

**Natural Sciences and Mathematics Council  
Meeting Minutes for November 1, 2011  
Nik Podraza reporting**

Meeting Called to Order at 3:32 PM by Chair Joe Schmidt.

Roll Call by (Secretary) Nik Podraza

**Present:** Fan Dong, John Plenefisch, Anthony Quinn, Joseph Schmidt, John Bellizzi, Don Ronning, David Krantz, Jon Bossenbroek, Hans Gottgens, J. D. Smith, Nik Podraza, Denis White, Friedhelm Schwarz, Gerard Thompson, Sally Harmych (Edith Kippenhan substituting), Sibylle Weck-Schwarz, Don White

**Absent:** Randy Ellingson

Minutes from October 4, 2011 meeting were unanimously approved with slight modification to the grammar of "Faculty Senate Activities, point 6."

**Notes from October Chair's Meeting: Joe Schmidt**

1. Travel funds mentioned previously (available from the provost level) are now completely distributed.
2. Dean Bjorkman will provide some funds for travel / conferences using a similar form to that which was previously used for Faculty Development Funds in the College of Arts and Sciences. This will occur with rolling deadlines. Applications can be found on the College website.
3. There was discussion about the possible implementation of the Master Teacher program in the College of Natural Sciences and Mathematics alone or across the new Colleges originating from the College of Arts and Sciences.
4. In response to this discussion, a motion was made and passed unanimously:  
**The council encourages Dean Bjorkman to retain / reinstate the Master Teacher program incorporating all faculty, potentially calling a committee populated by current / former Master Teachers / University Outstanding Teachers to review and organize the process.**

**Update on Faculty Senate Activities:**

1. At the Senate meeting, Geoff Martin gave a presentation about enrollment, specifically noting that enrollment is down for schools in northwest Ohio. It was speculated that this was potentially due to an increase in enrollment for schools converting from quarters to semesters.
2. Faculty members questioned the upper administration about how department / college budgets are related to the respective enrollment numbers within these entities. The answer was that it is related, but not the sole factor.
3. Concern was raised about student dishonesty on Blackboard, and distance learning courses, in general. The College of Innovative Learning is trying to provide mechanisms for the control of distance learning courses such that academic honesty is maintained. The primary problem discussed was that

academic dishonestly and cheating cannot be directly proven in most cases. Because of this and other perceived software deficiencies, a committee is looking into other solutions to Blackboard. Nominations were being sent to the faculty to become part of the Blackboard task force.

#### **Update on University Core: David Krantz**

1. A meeting was held between the joint committee and the Provost. The concept of a general education course was discussed further, and ~100 proposed courses have been submitted. It was mentioned that there is a slight panic that the committee reviewing general education course has not met, since the list must be approved before Thanksgiving in order for the registrar's office to do coding for Fall 2012. A second round of more detailed course proposals will be due in March, followed by a quick evaluation. The Faculty Senate will shorten the traditional acceptance progress timeline in an effort to complete this process in order to make it available for Fall 2012.
2. It was mentioned that the general education courses are just the first step in establishing a university core curriculum. The complete set of courses necessary for each stage of the student's career must be vertically integrated.
3. The core curriculum mentioned in the current catalogue of courses is in a state of flux, as are the catalogues of the University and each College.
4. In the previous meeting of the College of Natural Sciences and Mathematics Council it was suggested that students be allowed a one-time change between the old and new catalogues. The University has viewed this suggestion favorably. It seems that a similar approach may be adopted at the University level.
5. Work remains in mapping general education courses to more advanced courses within each department, since a student should not be penalized for taking the more advanced version of a given course in place of the "general education" variety. The primary action point is to be able to map each general education course to one or more higher level advanced courses.

#### **CNSM Curriculum Committee: Anthony Quinn**

1. The assembly of the course lists for fulfillment of the college skills requirements (no prerequisites) is in progress.
2. Currently on this list are some upper level math courses, which may be in conflict with the general education core criteria.
3. In non-Mathematics and Statistics departments, the students are required to take one other type of course from another non-home major department as a mathematics course already occupies one requirement.
4. The definition of "major course" versus "related course" was discussed and how courses within the major should be accounted. The use of courses within a program description to also satisfy college core requirements was discussed (double-dipping). The list of skills courses from Mathematics and Statistics needs to be revised based on the existing programmatic requirements of the other departments.
5. A handout was given listing the definition of major and related courses. The point of interest is that definitions may be antiquated and problems may arise

- from degrees not within a single department. It is unclear how “outside the major,” “outside the department,” and “related” courses count toward the breadth of diversified skills requirement.
6. College Curriculum Committee was given the charge to look into the origin of the 40/50 credit “in the major” ceiling. Specifically, is this a University or CAS policy? Also, the possibility of merging “major” and “related” courses needs to be considered.
  7. Regardless of whether “major” and “related” courses are merged, each department has been tasked to consider how many credits / what courses their different programs of study need, as many department BA’s will fall short of the 58 credit requirement.
  8. All departments need all curriculum committee information to be compiled for Faculty Senate. This needs to be accomplished very soon, as the process of reevaluating CNSM curriculum must be approved at the highest levels by the end of the Spring 2012 semester.
  9. Discussion ensued as to the current definition of “technical electives.” Chris Habrecht suggested dropping the reference entirely. As transfer credits for courses outside the College (now everything outside of Natural Sciences and Mathematics) are now much larger, it is unclear how they can be handled. Transfer courses from other institutions will be used to count toward the minimum number of credits requirement. Major, core, and general education credit requirements also account for a fixed amount of the minimum number of credits requirement. Thus, any additional courses can fulfill the remainder. **A motion was made to eliminate the phrase “technical elective” and name it “elective” transfer credit and to remove the regulation about the maximum number of technical elective credits. The motion passed unanimously.**

### **New Business**

No new business was raised.

### **Announcements**

Faculty teaching introductory courses should encourage students to get a flu shot. Emails providing more information have been sent out by the College of Nursing.

Meeting was adjourned at 4:54 PM.