Orientation: Strategies for College Success**”

Reason: The College of Adult and Lifelong Learning wishes to focus its resources on adult and non- traditional students and has asked the College of Innovative Learning to assume responsibility for this expanded orientation course, generally enrolled by pre-majors in the Gateway program.

College of Innovation Learning **New Course**

COIL 1110 Introduction to Learning Technologies 1 CHR

Enrollment: na/section, na per term

Credit hours: 1

Delivery Mode: Lecture, 1 h

Offered Fall, Spring, Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: Prepares students with the computer and media literacy skills necessary for successful online learning.

Reason: Students will acquire greater knowledge of the academic technologies utilized by universities, including Blackboard, Epsilon, virtual labs, email, and online resources such as eLibrary and Ohio eTutoring Collaborative. This course will help any student acquire the knowledge and skills necessary to navigate the learning technology encountered in universities in the 21st century.

Additional Information: This course will be co-taught by an Information Literacy Librarian and an Instructional Designer. The intention is to ensure that students will understand how to effectively use all of the learning technologies utilized by the university and UT Online. While it will not be submitted for inclusion in the Core, it does include the Core Competencies of Information Literacy and Communication. Gateway Programs and International Business have expressed an interest in a course of this nature because many students are not familiar or experience many problems using online learning technologies. This will help improve outcomes for students who are truly “distance learning.” As noted elsewhere for HEAL courses, the it will also serve as an academic 1 credit hour course needed by students for financial aid, sports, etc. for

whom taking a 3cr course is problematic and where a 1 cr academic DL course would help satisfy that need (based on requests from academic advisors and the Provost's office).

College of Engineering

New Course

CET 1050 Computers for Construction Engineering Technology 3 Chr

Enrollment: na/section, na per term

Credit hours: 3

Delivery Mode: Lecture, 2 h, Regular Lab 2

Offered Fall, Spring; Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: Coverage of fundamental concepts, techniques and applications of microcomputers to the solutions of problems in construction engineering. Introduction to specialized software used in construction for drafting, design, estimating and scheduling as well as standard technical productivity software applications.

CET 3020 Sustainability for Construction and Design 3 Chr

Enrollment: na/section, na per term

Credit hours: 3

Delivery Mode: Lecture, 3 h

Offered Spring; Every Year.

Grading System: Normal Grading

Pre-requisites: CET 1150, CET 1250

Catalog Description: An introduction to sustainable design, green building and the LEED rating system. Roles of engineers and constructors are examined within the integrated design approach to green building and sustainable design. Topics covered include sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor air quality and innovative design. The course is structured as a way to prepare for the LEED Green Associate exam.

GNEEN 1500 Sustainable Living 3 Chr

Enrollment: na/section, na per term

Credit hours: 3

Delivery Mode: Lecture, 3 h

Offered Spring; Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: Sustainable Living explores the sustainability of our lifestyle choices. Core sustainability principles and the importance of assessment to evaluate options are introduced. These guiding foundational concepts are used to evaluate the sustainability of our consumption of water, energy, and goods as well as how to improve the quality of life for the world's population without comprising ethical standards. Students will be challenged to adopt and assess the effect of a lifestyle change on their consumption.

Additional Information: GNEEN 1500 is the permanent number requested for a course approved in the first round of the General Education proposal process. It had been approved under the number CHEE/MIME 2980, course numbers we use when offering a lower division seminar or trial course. When revisions were sent to Mary Humphrey and the Core Curriculum Committee we proposed GNEEN 1500 as a permanent number. No pre-req is intended, since it would be available to any undergraduate at the university.

ITEC 1200 GUI Programming 3 Chr

Enrollment: na/section, na per term

Credit hours: 3

Delivery Mode: Lecture, 3 h

Offered Spring; Every Year.

Grading System: Normal Grading

Pre-requisites: CSET 1100

Catalog Description: Introduction to windows-based programming for engineering technology applications. Topics include Application Program Interface (API), message processing, procedures, using OS resources, modal and modeless dialog boxes, and the graphics Device Interface.

Course Modifications

BIOE 4100 Physiology for Bioengineers 3 Chr

Change prerequisites from "BIOL 3036, CHEM 1240, EECS 2300" to "BIOL 3036, CHEM 1240" (so EECS 2300 removed from prerequisite)

Change corequisites from "None" to "EECS 2300"

Reason: To provide scheduling flexibility for students taking EECS 2300 Electric Circuits. Students need to be familiar with circuit models when covering electrically excitable tissues such as nerve, muscle and heart. This material is covered mid-semester, and students taking EECS 2300 at the same time would have enough knowledge of circuits to understand the circuit models of these tissues used in BIOE 4100.

BIOE 4200 Biosystems and Control 3 Chr

Change Prerequisites from "BIOE 4100, BIOE 4120" to "BIOE 4100, MATH 3860"

Change corequisites from “None” to “BIOE 4120”

Reason: BIOE 4200 Biosystems and Control is an upper-level elective for BIOE undergraduates. This course requires the use of Laplace transforms, which are taught in the required BIOE 4120 Biosignal Processing course.

However, the focus of BIOE 4200 during the 1st half of the semester will be shifted from analytical solutions using Laplace transforms to the use of computational tools. Therefore the BIOE 4200 content that requires analytical solutions using Laplace transforms will occur later in the system after this material is covered in BIOE 4120.

If BIOE 4120 is removed as a prerequisite and added as a co-requisite, then MATH 3860 Elementary Differential Equations should be added as a prerequisite for BIOE 4200. The models of dynamic systems covered in BIOE 4200 require the use of ordinary differential equations. Since MATH 3860 is a prerequisite for BIOE 4120, there was no need to explicitly list MATH 3860 as a prerequisite for BIOE 4200.

CET 1000 Introduction to Construction Engineering Technology 1 Chr

Change alpha code number to “**CET 1010**”

Reason: Under the current University system, this course gets identified as a Beginning the Academic Journey (BAJ) course. It is not taught as such, as the CET students are also required to take ENGT-1000 which is the official BAJ course of the ET department. This change should help eliminate administrative confusion that has arisen regarding the numbering of this course.

CET 1210 Surveying 3 Chr

Change prerequisites from “**ENGT-1050, MATH-1330**” to “**CET-1050, MATH-1330**”

Reason: The proposed CET-1050 takes the place of the currently required ENGT-1050 and thus the prerequisite needs to be updated accordingly. This modification needs to be effective upon approval of CET-1050.

CET 2030 Construction Graphics 3 Chr

Change prerequisites from “**ENGT-1050, CET-1100, CET-1210**” to “**CET-1050, CET-1100, CET-1210**”

Reason: The proposed CET-1050 takes the place of the currently required ENGT-1050 and thus the prerequisite needs to be updated accordingly. This modification needs to be effective upon approval of CET-1050.

CET 2110 Materials Testing 3 Chr

Change prerequisites from “**ENGT-1050**” to “**CET-1050, CET-1150**”

Reason: The proposed CET-1050 takes the place of the currently required ENGT-1050 and thus the prerequisite needs to be updated accordingly. This modification needs to be effective upon approval of CET-1050. The addition of CET-1150 is required to ensure that students have a base knowledge of materials prior to testing them in this course.

CET 2220 Soil Mechanics 3 Chr

Change prerequisites from “**ENGT-1050, CET-1200**” to “**CET-1200**”

Reason: The ENGT-1050 number is changing to CET-1050. In the review process, this prerequisite has been found to be an unnecessary requirement for the class objectives of CET-2220.

CET 2250 Structural Design 4 Chr

Change prerequisites from “**ENGT-1050, CET-1200**” to “**CET-1200**”

Reason: The ENGT-1050 number is changing to CET-1050. In the review process, this prerequisite has been found to be an unnecessary requirement for the class objectives of CET-2250.

CET 3220 Hydrology and Hydraulics 3 Chr

Change prerequisites from “**CET-2010, ENGT-1050**” to “**CET-2030**”

Reason: The ENGT-1050 number is changing to CET-1050. In the process, this prerequisite has been found to be redundant in the class progression since CET-2030 has ENGT/CET-1050 as a prerequisite. Thus, only CET-2030 will be kept as a prerequisite for the course.

CSET 2100 Small Computer Systems 4 Chr

Change alpha code to “**ITEC 2100**”

Reason: CSET 2100 is no longer a required or elective course for the Computer Science and Engineering Technology (CSET) program of study. However, it is a required course in the Information Technology (ITEC) program of study. The change to the course alpha/numeric identifier better reflects the purpose of the course.

ENGT 4980 Special Topics In Engineering Technology 2-4 Chr

Change variable credit hours from “2 to 4” to “**1 to 4**”

Reason: This is a housekeeping modification. The current variable credit hour range does not allow the department to offer a 1.0 credit hour seminar course. The change from 2-4 variable hours to 1-4 variable hours will now allow for the ability to offer such a 1.0 credit hour seminar course.

Judith Herb College of Education and Health Sciences and Human Services (JHCEHS)

New Course

HEAL 1310 Nutrition for Fitness and Health 1 Chr

Enrollment: 35/section, 105 per term

Credit hours: 1

Delivery Mode: Computer, 1 h (DL, Distance Learning)

Offered Fall, Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: The student will learn basic nutrition as it applies to physical fitness and overall health. Students will learn principles of planning a healthful diet that meets fitness goals.

Fit: This DL course will help to supplement health related courses and also to serve as an academic 1 credit hour course that many students need for financial aid, sports, etc. where taking a 3cr course is problematic and where a 1 cr academic DL course would help take care of that need (based on requests from academic advisors and the Provost's office).

HEAL 1320 Nutrition for Weight Management 1 Chr

Enrollment: 35/section, 105 per term

Credit hours: 1

Delivery Mode: Computer, 1 h (DL, Distance Learning)

Offered Fall, Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: The student will learn principles of weight management, nutrition as it applies to healthy weight control, and overall health and will learn to plan individual approach to healthy diet.

Fit: This DL course will help to supplement health related courses and also to serve as an academic 1 credit hour course that many students need for financial aid, sports, etc. where taking a 3cr course is problematic and where a 1 cr academic DL course would help take care of that need (based on requests from academic advisors and the Provost's office).

HEAL 1360 Alcohol and Contemporary Issues in College Life 1 Chr

Enrollment: 35/section, 105 per term

Credit hours: 1

Delivery Mode: Computer, 1 h (DL, Distance Learning)

Offered Fall, Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: This course provides students with an overview of the health, legal, and academic risks associated with excessive alcohol consumption among college students. Various prevention and treatment issues will be examined.

Fit: This DL course will help to supplement health related courses and also to serve as an academic 1 credit hour course that many students need for financial aid, sports, etc. where taking a 3cr course is problematic and where a 1 cr academic DL course would help take care of that need (based on requests from academic advisors and the Provost's office).

Course Modification

HEAL 2900 Linking Seminar in Health Education 2 Chr

Change course title to "Introductory Methods in Health Education"

Change credit hours to "3"

Update catalog description to "This course will provide school health education majors with the foundation of lesson plan development, teaching, and assessment of student learning."

Reason: This change is being requested to accommodate the additional information that is needed to prepare students for HEAL 4300 and their student teaching experience. Information on assessment and teaching will be added to this course.

RCRT 4940 Internship in Recreation Therapy 4 Chr

Change credit hours to "5"

Update catalog description to "This course is designed to give the student a comprehensive full-time experience in recreational therapy. The student will complete 40 hours per week, 15 week, internship. This course will be taken twice in the same semester."

Clarification: "Students must register twice for the course, once in each summer session (5 hours summer I / 5 hours summer II) In the event that the internship would be taken in either the fall or spring semester the students would have to register for two 5-hour sections. The workload would remain 40 hours per week for 15 weeks regardless of when the internship sequence would be taken."

Reason: Nationally, most agencies providing Recreation Therapy Internships require student interns to commit to a 13-15-week internship experience. In response The National Council for Therapeutic Recreation Certification (NCTRC) has increased senior internship requirements from a 12 week / 480 hour experience to a 14 week /560 hour experience. In addition, students have expressed a level of dissatisfaction with the credit hours received for a 15-week internship experience under the current Recreation Therapy Plan of Study. This proposed credit hour increase is reflective of additional site contact hours that will be required by NCTRC. College of Languages, Literature and Social Sciences

Communications (COMM) has proposed program revisions which are being processed separately and these course proposals are related to them.

New Course

COMM 2830 Organizational Communication

3 Chr

Enrollment: na/section, na per term

Credit hours: 3

Delivery Mode: Lecture, 3 h
Offered Fall, Spring, Every Year.
Grading System: Normal Grading
Pre-requisites: None

Catalog Description: "This course examines the principles and theories of organizational communication. Particular attention will be devoted to communication skills, culture, systems, ethics, new technology and power all affect, create and define organizations."

COMM 3120 Community Reporting 4 Chr

Enrollment: na/section, na per term
Credit hours: 4

Delivery Mode: Lecture, 4 h
Offered Fall, Spring, Every Year.
Grading System: Normal Grading
Pre-requisites: None

Catalog Description: "An applied approach to reporting on local government and community issues for the digital media. Students will develop professional, online news packages on issues and newsmakers in Lucas County."

COMM 3210 Audio Production II 4 Chr

Enrollment: na/section, na per term
Credit hours: 4

Delivery Mode: Lecture, 4 h
Offered Fall, Spring, Every Year.
Grading System: Normal Grading
Pre-requisites: None

Catalog Description: "This course is designed to further enhance students' proficiency of audio and program production skills through project based learning: students will conduct on-site interviews, produce audio documentaries, and studio programs with the intent of being aired on the campus radio station, WXUT, and/or local public radio (WGTE-FM), as well as podcasts available through social media sites."

COMM 3300 Social Media 3 Chr

Enrollment: na/section, na per term
Credit hours: 3

Delivery Mode: Lecture, 3 h
Offered Fall, Spring, Every Year.
Grading System: Normal Grading
Pre-requisites: None

Catalog Description: "This course covers the practice and use of social media in communicating across the fields of media and business and its effect on society. The topics of Social Media: marketing, advertising and networking will be discussed and students will produce projects using emerging/current social media technology."

Course Modification

COMM 2100 News Writing 4 Chr

Change title to "News Writing for Media"

Reason: Change in title consistent with revised department curriculum

COMM 2400 Information Analysis & Synthesis 3 Chr

Change title to "Information Analysis"

Reason: Change is consistent with revised department curriculum

COMM 3840 Interpersonal Communication 4 Chr

Change course number to "COMM 2840"

Reason: Change is consistent with revised department curriculum

COMM 4910 Senior Portfolio 1 Chr

Change course title to "Professional Portfolio"

Reason: Change is consistent with revised department curriculum

COMM 3890 Case Studies in Reducing Workplace Conflict 4 Chr

Change course number to "COMM 2890"

Reason: Change is consistent with revised department curriculum

COMM 3810 Group Communication 3 Chr

Change course number to "COMM 2820"

Reason: Change is consistent with revised department curriculum

COMM 4810 Nonverbal Communication 3 Chr

Change course number to "COMM 2810"

Reason: Change is consistent with revised department curriculum

COMM 3610 Speech and Publicity Writing for Public Relations 3 Chr

Change title to “Speech Writing”

Reason: Change is consistent with revised department curriculum

COMM 3720 Public Relations Theory 3 Chr

Change title to “Public Relations Principles”

Reason: Change is consistent with revised department curriculum

COMM 3820 Persuasion Theory 4 Chr

Change title to “Persuasion & Propaganda”

Reason: Change is consistent with revised department curriculum

COMM 2120 Reporting Methods 4 Chr

Change title to “Reporting”

Reason: Change is consistent with revised department curriculum

COMM 2150 Editing & Graphics 4 Chr

Change title to “Digital Publishing”

Reason: Change is consistent with revised department curriculum

COMM 2210 Radio Production & Programming 4 Chr

Change title to “Audio Production I”

Reason: Change is consistent with revised department curriculum

COMM 2220 Basic Television Studio Operation 4 Chr

Change title to “Television Production I”

Reason: Change is consistent with revised department curriculum

COMM 2630 Visual Communication 4 Chr

Change course number to “COMM 3340”

Change title to “Visual Communication I”

Reason: Change is consistent with revised department curriculum

COMM 3270 Radio/Television News Writing 4 Chr

Change title to “Television News Writing”

Reason: Change is consistent with revised department curriculum

COMM 4220 Advanced Television Production 4 Chr

Change title to “Television Production II”

Reason: Change is consistent with revised department curriculum

COMM 4330 New Technologies 4 Chr

Change title to “Convergent Media”

Reason: Change is consistent with revised department curriculum

College of Visual and Performing Arts

New Course

VPA 1000 Beginning the Academic Journey 1 Chr

Enrollment: na/section, na per term

Credit hours: 1

Delivery Mode: Lecture, 1 h

Offered Fall; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: None

Catalog Description: “Course will introduce new students to university and college requirements and regulations, provide information on campus resources, and help students develop academic skills. Required of all entering first year students.”

Fit: THIS COURSE IS ACTUALLY FOR ALL THREE DEPARTMENTS IN THE COLLEGE, NOT JUST ART.

(i.e. so for Colleges of Natural Sciences and Mathematics; Languages, Literature and Social Sciences; Visual and Performing Arts)

College of Natural Science and Mathematics

New Course

NSM 1000 Natural Sciences and Mathematics Orientation 1 Chr

Enrollment: na/section, na per term

Credit hours: 1

Delivery Mode: Lecture, 1 h

Offered Fall, Spring; Every Year.

Grading System: Normal Grading

Pre-requisites: None

Catalog Description: THIS COURSE IS REQUIRED BY ALL UNDERGRADUATE PROGRAMS IN THE COLLEGE. Course will introduce new students to the University and college, provide information on requirements, regulations, campus resources and career exploration, and help students develop academic skills.

MEDT is the new alpha code for the Bachelor of Science in Medical Technology.

These courses are associated with a new program proposal for MEDT.

MEDT 4010 Clinical Laboratory Techniques 2 Chr

Enrollment: 15/section, 15 per term

Credit hours: 2

Delivery Mode: Lecture, 1 h, Regular Laboratory, 3 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: Admission to clinical externship/PDP (Permission of Department)

Catalog Description: "Introduction to clinical laboratory procedures, direct and indirect patient care, current clinical laboratory practice issues, and basic skills necessary to function in a clinical laboratory."

Fit: This course is one of a suite of new course that will allow the University of Toledo to offer the required clinical year of the BS in Medical Technology degree at the University of Toledo and at affiliated UTMC and ProMedica sites. The course also covers a portion of the required topics and outcomes for accreditation of the revised program by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Given the

excellent job prospects for students with a degree in Medical Technology we anticipate that demand for the course will be strong and should enroll to capacity when it is offered.

MEDT4020 Clinical Hematology 5 Chr

Enrollment: 15/section, 15 per term

Credit hours: 5

Delivery Mode: Lecture, 3 h, Regular Laboratory, 6 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Introduction to the theory, practical application, technical performance and evaluation of hematological procedures. Correlation of clinical laboratory data with the diagnosis and treatment of blood cell diseases."

Fit: As for MEDT 4010

MEDT4030 Clinical Urinalysis, body Fluids and Hemostasis 3 Chr

Enrollment: 15/section, 15 per term

Credit hours: 3

Delivery Mode: Lecture, 2 h, Regular Laboratory, 3 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Normal and pathological physiologic function of renal, synovial, seminal, cerebrospinal, serous, and amniotic fluids. Comparison of normal and abnormal hemostatic coagulation and fibrinolytic systems and physiology."

Fit: As for MEDT 4010

MEDT4040 Clinical Chemistry 5 Chr

Enrollment: 15/section, 15 per term

Credit hours: 5

Delivery Mode: Lecture, 3 h, Regular Laboratory, 6 h

Offered Fall; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Analysis of chemical constituents of blood and body fluids in normal and abnormal physiology, including assay performance, test interpretation, quality control and interpretation, and methodological principles."

Fit: As for MEDT 4010

MEDT4050 Clinical Microbiology 5 Chr

Enrollment: 15/section, 15 per term
Credit hours: 5
Delivery Mode: Lecture, 3 h, Regular Laboratory, 6 h
Offered Fall; Every Year.
Grading System: Passing Grade/No Credit (A-C, NC)
Pre-requisites: BIOL 4030, BIOL 4040, PDP (Permission of Department)
Catalog Description: "Study of bacteria that are pathogenic or potentially pathogenic to humans with emphasis on principles of testing methodologies, techniques for isolation, identification, and clinical relevance by body site."
Fit: As for MEDT 4010

MEDT 4060 Clinical Immunology 2 Chr

Enrollment: 15/section, 15 per term
Credit hours: 2
Delivery Mode: Lecture, 2 h,
Offered Fall; Every Year.
Grading System: Passing Grade/No Credit (A-C, NC)
Pre-requisites: BIOL 4050, PDP (Permission of Department)
Catalog Description: "Theory and practical applications of immunodiagnostics and immunopathology, and of molecular diagnostics. Principles of methodologies in relationship to clinical diagnosis and correlation with human disease are stressed."
Fit: As for MEDT 4010

MEDT4070 Clinical Parasitology 2 Chr

Enrollment: 15/section, 15 per term
Credit hours: 2
Delivery Mode: Lecture, 1 h, Regular Laboratory, 3 h
Offered Fall; Every Year.
Grading System: Passing Grade/No Credit (A-C, NC)
Pre-requisites: PDP (Permission of Department)
Catalog Description: "Lecture/laboratory sessions cover the major groups of medically important parasites, including amoebae, helminthes and blood protozoa. Morphologic identification of pathogenic organisms and the ability to distinguish from non-pathogenic genera."
Fit: As for MEDT 4010

MEDT4080 Clinical Immunohematology 5 Chr

Enrollment: 15/section, 15 per term
Credit hours: 5
Delivery Mode: Lecture, 3 h, Regular Laboratory, 6 h
Offered Fall, Spring; Every Year.
Grading System: Passing Grade/No Credit (A-C, NC)
Pre-requisites: PDP (Permission of Department)
Catalog Description: "Theory of immunohematology, with emphasis on erythrocyte antigen systems and antibodies detection and identification. Overview of regulations governing blood banks, methodologies used, importance and hazards of human blood components transfusion."
Fit: As for MEDT 4010

MEDT 4090 Clinical Mycology 2 Chr

Enrollment: 15/section, 15 per term
Credit hours: 2
Delivery Mode: Lecture, 2 h
Offered Fall, Spring; Every Year.
Grading System: Passing Grade/No Credit (A-C, NC)
Pre-requisites: PDP (Permission of Department)
Catalog Description: "Study of the medically important fungi including yeast, dermatophytes, and opportunistic and dimorphic fungi, including morphologic identification of pathogenic organisms and saprophytes which are commonly encountered in clinical specimens."
Fit: As for MEDT 4010

MEDT 4100 Clinical Virology 2 Chr

Enrollment: 15/section, 15 per term
Credit hours: 2
Delivery Mode: Lecture, 2 h
Offered Fall, Spring; Every Year.
Grading System: Passing Grade/No Credit (A-C, NC)
Pre-requisites: PDP (Permission of Department)
Catalog Description: "Discussion of the epidemiology and pathogenesis of viruses implicated in human disease. Emphasis on diagnostic tools used in the clinical laboratory to isolate, culture, and identify these organisms."
Fit: As for MEDT 4010

MEDT 4500 Clinical Research and Clinical Correlations

3 Chr

Enrollment: 15/section, 15 per term

Credit hours: 3

Delivery Mode: Lecture, 3 h

Offered Fall, Spring; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Correlate clinical, technical and analytical proficiencies that comprise medical laboratory science practice. Analyze and interpret case studies through selection, application, and interpretation of clinical laboratory protocols."

Fit: As for MEDT 4010

MEDT 4950 Clinical Externship: Management

1 Chr

Enrollment: 15/section, 15 per term

Credit hours: 1

Delivery Mode: Lecture, 1 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Clinical practicum experience in a Clinical Sciences Laboratory setting focused on management of laboratory services, including role and responsibilities of supervision, laboratory scheduling workflow, and financial management."

Fit: As for MEDT 4010

MEDT 4951 Clinical Externship: Microbiology

4 Chr

Enrollment: 15/section, 15 per term

Credit hours: 4

Delivery Mode: Clinic, 12 h

Offered Fall, Spring; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Clinical laboratory experience in an affiliated Clinical Sciences Laboratory setting focused on microbiological culture and assay techniques and methods. May also include an immunology practicum."

Fit: As for MEDT 4010

MEDT 4952 Clinical Externship: Chemistry 4 Chr

Enrollment: 15/section, 15 per term

Credit hours: 4

Delivery Mode: Clinic, 12 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Clinical laboratory experience in an affiliated Clinical Sciences Laboratory focused on clinical chemistry procedures, techniques, principles, and relationship to disease states. May also include an immunology practicum."

Fit: As for MEDT 4010

MEDT 4953 Clinical Externship: Hematology 3 Chr

Enrollment: 15/section, 15 per term

Credit hours: 3

Delivery Mode: Clinic, 9 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Clinical laboratory experience in an affiliated Clinical Sciences Laboratory focused on analytical hematological methodologies, correlation of tests with disease state, hematopoiesis and hemostasis, quality control and instrumentation and manual methods."

Fit: As for MEDT 4010

MEDT4954 Clinical Externship: Immunohematology 3 Chr

Enrollment: 15/section, 15 per term

Credit hours: 3

Delivery Mode: Clinic, 9 h

Offered Fall, Summer; Every Year.

Grading System: Passing Grade/No Credit (A-C, NC)

Pre-requisites: PDP (Permission of Department)

Catalog Description: "Clinical laboratory experience in an affiliated Clinical Sciences Laboratory focused on methodologies and problem-solving in immunohematology, including crossmatching, antibody identification, blood component preparation and transfusion and quality assurance."
Fit: As for MEDT 4010

President Anderson: Thank you, Dr. Peseckis. Next, Senator Humphrys has a report from the Core Committee.

Senator Humphrys: While we are handing out the numerous pages of our handout, I would like to acknowledge the members of the Core Curriculum Committee that have worked really hard. There have been a lot of things that we needed to accomplish in a short amount of time and many of them are here today: Susan Batten-College of Nursing, Scott Molitor-College of Engineering, John Napp-College of Innovative Learning—University Libraries, Kristen Keith-College of Languages, Literature and Social Sciences, David Krantz-College of Natural Sciences and Mathematics, Diane Cappelletty-College of Pharmacy, Mark Templin-Judith Herb College of Education, Health Science and Human Service, James Hill-College of Visual and Performing Arts, Penny Poplin Gosetti-Provost's Office. We also were accompanied by two advisors: Deborah Sobczak-College of Pharmacy and Robert Detwiler-College of Business and Innovation. In addition, the Committee Wishes to Acknowledge Contributions of: Amy Allen-Judith Herb College of Education, Health Science and Human Service. There are several of them here today, so if they would like to jump in and correct me or add information I certainly ask them to feel free to speak up.

This is just a little background: If you remember correctly, as of last spring, the Faculty Senate passed a resolution to change what we knew as the core curriculum from the university at that time to something more competency based. There was a committee that existed this summer and probably through the early fall and that committee put together the form that was distributed for anybody who wanted to bring their course forward to be considered as part of this new competency-based core. There was an October deadline and after that deadline and after the committee reviewed those proposals I brought forward our "initial recommendations" and they were accepted from the point of view that those will go on to be contributed with the rest of the proposals to make part two of the proposal by the March deadline. So, we accumulated all of the paper proposals and members of the committee looked at it and now we are ready to make what we would consider to be our final recommendation for courses to be included. There's a lot of information that I handed out and certainly we are not going to go through all of it. But, I wanted to briefly go through the process that will happen from this point on. This new general education "core" will retain the incoming freshmen and transfer students who are coming in the fall of 2012. The current students will continue to choose from the core curriculum requirements and the course list that has existed to this time. And all of the approved general education courses that we will be presenting today as well as those that might be asking for future consideration will be required to have a primary and secondary competency area, which is something that is different from what we are used to. You'll see there the Ohio general education requirements, so that is the basis that we still have to work with because we have to have a general education listing of courses to answer to those particular... Strangely enough for checking this, and there is a draft proposal now that this meeting has put forward and so we were given, the provost distributed that to some people who were on these various committees. Actually, they don't specifically say, Comp I & Comp II they just say, composition for the minimum of three hours. So, in a lot of aspects we are going with what our tradition has been at the University for trying to save Comp I & Comp II. We are proposing as a committee that we keep with those particular categories. We keep the requirement for

having two multicultural classes and those will now be considered part of the required Ohio higher education distributive educational requirements. Actually, the University will continue to require them. I worked with Marcia a little on this and actually we can count those hours towards the total which the state has actually stated that they want a total of 36 general education hours, which you see ours only comes to 27 credit hours and 28 if you count the lab for the Arts and Sciences. The only related issues, as you know at the last Faculty Senate meeting, we passed a resolution that there be an 18 hour flexibility. And that flexibility will be such that if you don't require Math 1200 or Math 1180 which are two maths that have been put into the general education core, if you don't require them then the student could test into whatever level that is above those and you can map back and make the decision that that would count as the student's three hours of math. So, you are not requiring the student to take your program math as well as the Math 1180 or the other courses that are in the general education core. So, we are trying to keep students from having to take additional hours in areas. And that really has to be something that each individual should look at. Meaning, you will have to look at your specific situation and say, for example for the College of Business, we require Math 1260 so the student can test into taking Math 1260, so we are not going to tell them to go back and take Math 1180. Remember, the good news is that you only have to apply this to the incoming freshmen or transfer students.

Senator Thompson-Casado: Just a quick question; I asked this last time for those who advise and don't want to mess our students up.

Senator Humphrys: Right.

Senator Thompson-Casado: Will this be mapped into the DARS and be ready to go in the fall when we start advising the freshmen or are we going back to pen and paper?

Senator Humphrys: Well, that is a question for Marcia, but she is not here. Dr. Poplin Gosetti, do you know if we are going to be entering this into DARS?

Dr. Penny Poplin Gosetti: I don't know and unfortunately Marcia is in Columbus yesterday and today, so we will have to get back to you on that.

Senator Humphrys: Okay.

Senator Thompson-Casado: Dr. Poplin Gosetti, could you make sure that that happens?

Dr. Penny Poplin Gosetti: I think that is the intent, but I don't want to speak with any authority.

Senator Thompson-Casado: Okay.

Dr. Penny Poplin Gosetti: I think I can speak to "intent."

Senator Humphrys: That is something that we will speak to Marcia about, so we will note that because it is true.

Senator Thompson-Casado: Working with two sets of students with two different guidelines is going to be difficult.

Senator Humphrys: Right. Those are definitely some of the things we need to work out.

Senator Lundquist: My question has to do with the last paragraph and I hope I am not being “dumb” about this. Students in English majors will be taking upper level English courses, will they then count as humanities general ed.?

Senator Humphrys: Not if they are not cross- or double-dip referenced. In other words, if they are taking a course that is listed as a humanities course and an upper level course then it will be counted for humanities. It has to be put into that category. It is my understanding from previously talking to Marcia that she is going to take these to the state and then the state is going to give their approval on the courses that we place in each of the categories.

Senator Krantz: The case that Senator Lundquist made will be a program requirement which is independent of the general education distributive requirements. So, you will not be getting a distributive requirement check-off for a 3000 and 4000 level English course.

President Anderson: But, if you have a 1000 and 2000 level English course that has not been approved.

Senator Krantz: But it can be a degree requirement.

Senator Lundquist: My concern is the humanities requirement, not the composition requirement. What is the difference between the math example and the example of an English major taking a higher-level English course which is obviously a humanities course. Why wouldn't that course get a check off? Of course, personally, I think they should be taking other courses as humanities requirements, just to broaden their education.

Senator Molitor: my understanding referring to the math and science courses that in certain majors your intro level math and science course is what's going to count for satisfying the gen ed and it may be above the level of these math and science courses that we've already entered in the gen ed. such as 1000 and 200 level courses. So, you will have presumably intro level humanity courses that your students will have to take before they get into the higher level humanity or English courses that you are referring to; those are the ones that if they are not already in here we could certainly accept a proposal for and ask for an approval. But, I don't think the intent of any of this to get 3000 or 4000 level courses counting for general education.

Senator Lundquist: Perhaps that should be clarified by being written in?

Senator Dowd: What if we turn it around and instead talk about a math major and not an English major? What if a student comes in and tests out of 1000 and 2000 level math courses, do those map down to Math 1280 or Math 1260?

Senator Molitor: I think it is safe to say that you will never find someone who will test out of all those courses. They have credit for some of those courses along the way for which that would count.

Senator Dowd: But the principal of mapping is if you take a higher level course, the principal is that it would count for the gen ed. course. That should go true for mathematics and English as well. This idea of mapping is a way to catch “special” cases, right?

Senator Molitor: The mathematics major is going to have degree program requirements that start at the 1000 and 2000 level and that may be above those courses that we have for the gen ed. requirement such as Math 1180 and Math 1200. SO, that is where mapping will occur because if someone tests out of all

those courses, somewhere along the line on their transcript they will receive credit for those 1000 and 2000 level courses. You will not see a mathematics graduate that does not have 1000 and 2000 level mathematics on their transcript.

Senator Lundquist: But you will see an English major who does not.

Senator Humphrys: The ones that have an asterisk next to it, those are courses that are also currently multicultural courses, so when you look at the last page of that grouping of courses it says “Diversity of U.S. culture and diversity of non U.S. culture” as we mentioned, we are suggesting that we continue to add diversity as requirement, but that would be considered more of a diversity requirement. Because so many of them overlap with the social sciences there are opportunities for double-dipping and also there’s an opportunity in knowing that the state will accept those general education core courses. We are trying to make a difference between the 27 hours that we have actually specified, six hours social science and so on, plus the additional 9 hours that the state wants you to take; it is very complicated. So anyways, those are what those courses are. The last page, multi-color...this shows you how this works, how this kind of “dove-tails” with the core competencies. I gave an example of a student who might take these particular courses, I just randomly picked the courses then I said, for an example Comp I and English 1110 which I think it is in Comp I, is that right Senator Lundquist? There is not English 1100 anymore?

Senator Lundquist: Yes, that is right.

Senator Humphrys: So, a student takes Comp I, the primary competency will be communication and the secondary will be critical and integrative thinking, and that just gives you an example. If they take Music 2220, the primary will be communication and the secondary will be personal and social responsibility. But, we have to be quick to point out is in a lot of aspects the competency areas are an added assessment tool, but there’s not something in place now that says that a student has to take two courses where the primary competency is scientific and quantitative reasoning and they have to take three courses where it is critical; this is more of a map that can be used for assessment and also, if a student comes in and says they need to take a social science class and they are particularly interested in personal and social responsibility then, at least the advisors will have a list that would say these are the courses and these are the competencies that they focus on. But there is nothing that states that the student has to have a predetermined distribution of that, so that is why we put a comma between the Ohio distributive requirements. Then the last pages are what the University requires them to have, a multicultural class. So, are there any other questions? I know that it is pretty complicated. But I think in the long run what we tried to do is parallel as much as we could with the current cores so it isn’t tremendously different from the students and the advisors. Based upon what our charge was, we were looking at the competency-based areas, is there anybody else on the committee that would like to add that? So, I don’t know how you would want to progress with this, President Anderson.

Senator Dowd: I would like to get a sense from Senate whether Senators would like to vote on this today or would they like time to take this back and speak with their colleagues in their departments, with the understanding that it can be an up or down vote at the next Faculty Senate meeting. President Anderson, you are the boss, so tell us where we stand.

Senator Wedding: What are we voting on?

President Anderson: We are voting on placing these courses into the general education setting as the requirements for our general education degree audit.

Senator Wedding: I thought originally someone said that it is not going to be finalized today, or is it?

President Anderson: It is a sense of the Senate, it doesn't have to be. So, if you want to discuss that particular issue for a minute or two we can do that. Otherwise, we can ask if we would like to vote now or we could hold off.

Senator Krantz: If I may, there is one expediency that needs to be considered, Senator Humphrys might remember it correctly, April 1st was the real deadline for having a list of courses for spring 2013.

Senator Humphrys: Right.

Senator Krantz: And if we do not get that we would have to continue the present core course list, which is not exactly the same as general education through fall 2012 and spring of 2013. So the new core curriculum, the general education component would not be active until fall 2013.

Senator Humphrys: Right. I think there are two reasons for that: one has to do with the state and the other has to do with the catalog.

Senator Krantz: Now, having said that, there was another option, if we found insufficient some course that has been provisionally approved we can redact that at a later date.

Senator Lundquist: Senator Humphrys, just for clarification, you did say that this is the same list that was presented in December that we reviewed, correct?

Senator Humphrys: Yes. With the exception of four courses: Psychology 1010 has been added because we didn't have the paperwork at that time, two Physics, and Astronomy.

Senator Lundquist: Right.

Senator Humphrys: We did have a couple of art classes that came forward, but we spoke about that at our meeting that that would be something that we would potentially look at.

President Anderson: Okay, we have two additional speakers that we would like to get on the agenda, so shall we vote on a vote?

Senator Dowd: Yes, we can do it in an official call for question. But let us ask the Senate, do we want to vote now or later?

Group of Senators: Let's vote now.

President Anderson: Alright, the committee recommends that these courses be approved.

Group of Senators: Aye.

President Anderson: Any opposed? *Motion Passed. The following list reflects the courses that were approved by Senate on March 27, 2012:*

GENERAL EDUCATION COURSES RECOMMENDED FOR APPROVAL

ENGLISH COMPOSITION I

COURSE CODE	COURSE TITLE
ENGL:1110	College Composition I
HON:1010	Honors Readings Conference I

ENGLISH COMPOSITION II

COURSE CODE	COURSE TITLE
ENGL:1130	College Composition II: Academic Discourse and Disciplines
ENGL:1140	College Composition II: Writing in the Community
ENGL:1150	College Composition II: Language and Identity
ENGL:2950	Science and Technical Report Writing
ENGL:2960	Organizational Report Writing
HON:1020	Honors Readings Conference II

MATH

COURSE CODE	COURSE TITLE
MATH:1200 Need additional information	Math Modeling and Problem Solving
MATH:1180 Need additional information	Math for Liberal Arts

SOCIAL SCIENCES

* Indicates a multicultural course

COURSE CODE	COURSE TITLE
AFST:1100*	Introduction to Africana Studies
AFST:1200*	Introduction to African Experience
ANTH:1020	Introduction to Anthropology
ANTH:2700	Human Evolution
ANTH:2800*	Cultural Anthropology
ANTH:2900*	African American Culture
BMGT:2700*	Managing Diversity in the Workplace
BMGT:2750*	Cultural Communications in the Workplace
BUAD:1020	Micro-Computer Applications in Business
BUAD:2000	Career Development I
ECON:1010	Introduction to Economic Issues
ECON:1150 Need additional information	Principles of Macroeconomics
ECON:1200	Principles of Microeconomics

GEPL:1010	Human Geography
GEPL:1100	Environmental Geography
GLST:2000*	Principles of Global Studies
LGL:1010	Introduction to Law
PSC:1200 Need additional information	American National Government
PSC:1710*	Current International Problems
PSY:1010	Introduction to Psychology
SOC:1010	Introduction to Sociology
SOC:1750	Social Problems
SOC:2150	The Changing Family
SOC:2640*	Race, Class, and Gender
SOCW:1030	Introduction to Social Welfare
TSOC:2000*	Diversity in Contemporary Society
WGST:2010*	Introduction to Gender Studies: Gender, Sex, and Difference

HUMANITIES

COURSE CODE	COURSE TITLE
-------------	--------------

ARBC:1110	Elementary Arabic I
ARBC:1120	Elementary Arabic II
ART:1080	Perceptual Drawing I
ARTH:1500	Art in History
ASST:2100	Introduction to Asian Studies
CHIN:1110 Need additional information	Elementary Chinese I
CHIN:1120 Need additional information	Elementary Chinese II
COIL:1130	Information Literacy for College Research
COMM:1010	Communication Principles and Practices
COMM:2000	Mass Communication and Society
COMM:2400	Information Analysis and Synthesis
ENGL:2710	Reading Fiction
ENGL:2720	Reading Drama
ENGL:2730	Reading Poetry
ENGL:2800	Writing About Literature
FILM:1030	Introduction to Film
FREN:1110	Elementary French I
FREN:1120	Elementary French II
FREN:1500	Review of Elementary French
GERM:1110	Elementary German I
GERM:1120	Elementary German II
HIST:1060 Need Additional Information	World History from 1500
HIST:1090* Need Additional Information	East Asia from 1800
HIST:1100* Need additional information	Latin American Civilizations
HIST:2020 Need additional information	America from 1986
HON:2020*	Multicultural Literatures: North American Experience
HON:2030*	Multicultural Literatures: Non-European World
JAPN:1110	Elementary Japanese I
JAPN:1120	Elementary Japanese II
LAT:1110	Elementary Latin I
LAT:1120	Elementary Latin II
MUS:2200	Music Theory for Non-Major
MUS:2210	Introduction to Music
MUS:2220/AFST:2220* Need additional information	History of Jazz
MUS:2420* Need additional information	Cultures and Music of Non-Western Styles

PHIL:1020	Critical Thinking
PHIL:2200 Need additional information	Introduction to Philosophy
PHIL:2400	Contemporary Moral Problems
REL:1220*	World Religions
SPAN:1110 Need additional information	Elementary Spanish I
SPAN:1120 Need additional information	Elementary Spanish II
SPAN:1500 Need additional information	Review of Elementary Spanish
THR:1100	Introduction to Theatre

NATURAL SCIENCES

COURSE CODE	COURSE TITLE
ASTR:1010	Survey of Astronomy
BIOL:1120	Survey of Biology
BIOL:1220	Survey of Biology Lab
CHEM:1100 Need additional information	Chemistry and Society
CHEM:1150 Need additional information	Chemistry and Society Lab
EEES:1010 Need additional information	Physical Geology
EEES:1020	Introductory Geology Lab
EEES:1050	Geological Hazards and the Environment
EEES:1130	Down to Earth: Introduction to Environmental Science
EEES:1140	Environmental Problems Lab
EEES:1170	Microbes and Society
GNEN:1500	Sustainable Living
PHYS:1320	Jurassic Physics
PHYS:1330	Physics of Light and Color

President Anderson: Now, I invite Dr. Anthony Edgington to the podium to discuss a new initiative in the Composition Program. Dr. Edgington is the Director of Composition.

Dr. Edgington: Thank you for inviting me here today. I want to talk to you about some pilot courses that we are going to be offering next fall and the beginning of spring in preparations of change, so I want to talk to you about our offerings. I saw that you voted last week via email which was probably forwarded to you by your chair. It talked about these courses and about how you could get more involved and helping

us as we develop the classes. Basically, what we were looking for is core competency. We thought about and are mostly thinking how we are going to deliver our Composition II courses. With that in mind, we have been thinking and working over the past couple of years about a system that would be focused more on discipline specifically for Comp II courses. With the handout that you have, it kind of explains at the top about why we are moving in this direction. We are hoping that these courses are offering a more streamlined curriculum for students and instructors that want to work on disciplinary issues and topics while discovering more about reading, writing, and other forms of literacy within their majors. We hope to focus more on research methods as well as citations that are tied to their specific majors and fields in their classroom environment that would be more keen to a learning community environment. So, we encourage instructors and students to participate with these learning projects and activities. The handout kind of goes over the ideas that we have and basically we decided to drape the three broad discipline areas: (1) social sciences, (2) humanities and education, and (3) natural sciences and health professions. And I want to stress that if these pilot courses work and if we go full blown with this in fall 2013 the plan is still to offer a number of sessions that we offer right now, as general sessions for majors that are undecided and for students that want a more wide range of an approach to writing. We are now in the development stage for this, so we are looking for a lot of feedback. I hired five instructors to work with me on these courses. All five instructors have taught a wide range of classes for us and have the background for these disciplinary areas. Just yesterday at our meeting, one instructor came in and had an informal survey where she went out and looked at 150 different syllabi from social science related classes to 3000 and 4000 level across the country to get a sense of the different writing genres that are related to those courses. And those are the things what we use to build these classes. But, the best resources on this campus that could help us design these courses are you all. That is why I am here today, which is to ask you for some input in these classes. So, on the back of the handout at the very bottom you will see a couple of opportunities for faculty input. We have a survey that will take about ten or fifteen minutes tops, we are asking you for some feedback on experiences that you may have had and dissertations that you have for students as they come into your 3000 and 4000 level courses in the area of writing. It is what you expect them to know, what are the problems that you run into, and what works best for you. Therefore, we can take that data and think about ways that we can design these courses so we can better prepare them for when they get to your 3000 and 4000 writing courses. Secondly, we are offering students to come and visit the instructors that will be teaching the classes and offer some additional feedback. The first one will be this Friday from noon to 1:00 p.m. in the Field House, room 1460 and this will be focusing mostly on the social science related courses. Then from that point, we have one on April 13th for humanities and education and then April 20th for natural science and health profession courses. It is open for you all to come in. It will be a chance to ask you some questions and get some feedback for more information as we design these courses over the summer and throughout next academic year. Finally and as always, you are free to contact me. My email address is on the handout, so if you have issues, concerns, and questions that you want to ask please feel free to email me. The last thing that I want you to do is: encourage your students to take these courses. We are offering six courses next spring and we really hope to get students in there so they can get a feel because that is how we are going to make sure these courses work. We want to get that learning community atmosphere in there and develop some curriculum that is going to help those students. That is all I have, so if you have any questions.

Senator Thompson- Casado: This sounds interesting for majors, but often I do not see the students until after they have completed their Comp I and Comp II classes, so have you already touched base with some advisors so they can funnel these students in?

Dr. Edgington: Yes, I met with some advisors about a month ago and they are going to use this as well.

Senator Lipman: I would indicate who the teachers who will be teaching these courses are, so there's some conversation that can take place.

Dr. Edgington: Sure, I can do that. I can make that information known from prior meetings that we had and anything beyond that I can mention it.

President Anderson: Are there any more questions? Thank you, Dr. Edgington. And finally, Dr. Barbara Schneider, Associate Dean of the College of Innovative Learning, is here to discuss initiatives for direct from high school students.

Dr. Barbara Schneider: Thanks for giving me this time; I am a last minute substitute. What I wanted to briefly talk to you about is our residential learning communities and the "first college" model. So, let me briefly give you some history: Residential Learning Communities were established on this campus several years ago as a means of improving student learning retention in the first year. We are trying to address our retention issues on this campus. Resident Life is working diligently with those residential living learning communities to realize the promise that they have shown on other campuses. In some cases students enroll in these learning communities and some of those communities have shown some improvement in student learning and retention. One of the most significant examples of that on our campus is the Arts Living Learning Community. They have consistently shown statistically significant improvement in GPA and retention over students with similar profiles in learning communities. Not all of our living learning communities have realized the same living learning retention. A key component of the success of the Arts learning community is that it has curriculum attached to it. All the research that I've found on living learning communities, they all show in order to realize the promise of improved retention and improved class performance there has to be curriculum as part of those living and learning communities. Based on that research we put forward a model for linking and creating components for living and learning communities on this campus and it is going out to the "first college". That model has three significant components and one we are still working around it. The first component of that is an intense 3-day orientation that begins before classes begins. Much of the research that has gone on for years on orientation program shows that if you can get students acclimated to the campus, if they know where the resources are before classes start it improves their success and their comfort level being on campus. So, that is part of the work that we have with residence life and we can in fact move students into the dorms early so they can participate in that. We checked with Financial Aid and there is no barrier with students to begin instruction before the established academic calendar. We cannot grant them credit until afterwards. We are flexing this depending on the living learning community that we are working with because every living learning community already has its own culture and the student population is defined in various ways. The second component of the first college model is linked curriculum. Probably, the best example that we have of that right now is being pulled together in the Politics and Society living learning community..., they are holding their classes in the same space and they are teaching in residence halls and

there's a whole team of people working and they are intensive for that. The third curriculum component and this one is a little open at this point because it is going to require us to work together about a year to pull this off in a big way. But, we proposed to have "interim week" and that would be a week sometime after midterms when regular class meetings are suspended for students in these living learning communities so they could participate in alternative forms of learning such as projects, fieldtrips, and mini conferences, those types of things and they will have to be developed with faculty teaching the linked curriculum in the learning community. The fourth component of this has been really successful in moving students forward, an end of first term celebration of the fact that they have now earned their first college credits. It is an awards ceremony, but it is also an opportunity to recognize the students who really excelled and to funnel them into the program that they are in so they could be hired and work as mentors for the future in the learning communities. So, that is basically our model and we have been having conversations with the learning community and with the advisors attached to those learning communities. They accepted invitations to come to those meetings and as I said, we are looking at different models. For the health living learning community, there are 260 students in that learning community and there are a number of majors enrolled into that community and so we are looking at more life figs and curricular constraints. We have a number of students that take two concurrent courses and we are trying to create some figs for them and use that before the term ends. Then during the course of that semester we could free up that time in the learning community, opportunity to integrate the learning that's been going on in those curricular components. I hope that we can move forward on this and obviously this can happen with everybody's participation. I would like to invite all of you to participate in a campus-wide conversation about this. We will have some models up and some of the living learning communities are working through these models this year. I would like to see all of us continue to discuss it. I am going to be starting some small faculty development things to get some understanding on how we'll be doing assessment in first year courses in these learning communities. Then in the fall we will begin a year-long conversation about learning communities. I am going out to Connecticut State College this summer and I am spending a week out there working on learning communities. I trust that I will bring back a bunch of stuff and that will flesh out my understanding how learning communities are programs of study and how we can make general education more integrated and more intelligible for students such as how do we work on learning. Any of you who have worked on first year classes know that freshmen show up and say that they wasn't taught that in high school. Then you go to the high school they will say, "Yes we did" and that is the problem with transfer learning. They get into the WAC writing classes and the WAC faculty are going, "They didn't teach you that?" So, learning communities could help us as we work out those kinds of issues. Are there any questions?

President Anderson: How are we as faculty going to get involved, particularly the first few days or even suggesting that it should be a week instead of three days – that general discussion about how it is structured and about how we participate in the actual experience.

Dr. Barbara Schneider: You can attend a meeting that I have before my term is out and I will create a discussion about. I could do a number of things such as single docs or P.D. books; I think that was an easy one. We are still ironing out administrative things. How many students could we actually bring on campus because Joe Campbell recommends a new kind of a goaling, We are going to bring in a couple of living learning communities on Wednesday, Thursday, and Friday. So, I would like to have all of that. Yes, you are invited to participate and I'd love to have you.

Senator Rouillard: The 3- day orientation course, is that in place of the current 1- credit hour orientation or is that a different orientation?

Dr. Barbara Schneider: They all have the same learning objectives. For example, in the Health Profession Living Learning Community that we have for pharmacy students, they have one thousand. So, I met with Dr. Mary Powers and Deb... and Christy... and we went through it to kind of share our thoughts because some of the elements of the requirements for 1000- level classes all first year students' orientation does it. But, they want some time that is for specifically pharmacy, so we will do some of it and they will do some of it. In the Politics community that is a much smaller group, it is a much more cohesive group and we are going to establish an orientation specifically for that learning community. So, it is pretty flexible and I think that we can afford to be flexible with these learning communities and match that particular learning to the learning community.

Senator Rouillard: So, it will be specifically for students in learning communities and not for all incoming students?

Dr. Barbara Schneider: Yeah, this is for students in the living learning communities. Let me say this, there is a difference between leaning communities and living learning communities when you look at the models. The University of Wisconsin has learning communities; those are strictly curricular they are not tied to their residence. Indiana State has residential living learning communities as well as Florida State. So, there's some variation in models out there. We may eventually want to talk about learning communities that are not based on residence hall.

Senator Lipman: You just opening the conversation that I was going to ask you about residence halls based living community or whether they are off campus sites? I know Evergreen can obviously bring back more ideas, but where are we at with that thinking right now?

Dr. Barbara Schneider: Well, actually there's a large body of students that are not allowed into our residential living learning communities because for the most part they are bound by their majors. So you have to be accepted into a major in order to get into that living learning community. However, they are not all that way because we do have some living learning communities that are not bound that way, but a number of them are. For the most part, pre-majors and transfer students cannot go to a living and learning community. So, we have actually been asked by the Gateway program if we can create some learning communities that are not residential based, so students can then enroll into curriculum and have some shared orientation work.

Senator Lundquist: I know the Arts living and learning community students usually do really well. I think that is due in large part to the work of the director, Kate Abu-Absi.

Dr. Barbara Schneider: Yes. There are students in that living learning community that just want to major in "Kate."

Senator Lundquist: Yeah. I don't know where Kate's salary come from, but I am wondering if we are going to have living learning communities on campus is there institutional support for that?

Dr. Barbara Schneider: To keep people like Kate?

Senator Lundquist: Yes.

Dr. Barbara Schneider: One of the things that we are doing is negotiating with the College of Art to buy more of Kate's time so she could be available to the living learning communities. But, we are also dedicating a lot of our time into coordinating those. So, I will be working with living learning communities, Kate will be working with living learning communities, and Jeff Jablonski will be working with living learning communities. We also have support money for people who want to work together to blend some courses for the living learning community, we will certainly provide some money for people to work on that kind of diversion. We are preparing to fund a...program for the living learning communities.

President Anderson: Do you know how Kate registers that for doing workload commitments?

Dr. Barbara Schneider: I believe that Kate is working that out and they are going through all of that. There are a number of individuals who are in our conversation, so this will be defined as a workload.

Senator Ohlinger: For anybody who wants to live in the living learning community will this curriculum be required?

Dr. Barbara Schneider: We talked about whether it should be required or not and we decided while we are working this out, I mean we didn't want to impose this on anybody so we felt to make it optional to begin with. Some of the advisors were pretty excited about making this required. But, right now we just want to make this invitational by saying that we created this new curriculum and it is going to be part of the learning community and you have the opportunity to participate. Unless, you want to have that conversation about making it be required and that is not a conversation that you want to have, right?

President Anderson: Are there any other questions?

Dr. Barbara Schneider: Can I make a shameless request?

President Anderson: Of course.

Dr. Barbara Schneider: This is a totally off the topic. As you know that I am also the chair of the Writing Across Curriculum program I got money so we can have a speaker, so I got Joyce from the University of Cincinnati to come this Friday for a WAC luncheon. A number of you have faculty that are teaching WAC courses that have never been and I can promise you that it will be a development meeting. She has also offered strategies to improve writing in the large enrollment classes that are not WAC. I have a lot of empty chairs and I would love it if you could encourage your faculty and yourselves to lunch on Friday. I find it embarrassing to invite a faculty member from another college and have a turnout of

twelve people. So, you have the invitation somewhere in your mailbox and if you don't just send me an email.

Senator Batten: The Health Science Campus did not receive an invitation.

Dr. Barbara Schneider: Because your colleges do not offer WAC courses, so that is why I didn't send it. But, I will send it because even if you are not WAC she is doing a lot of work on using writing in large enrollment classes.

President Anderson: Alright, is there any other business from the floor? Do I have a motion for adjournment? Meeting adjourned.

IV. Meeting adjourned at 5:59 p.m.

Respectfully submitted by:

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary.