Minutes for MAO September 3, 2007

Present: Jonathan NicholsPethick,
Inge Aures, Brian Howard, Richard Martoglio, Harry
Brown, Cathryn Richter, Betsy Ginther, Kelley Hall, Ken Kirkpatrick, Caroline Jetton.

I. Approved May 14 minutes

II. Discussion of CAPP Proposal of working definition of a laboratory
still need more precise definition from CAPP about what exactly is a "scientific discipline or department"
future proposals will have to indicate prior approval from VPAA

III. Assignments for Subcommittees
Advising Committee (Jonathan NicholsPethick)
Teacher Education Committee (Richard Martoglio)
Library Advisory Committee (Harry Brown)
Academic Technology Advisory Committee (Brian Howard)

IV. Approved new course BIO 190 Topics course (1 credit)
With change: "will not count towards Biology major or minor"

V. Approved for Group 1 credit (no lab), BIO 190 Topics in Sensory Biology (1 credit)

VI. Agenda items for the academic year
Finetune
timebank system (Lab bindings; final exam schedules)
CAPP proposal of working definition of a laboratory
Review Senior Comprehensive and Senior Seminar requirements
Develop new form for experimental courses (Registrar's Office)
Report on summer internships
Dangling minors (e.g. International Business Minor)
Report to CAPP regarding group fulfillment of all six groups
Online
program to propose changes for major/minor requirements (Registrar's Office)
Process for approving transfer credit including group approval for offcampus credit
Independent study approval form/contract
Advising Committee mission Statement

Minutes for MAO September 24, 2007

Present: Jonathan NicholsPethick,
Inge Aures, Brian Howard, Richard Martoglio, Pat Sellers,
Kelley Hall, Ken Kirkpatrick, Caroline Jetton, Cathryn Richter, Betsy Ginther

1) Approval of Sept. 3 minutes

2) School of Music proposal
GPA requirement
will be put on the table for Oct. 3 faculty meeting and will be voted on at Nov. 5 faculty meeting

3) Course Proposal/Course changes
Educ 399 approved
WS 250 approved
ML 395 (Group 3 designation) approved

4) CAPP's Lab Definition (meeting with CAPP/Neal)
important aspects of Group I Laboratory Definition:
– faculty member needs to be in the lab to supervise students
– "must present students with opportunities to actively engage with the strategies and techniques of scientific investigation, as recognized by a scientific discipline or department, in a way that promotes investigational learning and provides direct experience with disciplinary methods."
– before submitting proposal for Group I lab to MAO departments will have to get the VPAA's approval for load credit and if necessary lab facilities

Course proposal form should indicatequestion about staffing and resources
Can the lab be taught without new facilities?
contact departments and inform them to apply for load credit with Neal first
Computer Science resubmit proposal after conversation with Neal
Kinesiology submit a more detailed proposal: Why the proposed lab would be a group I lab.
5) Time Bank concerns
Geosciences
Modern Languages
Geosciences concerns:
possibility of adding evening lab time–this time bank could also be used for film courses
ML concerns:
no possibility to add 4 th class without cutting into two timebanks
Ken to come to ML to show how to best match up lab time with MWF classes
Encourage departments to run the new timebanks with Fall or Spring 200708 courses to
see how it will work for the individual departments
6) Approve Advising Committee Membership approved
John Caraher, Faculty member
MAO Representative, Jonathan NicholsPethick
Kelley Hall, Director of Advising/AA Representative
Ken Kirkpatrick, Registrar
Allison Cath, Academic Services
Andrew Ellett, Faculty member (on leave)
Keith Tonne, Faculty member
Angela Flury, Faculty member
Lynn Bedard, Faculty member
Steven Benner, Student Representative
Aaron Dicker, Student Representative
`
7) Discuss Independent Study Approval Form/Contract
add deadline
contract signed by department chair
take to chairs meeting–should contracts be submitted to registrar's office

Minutes for MAO September 24, 2007

Present: Jonathan NicholsPethick,
Inge Aures, Brian Howard, Richard Martoglio, Pat Sellers,
Kelley Hall, Ken Kirkpatrick, Caroline Jetton, Cathryn Richter, Betsy Ginther
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Aaron Dicker, Student Representative
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7) Discuss Independent Study Approval Form/Contract
add deadline
contract signed by department chair
take to chairs meeting–should contracts be submitted to registrar's office

MAO minutes, October 22, 2007

Present: Jonathan NicholsPethick,
Inge Aures, Harry Brown, Brian Howard, Richard
Martoglio, Kelley Hall, Ken Kirkpatrick, Cathryn Richter, Betsy Ginther
1) Approval of minutes
2) Course approval:
ENG EXP: Creative Translation
This course is a workshop in literary translation. We engage in the translation or retranslation
of poems or short prose pieces into English. Literary translation is
an iterative process, a combination of close reading and creative writing. We work in a collaborative environment in which we all draw on one another's various levels of expertise in the source languages at hand and on our talents as both critics and practitioners of creative writing. As such, we explore the resources and possibilities of the target language (English) as much as we do the meanings and forms of the poems and prose pieces in their source languages or in available English translations. In the first part of the course, we all work on our own translations of the same
poems or prose pieces. We then progress to working, individually or in groups, on translations of poems or prose pieces of our choosing. Knowledge of a foreign

language is not a prerequisite for this course.
ML EXP: Beginning Arabic I.
The description reads "A first semester introduction to the Arabic language. All basic skill areas of speaking, listening, reading and writing will be practiced." The course will be offered MWRF 8 8:
50 and will have a limit of 15.
3) Discussion of time bank issues raised during meeting with ML and Science chairs:
Checked with last year's chair of MAO to clarify the rationale for limiting lab times to Tuesday and Thursday, for lab bindings, and the possibility to add evening labs (T/R 7:0010:
00)and the possibility of offering twohour
morning labs on Tuesday/Thursday
from 7:409:
30 and 9:4011:
30.
Background information:
!Rationale for last year's MAO members to limit lab times to Tuesday and Thursday
– big lab blocks on M/W/F would limit students choices for all other classes drastically
– limited lab times to T/R was all about maximizing students' choices (particularly for nonscience
majors taking science courses)
– last year's committee has extensively discussed the option of offering labs on M/W/F and decided against it in the students' interest.
!Last year's MAO extensively discussed lab bindings and agreed that limiting lab periods to T/R would maximize students' choices.
!Last year's MAO members have not discussed the addition of offering T/R evening labs and 2hour
T/R morning labs (see above)
Discussion:
Committee agreed to keep lab period limited to T/R since the issue had been taken into consideration by last year's MAO members.
Committee agreed to keep lab bindings since the issue had been taken into consideration by last year's MAO members.
The committee discussed the issues raised and agreed that adding T/R evening labs (7:0010:
00) would help alleviate space issues (e.g. for biology labs, since there are semesters when biology will need to offer more than four labs)
The committee also discussed and agreed to adding two twohour
lab periods on T/R
from 7:409:
30 a.m. and 9:4011:
30 a.m. While offering those time banks is not ideal
since the second of these time banks will conflict with two regular morning classes all other options proved even more unsatisfactory.
General points:
It is desired that faculty members make more use of early morning and late afternoon time banks. Right now the majority of classes are offered between 10:00 and 2:00 which poses problems for students.
Committee discussed ending all classes later than 4:00 but came to the agreement that this was not an option.
Committee briefly discussed extended class bindings (e.g. for Film Studies) but has not come to a conclusion on the matter.

Present: Jonathan NicholsPethick,
Pat Sellers, Harry Brown, Brian Howard, Richard
Martoglio, Cathryn Richter, Betsy Ginther, Inge Aures, , Caroline Jetton, Ken
Kirkpatrick, Kelley Hall
1) October 22, Minutes approved
2) European Studies Proposal
– Current practice is that students submit proposal to advisor.
are
the courses for a European Studies minor offered on a regular basis?
Can
students plan ahead or is the minor more an afterthought?
– could languages offered at DePauw be specified and sentence added to allow for
other languages by approval of the ES Steering Committee?
Comment: review committee suggested that this should be a program about
modern Europe
Action:
Send back to committee and ask them to resubmit proposal.
Specify languages to the ones taught at DePauw and add language to allow for
other languages by approval of steering committee.
In addition, rewrite catalogue language to reflect this change and submit with
proposal.
3) Course Changes:
ENG 001 (Cauldron): Group 6 designation approved
REL 370A Adv. Tps: CaribRel/Bob Marley: Group 4 designation approved
REL 290A: Wisdom and the Parables of Jesus: Group 4 designation approved
4) Audit policy
audit approved with addition of SPAC
change language to open enrollment
Auditing Policy (Catalog section IV)
Current Policy
Auditors are registrants who attend classes as listeners and do not receive credit or grades for their work. The instructor and student are to agree on the amount of participation required in order for the student to have the audit appear on the transcript. If the class is not completed to the instructor's satisfaction, the class will not be recorded for degree students. Special and audit students who do not complete the class will receive a W (withdraw) grade. There is no refund for withdrawal from an audit class after the adjustment period. Students enrolling in classes for credit have priority over audit students. Certain classes are not open to audit, such as music ensembles and applied music.
Proposed Policy
Auditors are registrants who attend classes as listeners and do not receive credit or grades for their work. **In order to audit a course, the student must first obtain the instructor's permission to register for the course as an auditor.** At that time, the instructor and student are to agree on the amount of participation required in order for the student to have the audit appear on the transcript. If the class is not completed to the instructor's satisfaction, the class will not be recorded for degree students. Special and audit students who do not complete the class will receive a W (withdraw) grade. There is no refund for withdrawal from an audit class after the adjustment period. **Students may only register for audit courses during the open registration period and must use a special permission access code (SPAC) that they have obtained from the instructor.** Certain classes are not open to audit, such as music ensembles and applied music.
5) Approving OCS credit
transfer approval of group designation from petition committee to the registrar's
office
MAO endorsed–will be presented to IEC
6) Time Banks

lab bindings for T/R morning classes with T/R labs would cut out all T/R classes for students
committee agreed that only MWF classes should be combined with T/R daytime labs

Minutes for Monday, November 26

Present: Jonathan NicholsPethick,
Inge Aures, Brian Howard, Richard Martoglio, Pat Sellers,
Kelley Hall, Ken Kirkpatrick, Betsy Ginther
1) Approval of October 29, Minutes
approved
2) Computer Science Group I Lab Proposal
course is already Group I
proposal asks that CSC 121 counts as Group I Lab
approved
3) New Course Proposal
ECON 320 approved
4) Course Changes
FREN 413 (change in prerequisites)
Other possible ways to address this instead of having three courses as prerequisite:
1) add: or permission of instructor
2) add: priorities not open FYS, Sophomores
3) chained prerequisites
(similar to what Spanish does)
if bringing back to the committee, the committee would like to see full description of the French curriculum and the rationale for requiring these prerequisites.
ECON 350 (title change)
approved
5) Update on streamlining Offcampus
credit
IEC favors the change that offcampus
group credit will be approved by registrar's office
Announcement at faculty meeting that all offcampus
distribution group credit will
be approved by registrar's office.
transfer approval of group designation from petition committee to the registrar's office
6) Call for brief reports from subcommittee for next meeting

Minutes, December 10, 2007

Jonathan NicholsPethick,
Pat Sellers, Brian Howard, Richard Martoglio, Cathryn
Richter, Betsy Ginther, Inge Aures, Ken Kirkpatrick
1) Approval of November 26 Minutes
approved
2) Retroactive
Credit for CSC 121 Lab
there are no objections to CSC 121 Lab being applied retroactively to the current semester
3) Course Changes:
Revised Proposal regarding prerequisites
for French 413 (under Course Changes)
approved
Title Change: Art History Projects (old title) to Art History Seminar (new title)
approved

4) Discussion of Group 5 credit for ASL (American Sign Language)
Petitions committee submitted proposal to MAO
Background information:
in recent years concerted effort to instructionalize ASL
used to be that students were taught spelling and signs only
there is a strong professional organization
endorsement of MLA and ACTFL
37 states recognize ASL as foreign language
most schools that accept ASL also teach it
Purdue, where this student wants to take it, teaches it and is leader in field
the language of a distinct subculture
both IU and Purdue have a strong program and endorse it as a foreign language,
so does the State of Indiana
how will students be assessed? ACTFL categorizes language levels for different
languages
shares structure with European languages
what is the rationale for the student? Aiming carrier in health sciences in a subfield
that works with deaf students
Send to Petitions Committee:
MAO endorses ASL to fulfill group 5 if the student has a strong rationale and
ASL is taught by an ASLTA certified instructor
5) Reports from Subcommittees
Brian Howard: ATAC Subcommittee
This fall semester, the Academic Technology Advisory Committee (ATAC) has been tracking the migration from Blackboard to Moodle as the campus course management software, trying to ensure that nothing is "falling through the cracks" in terms of supported features or training and technical assistance. We have also received updates from Library and Information Services (Dan Pfeifer and Carol Smith) on plans to upgrade to Office 2007 and Windows Vista, and from Public Safety (Doug Cox) on plans for campuswide
communications in the event of an emergency. Finally, we investigated
the possibility of reducing paper use by changing default print margins. After surveying faculty and student opinions, and researching the current defaults, range of available settings, and style guide requirements, we recommended that the campus standardize on the Office 2007 default settings (which result in 20% more words per page over the old default), continue to encourage doublesided
printing, and investigate ways to move to
paperless options for student work.
Richard Martoglio Update to MAO for: Teacher Education Committee
The Teacher Education Committee (TEC) met 2 times during the fall semester of 2007. Our final meeting of the semester was November 27 th , 2007. The committee consists of Tom Dickinson (chair), Sally HarveyKoelpin,
Lynn Bedard, Kimberley Brattain, Linda
Ellman, Randy Salman, Kerry Pannell, Ken Kirkpatrick and Richard Martoglio.
This fall the primary focus of discussion was related to the Masters of Arts in Teaching (MAT) program. The MAT program has been approved by the National Council for Accreditation of Teaching (NCATE). The DePauw University Department of Education Studies is now currently waiting to hear on the approval status of the MAT program from the State of Indiana. The TEC anticipates continuing updates on the timeline for the MAT program.
Other points of discussion for the TEC included topics from CAPP's recommendations for the MAT program as outlined in the minutes from the November faculty meeting, student admissions to the Teacher Education Program (TEP) and student teachers for the fall 2007 and spring 2008 semesters.
Kelley Hall: Advising Committee report
This semester the Advising Committee considered ways to make major requirements

accessible for advisors of undeclared students through the advising website. We hope to gather information from departments in the spring for "quick" advising information as students and advisors explore different majors. We spent a great deal of time discussing a workshop on advising international students but could not come to agreement on the format or focus that was different enough from a similar workshop last spring. We did not meet in November. We meet on Wednesday this week.

Harry Brown: Library Advisory Committee

The Library Advisory Committee, consisting of Meryl Altman (chair), Tamara Beauboeuf, Harry Brown (MAO liaison), Brooke Cox, Rick Provine, Kathryn Millis, Carrie Van Brundt, met every two weeks throughout the Fall 2007 semester. Our two major agenda items were the oversight of library renovation plans and the revision of library circulation policy.

The committee learned that not all of the proposed renovations to Roy O. West Library would be possible in one summer. Instead, renovations will be completed in stages, over the next four summers, 20082011,
with the lower level renovations complete by summer
2008. During all four stages of renovation, the entire building will be vacated. Library services will be temporarily relocated to the Prevo Science Library and other parts of Julian. The committee also addressed concerns about the potential impact of renovation and relocation on the daily work of faculty and library staff, with special consideration for those who plan to use the library for summer research projects, and those with offices or carrels in the library. In general, however, the committee is pleased with the renovation plans and excited about the shape of Roy O. West in the future.

The committee discussed and approved four major changes to circulation policy, which will take effect at the end of the Fall 2007 semester:

Videos will circulate to students for threeday
periods.

Books will circulate to students for the whole semester, rather than the current thirtyday period.

Interlibrary loan use will be suspended on accounts with overdue interlibrary loan material; interlibrary loan overdue charges will be eliminated.

Reference books will circulate to students and faculty.

These changes reflect current patron needs and the circulation practices of many other academic libraries in the country. More specific rationales for these changes, as well as further details about library renovation plans, can be found on the Library Advisory Committee website.

Next semester, the committee plans to address the increasingly complex problems of academic publishing, copyright, and electronic reserves.

MinutesMAO
Meeting, February 11, 2008

Ken Kirkpatrick, Jonathan NicolsPethick,
Brian Howard, Kelley Hall, Dan Shannon, Scott
Spiegelberg, Inge Aures, Caroline Jetton, Betsy Ginther, Cathryn Richter

1) Approval of December 10 Minutes
approved

2) Resubmitted
European Studies
a higher burden seems to be put on students who want to learn a language other than German or French (their course choice has to support the language)
What about Italian? Is Italian 272 offered at all?
Send back to Committee:
We need catalogue language to take to the faculty meeting

3) Petitions Committee: Revised Probation Conditions/Requirements Motion
BWorkgroup convened to look over the requirements trying to think of ways to
B encourage more advising for students on probation

B Academic Probation: The requirement is that students change their GPA ("Getting on Track" workshop). This is required of FirstYearStudents.
B If students have not met with Academic Standing advisor by midterm, there could be a hold placed on student's registration.
B If this will go through it has to be in the Academic Proposal and Dismissal section of Handbook
B At this point, there is no way to put a hold on a student's registration
The Petitions committee has looked at the proposal and is in support of it
B Why would it not be sufficient if students bring up their grades on their own?
B We don't know whether is makes a difference or not–not evidence available
B If we make changes to the handbook the policy should be more detailed and specify also the role of the academic advisor in these proceedings
B Whether they have met with an advisor or not has been used in the appeals process.
B This is the first semester that students have to meet with a faculty member as an advisor.
BCriteria for assigning advisor==> they are not in class with them and they are from a different department from their major
B What is minimal contact? Minimal would be twice before midterm
B How would enforcement work? It would be difficult to have all the advisors report to the registrar's office
BStudents who are blocked would be out of the initial registration phase
Recommendations:
define the role of academic standing advisor
define the role of the academic advisor
specify what "minimal" meeting means
prefer carrot instead of stick
what is the value of the advising
what happens if the GPA goes up and they have not fulfilled their advising obligation?
we would like to see how the new arrangements work before making these changes
could it be stated that these actions (meeting with their advisors) are considered in the deliberations of the appeals
4) Final Exam Schedule and Time Banks Issues
School of Music needs 3 time banks for half credit courses
add earlier time bank so that there won't be a time bank that overlaps with two T/Th time banks
Set of conflicts that are also in the current system
courses that only meet once a week and courses that meet once a week as a half credit course
many half credit courses don't have finals; longer time banks typically used for seminars that generally don't have finals either
should we rotate finals; current schedule puts less popular time banks at the end
5) Time Bank Issues: What type of courses could use 3 hour onceaweek time banks
postponed until next meeting

Minutes for February 25, 2008

In attendance: Ken Kirkpatrick, Caroline Jetton, Brian Howard, Harry Brown, Betsy Ginther, Jonathan NicholsPethick,
Scott Spiegelberg, Inge Aures, Dan Shannon
1) Approval of Minutes, February 11, 2008
approved
2) European Studies Proposal

approved
ask to clarify whether this only includes modern Europe or also classical
3) New Form for OneTime
Group Distribution Credit
can be done in committee – does not have to go to faculty meeting
Registrar has not received responses from chairs
most should not be too controversial
4) Course Proposal POLS 360 African Politics
approved
HIST 222: The Crusades, 1 credit, Group 4
approved
HIST 336: The Witchcraze in Early Modern Europe, 1 credit, Group 4
approved
HIST 223: The Viking, 1 credit, Group 4
approved
HIST 358: Gender/Sexuality in the Middle East, 1 credit, Group 2
Ask Nahyan: Why not group 4
if group 2 we will need justification – will address at next meeting
HIST 285: History of Science I, 1 credit, Group 4
approved
5) Course Change: Change in prerequisite for PHYS 420 Classical Mechanics
approved to PHYS 120 (mistake in proposal; previously PHYS 130)
6) Time Banks (170 minutes time banks use)
open to: Video Production, Theater Production, Studio Lab Sciences
not open to: Film Studies (for inclass
film screenings)
7) Neal's Response to classroom issues
we seem to be at the right number of classrooms at this point
Green Center has little class room space
Asbury space would be superfluous next year
can we have some sort of rule to spread out classes over various time banks?
Unless Asbury is scheduled for renovations these six class rooms should not be blocked
off
would we be losing tech classrooms?
Check back with Neal Abraham:
What is the time frame for Asbury renovation? If Asbury will not be renovated next year
will those classrooms be available?
8) Statement on Final Exam conflicts
in cases where there is a conflict for the courses with a once a week course the once a
week course should make arrangements for an alternate time
Link for Course Proposal:
http://www.depauw.edu/e/reg/course_proposal/mao_login.asp
Link for OneTime
Group Distribution Credit Form:
http://www.depauw.edu/e/reg/course_proposal/one_time_group_proposal.asp

MAO Minutes, March 10, 2008

In attendance: Ken Kirkpatrick, Caroline Jetton, Brian Howard, Harry Brown, Betsy Ginther, Cathryn Richter, Kelley Hall, Scott Spiegelberg, Inge Aures, Dan Shannon
1) Approval of February 25, Minutes
approved
2) Course Changes:
Title Changes: the following courses title changes were approved
EDUC 390 Topics in Education Studies (previously: Educational Studies)

EDUC 170 Foundations of Education (previously: Foundations of the Educational Process)
EDUC 240 Issues and Trends in Education (previously: Today's Education: Issues and Trends
Course Number Change: the following course number changes were approved
EDUC 490 Education Studies Senior Seminar (previously 452)
EDUC 480 Methods of Educational Research (previously 410)
EDUC 360 The Political Economy of Schools (previously 381)
EDUC 310 Critical Multiculturalism (previously 300)
EDUC 330 Comparative Education (previously 380)
Course Description Change: approved
EDUC 180 Understanding Diverse Classrooms
"Open only to Music Education students." added to description
Rationale: This course is part of the Department's support for the Music Education program. It is not a course that is part of Education Studies' core offerings for our own students.
Action: request further information from Education Studies
EDUC 310 Critical Multiculturalism (previously 300)
EDUC 310 is still on the books for Curriculum and Literacy. Would they be willing to call it EDUC 311?
EDUC 350 Women in Education (previously 265)
What is the rationale for the higher number? What distinguishes this class from the 200level
class? Why was it not already a 300level.
3) Experimental Courses
ML Arab EXP Arab literature in translation, 1 credit, Group 3 lit
approved
ML Arab II Beginning Arabic II, 1 credit, Group 5
approved
4) Change in prerequisite for MUS 390 (Topics: Operas of Verdi) for fall 2008 only
Prerequisites: MUS 333 or permission of instructor (previously 230 or permission of instructor)
approved
5) Onetime
Group Credits
SPAN 390, Prosa urbana de Mexico, Group 3Lit, 1 credit
ML EXP Beginning Arabic II, Group 5, 1 credit
ML EXP Beginning Arabic I, Group 5, 1 credit
ML EXP Arabic Literature in Translation, Group 3Lit, 1 credit
ML 197B Renaissance Women Writers, Group 3, 1 credit
ML 197A Arab Women Writers and Filmmakers, Group 3, 1 credit
REL 370 Women in Islam, Group 4, 1 credit
MUS 390 Topics: Operas fo Verdi, Group 3 (for Fall 2008 only), 1 credit
all courses approved
56) Statement: Conflicting Final Exams
Current:
Multiple Exam Policy. No student may be required to take more than two inclass final exams on
the same day. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the Registrar's Office (or on the Web) to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day.
Revised:

Multiple Exam Policy. No student may be required to take more than two inclass final exams on
the same day. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam.
In cases where a student is in two courses whose designated final examination periods conflict, the student is responsible to try to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose course carries the lesser credit will offer an alternative date for the exam. If both courses carry the same credit, then the professor of the course which meets latest in the week will offer an alternative date for the exam.
The student should obtain a multiple exam form from the Registrar's Office (or on the Web) to provide written verification to the professors involved that three final exams or two conflicting exams actually scheduled and being given on the same day.
Action: Will approve merged statement at April meeting
6) Review of senior comprehensive and senior seminar requirements
no catalogue requirement that all seniors have to pass a comprehensive senior exam
currently only economics, biochemistry,
psychology have a comprehensive senior
exam
in most department students have to pass a senior seminar
proposal to do away with a grade or make it only a requirement for departments that have a comprehensive senior exam
are there other departments that use it in a different way?
Action:
Take it to chair's meeting to see how many departments use this option

MAO Minutes, March 31, 2008

In attendance: Ken Kirkpatrick, Caroline Jetton, Brian Howard, Harry Brown, Betsy Ginther, Scott Spiegelberg, Inge Aures, Kelley Hall, Cathryn Richter
1. Approval of Minutes, March 10, 2008
Approved
2. Proposal to apply retroactive
credit to CSC 121 Lab
Group I Lab approved Fall 2007
Why should it count retroactively?
How far back would it go? Most likely four years
The course per se has not changed in Fall 2007 and Spring 2008, yet these courses count as Group I Lab
VPAA has approved work load credit beginning of Fall 2008
Approved for retroactive credit
3. Response from Education Studies (Marcelle McVorran)
We had asked for 310 to be deleted (via email to Ken), so this course should not be listed at all.
Followup
message on 310:
I understand the existing policy and why the committee would hesitate to reassign the number EDUC 310. I have no objection to the number 311 for Critical Multiculturalism. However, I believe the rule was intended to apply to a few course deletions and not to an entire program being phased out. The department's reasoning is based on the fact that this reorganization
of our courses is programmatic, and without recent precedent. More
than 26 courses have been deleted from the curriculum and if their numbers are to be

retired for three years, new courses and those being developed will have very few numbers from which to choose. Now the committee has the responsibility to decide whether this should be taken into consideration.
EDUC 265 to 350.... . The department faculty met on several occasions with a specific objective to determine the rationale for the sequence of courses in Education Studies. With the reorganization of the whole curriculum around Ed Studies and not Teacher Education, we have found that the course 'women in education' builds on a series of 200level offerings and thus should be offered at the 300 level for reasons of curricular integrity and sequence. The request was also based on our decision that 300 level courses would be narrower and deeper in focus than those offered at the 200 level (e.g., investigate a particular aspect of one of our curricular threads and following very intentionally on the core offerings at the 100 and 200 levels)
In the past, Women in Education was an elective course which had two different experimental numbers (290 and 390) The present number (265) was an arbitrary assignment that served a Minor in Education Studies, which was all we offered at that time.
EDUC 311 Critical Multiculturalism
Approved
EDUC 350 Women in Education (previously 265)
approved
4. Changes to Biochemistry Minor
At the moment, Chem 343 is required, and since we have so many majors, minors have not been able to enroll. Therefore we propose the following changes... which makes the minor much more flexible!
MINOR IN BIOCHEMISTRY
Total courses required: five and onequarter
Core courses: Chem 120, Chem 170, Chem 240, and Chem 260
Note: Chemistry majors may not earn a minor in biochemistry
Other courses: 1 course from Chem 310, Chem 343 or Chem 440
1 course from Bio 314, Bio 315, Bio 320, Bio 325, Bio 335, Bio 361, or Bio 415
300 and 400 level courses: 2
approved
5. Course changes UNIV 275
UNIV 275. Introduction to Public and Global Health, 1 course
It has just been confirmed that Tom Mote will be teaching UNIV 275 again in the fall. I now need to ask MAO to consider a change in title and description to better represent the course as it is now being taught:
UNIV 275. Introduction to Public and Global Health, 1 course
A seminarstyle
course examining the principles and practice of public and global health.
Topics include definitions of health; differences between the concept of public health and the biomedical model; healthrelated
ethical issues; the global burden of disease; acute
and chronic diseases; the role of health in economic development; health and the environment; and the U.S. healthcare system. Outside speakers may include faculty members from neighboring medical schools, foundation directors, medical researchers, hospital CEOs, and government officials involved in public health policy.
We have limited the course to 20 students so that Tom can make it more discussionbased and minimize Powerpoint presentations. First priority will go to sophs and juniors, and we will not open it to firstyears,
given the high demand for it and limited spaces. We
also are saying no P/F, since a lot of seniors tried to glide through it last fall for a P.
One question that MAO may have is whether we describe the course around the person teaching it, or make the person teaching it conform to our description. It seems to me that the latter doesn't serve the purpose of informing students.
P.S.

Here's what is on the books now (from many years ago when Kathleen Jagger taught the course):

UNIV 275. Introduction to Public Health, 1 course

The study of basic principles in public health and issues encountered in the practice of public health. Emphasis is on poor and disenfranchised populations in the United States and abroad. Some coverage of community health issues in the United States is included. Topics include primary health care; epidemiology; sociocultural determinants of health, nutrition and malnutrition; populationbased
health; traditional and nontraditional
medicine; ethics; first aid; oral health; mental health; health issues in special groups (such as the elderly, women and children); reproductive health, including sexually transmitted disease; health impact of violence; and environmental health. Case studies are used. Service project is required.

Action: Ask to keep the description more general in case somebody else will teach the course in the future; adopt some of the old topics into the new description (e.g. epidemiology….)

6. Course Changes School of Music

School of Music faculty voted to approve the following course changes on March 18.

A. Choral Literature Course

Proposed title and course number: MUS 338 Choral Literature ½ credit course

Current title and course number: MUS 461 Choral Literature for Music Education Students – ½ credit course

Proposed description: A survey of choral literature from Gregorian Chant to the present, incorporating music suitable for a variety of choral bodies, including high school, collegiate and professional ensembles. Prerequisite: MUS 230 or consent of instructor. Applicable only to degrees in the School of Music. Class max: 20.

Current description: A survey of choral literature from Gregorian Chant to the present with emphasis on music for high school or college choral groups. Prerequisite: MUS 362B or consent of instructor.

Note: New course number should be in line with Opera Literature, Solo Vocal Literature I, Solo Vocal Literature II, Symphonic Literature, etc.

B. Course title: MUS 337 Solo Vocal Literature II – 1/2 credit course

Proposed description: A consideration of the solo vocal literature of Early Engli sh Song, the French Melodie and 20 th Century English Art Song. Prerequisite: MUS 230 or consent of instructor.

Current description: A consideration of the solo vocal literature of the German Baroque, the French Melodie and English Art Song. Prerequisite: MUS 230 or consent of instructor.

C. Dance courses

Current Course Information: MUS 171172

Beginning Ballet I, II – ½ credit

Current Descriptions: Designed for the student who has had no previous dance training. Basic concepts and terminology will be considered as will aspects of history and appreciation.

Proposed Prerequisite for MUS 172: MUS 171 or consent of instructor

Current Course Information: MUS 173174

Intermediate Ballet I, II – ½ credit

Current Descriptions: A continuation of MUS 172.

Proposed Prerequisite for MUS 174: MUS 173 or consent of instructor

Current Course Information: MUS 175176

Beginning Jazz Dance I, II – ½ credit

Current Descriptions: Designed for the student who has had no previous dance training. Basic jazz technique and terminology will be addressed. Students will gain body control and awareness through class performance.

Proposed Prerequisite for MUS 176: MUS 175 or consent of instructor

Current Course Information: MUS 177178
Intermediate Jazz Dance I, II – ½ credit
Current Descriptions: A continuation of MUS 176.
Proposed Prerequisite for MUS 178: MUS 177 or consent of instructor
All of the School of Music courses approved

MAO Minutes, April 14, 2008

In attendance: Ken Kirkpatrick, Caroline Jetton, Brian Howard, Harry Brown, Betsy Ginther, Cathryn Richter, Scott Spiegelberg, Inge Aures, Kelley Hall, Dan Shannon, Jonathan NicholsPethik

1) Approval of March 31 minutes
approved

2) Course proposal: ML 272 Intermediate Italian II
Action: Ask ML department to write the course description similar to other ML 200level courses

3) Course changes: ML 181 Elementary Portuguese I
ML 182 Elementary Portuguese II
approved

4) Review Comprehensive Exams (Report from Ken)
Ken Kirkpatrick has brought the issue to the Chair's meeting
Chairs were in agreement that departments who will have a comprehensive exam should be identified, and these courses could then be entered
There does not seem to be anything in the catalogue that comprehesive exams have to be on the books
What about Honor's Scholars? We get independent confirmation from them.
This is similar for music

5) Multiple Exams Policy Revision:
Current:
Multiple Exam Policy. No student may be required to take more than two inclass final exams on
the same day. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the Registrar's Office (or on the Web) to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day.
Revised: (additions in bold)
Multiple **or Conflicting** Exam Policy. No student may be required to take more than two inclass final exams on the same day **or choose between exams offered at the same time**. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the Registrar's Office (or on the Web) to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day. **When a student is in two courses whose designated final examination periods conflict, the student is responsible to try to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If neither of the professors involved voluntarily agrees to give the student his/her exam on another day or time, the professor whose course carries the lesser credit will offer an alternative time for the exam. If both courses carry the same credit, then the professor of the course which meets later in the week will offer an alternative time for the exam.**
approved

6) Discussion of next year's MAO chair

MAO Minutes, April 28, 2008

In attendance: Ken Kirkpatrick, Caroline Jetton, Brian Howard, Harry Brown, Scott Spiegelberg, Inge Aures, Dan Shannon, Jonathan NicholsPethik,
Richard Martoglio, Andrew Hayes

1) Approval of April 14, 2008, Minutes
approved

2) New Course Proposals

COMM 337: International Media, 1credit, Group 4
Ask to make it a group 2 instead
Approved with changes
(confirmed change with Sheryl Tremblay. She approved Group 2)

EDUC 511: Curriculum and Instruction B, 0 credit
Ask about 0 credit
Ask to rephrase as continuation of 510
Approved with revisions

EDUC 551: The Learner and the Learning Environment B, 0 credit
Ask to rephrase see above
Approved with revisions

ITAL 272: Intermediate Italian II, 1credit, Group 5
"Continuation of Italian 271"

3) Course Changes

Change in Course Number:

ENGL 120 (From ENGL 100) **College Writing for NonNative Speakers of** English, 1 credit
Since it is not identical to ENGL 120 it should retain a different number
Ask whether it could be ENGL 110 or 119
Could this also be solved through advising?
Approved if number is changed
(confirmed through email;
ENGL 110)

Changes in Credit and Group Designation:

PSY 253 Health Psychology, 1 credit, Group 1
(change form ½ credit, no group designation)
Approved

Changes in Course Description:

CHEM 331 Inorganic Reaction Mechanisms, ½ credit, Group 1
This course offers more indepth
look at the range of inorganic reactions. Basics of structure,
bonding and properties are used to rationalize reactions ranging from simple precipitation, redox, and acidbase
reaction to significantly more involved organometallic reaction mechanisms.
Topics vary from year to year but other possible topics include inorganic catalytic cycles, inner and outer sphere redox chemistry, dissociative and associative mechanisms in coordination chemistry, and major bioinorganic reaction mechanisms. Frequently examples are chosen from the most recent primary chemical literature. Prerequisite: CHEM 120, 130 and 260. May not be taken pass/fail.
(Old description)
Topics include organometallic reaction mechanisms, inorganic catalytic cycles, inner and outer sphere redox chemistry, dissociative and associative mechanisms in coordination chemistry, major bioinorganic reaction mechanisms and inorganic photochemistry. Prerequisite: CHEM 120, 130 and 260. May not be taken pass/fail.
Approved

CHEM 130 Structure and Properties of Inorganic Compound, 1 credit, Group 1 lab
An introduction to structure, bonding, properties, and simple reactions of inorganic compounds. Topics covered include basic quantum theory, bonding theories, molecular and solid state structure and periodic properties of the elements and their compounds. Reactions such as acidbase, redox, and complexation reactions are covered in a qualitative way. Application of these topics to biological, environmental and geological systems will be stressed. The lab will focus on the synthesis, structure, properties, and reactivity of inorganic substances, including simple ionic substances and coordination complexes. Characterization using infrared and visible spectroscopy is also introduced. Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.
(Old description)
An introduction to structure, bonding and properties of inorganic compounds. Topics covered include basic quantum theory, bonding theories, molecular and solid state structure and periodic properties of the elements and their compounds. Application of these topics to biological, environmental and geological systems will be stressed. The lab will focus on the synthesis of inorganic substances, including simple ionic substances and coordination complexes, and their characterization by UV/Vis and IR spectroscopy, magnetic susceptibility and conductivity. Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.
Approved
EDUC 510 Curriculum, Instruction A, 1 credit
This is a two semester course that in the first semester introduces the preservice teacher to the
art of curriculum design that includes a range of authentic assessment protocols. In the second semester the focus is on the implementation of curriculum that is intellectually defensible both in content and pedagogy.
(Old description)
This course is designed to provide future teachers with the opportunity to learn, explore, and create developmentally appropriate curriculum; implement multiple instructional strategies; and evaluate K12
students by formative and summative means.
(Revised by Ken to emphasize the twocourse sequence)
This is the first of a two semester course sequence that in the first semester introduces the preservice teacher to the art of curriculum design, which includes a range of authentic assessment protocols. In the second semester, the focus is on the implementation of curriculum that is intellectually defensible in both content and pedagogy.
Approved after Ken's revision
EDUC 540 Leadership and Reflective Teaching A, 1 credit
Leadership and Reflective Teaching is a two semester long theoretically based interactive and experiential exploration of educators as change agents. Drawing on the literatures in leadership studies, culturally and responsive pedagogies, feminist studies and institutional reform, the course provides preservice
teachers with an indepth
examination of the responsibilities and
concrete actions of citizeneducators.
The first semester is largely drawn from theory and
examples of leadership and reflective teaching, while the second semester focuses on the practice of such teaching and its curricular and ethical implications.
(Old description)
Leadership and reflective teaching is a twosemester
long, theoretically based, interactive, and
experiential exploration of educators as moral and change agents. While the first semester is largely drawn from theory and examples of leadership and reflective teaching, the second focuses on the practice of such teaching and its implications. Drawing on literatures in leadership studies, culturally and politically responsive pedagogies, feminist studies, and institutional change, the course provides preservice
teachers with an indepth

examination of the
responsibilities and concrete actions of citizen educators.
(Revised by Ken to emphasize the twocourse
sequence)
TBD
Approved after revision

UNIV 275. Introduction to Public Health 1 credit

An examination of the principles and practice of public and global health. While the course introduces a range of health issues, assigned readings and student projects focus on a cluster of specific topics. These topics may include, among others: healthrelated
ethical issues; the
global burden of disease; acute and chronic diseases; epidemiology; social and cultural determinants of health; populationbased
health; health and the environment; sexually
transmitted diseases; and the U.S. healthcare system. Prerequisites: none
(Old description)

UNIV 275. Introduction to Public Health 1 credit

The study of basic principles in public health and issues encountered in the practice of public health. Emphasis is on poor and disenfranchised populations in the United States and abroad. Some coverage of community health issues in the United States is included. Topics include primary health care; epidemiology; sociocultural determinants of health, nutrition and malnutrition; populationbased
health; traditional and nontraditional medicine; ethics; first
aid; oral health; mental health; health issues in special groups (such as the elderly, women and children); reproductive health, including sexually transmitted disease; health impact of violence; and environmental health. Case studies are used. Service project is required.
Approved

Changes in Course Description and Title:

EDUC 520 Elementary Curriculum A, 1 credit

This is a two semester long course with the emphasis on educating the preservice
teacher:
(a) to teach elementary students via methodologies of instruction in literacy and language arts in the first semester, and social studies, mathematics and science in the second: and (b) to examine the importance of understanding children's thinking and reasoning processes as a means of planning effective instruction.
(Old description)
EDUC 520 Literacy: Early and Middle Childhood Literacy, 1 credit
Students will explore language/literacy processes from language acquisition and emergent literacy in early childhood to the development of language tools and reading strategies in middle childhood. Emphasis will be placed on balanced reading instruction and responding to the literacy needs of diverse students. Students will examine strategies to improve the literacy achievement of diverse students through environmental restructuring of the classroom and developing working relationships with resource faculty and parents.
(Revised by Ken to emphasize the twocourse
sequence)
This is the first of a two semester course sequence that emphasizes educating the preservice teacher to teach elementary students via methodologies of instruction in literacy and language arts in the first semester and social studies, mathematics and science in the second and to examine the importance of understanding children's thinking and reasoning processes as a means of planning effective instruction.
Approved after revision

EDUC 530 Secondary Curriculum Methods A, 1 credit

Secondary Methods is a two semester long course with the emphasis on educating the preservice teacher to teach via methodologies of instruction compatible with a specific discipline
and content area, and to examine the importance of understanding adolescent development and reasoning processes as a means of planning effective instruction

Old description:
EDUC 530 Literacy: Early Adolescence and Young Adult Literacy, 1 credit
This course provides students with the theoretical and practical foundations of the role of literacy across the content are subjects. Students link the expectations of their professional organizations with Indiana Curriculum Standards to select appropriate resources, form instructional plans, and develop assessments. Current issues and trends will be discussed as they relate to the role of the content area teacher as a facilitator through reading and writing.
(Revised by Ken to emphasize the twocourse
sequence)
This is the first of a two semester course sequence that emphasizes educating the preservice teacher to teach via methodologies of instruction compatible with a specific discipline and content area and to examine the importance of understanding adolescent development and reasoning processes as a means of planning effective instruction.
Approved after revision
EDUC 550 The Learner and the Learning Environment A, 1 credit
This is a two semester course that in the first semester investigates the research data on human development, cognition motivation and assessment. In the second semester the teacher candidate uses this information to analyze classroom interaction and outcomes and to problemsolve
and implement strategies to optimize the learning environment
(Old description)
EDUC 550 The Learner and Learning Environments, 1 credit
This course is designed to provide future teachers with the opportunity to learn and explore agelevel
characteristics, riskbehaviors,
and family and community roles of K12
students.
Major concepts in the course will include that of motivation and a continuum of classroom discipline models.
(Revised by Ken to emphasize the twocourse
sequence)
The first of a two semester course sequence that in the first semester investigates the research data on human development, cognition, motivation and assessment. In the second semester the teachercandidate
uses this information to analyze classroom interaction and outcomes
and to problemsolve
and implement strategies to optimize the learning environment.
Approved after revision
Changes in Course Description, Credit, and Title
EDUC 521 Elementary Curriculum Methods B, 0 credit,
This is a two semester long course with the emphasis on educating the preservice
teacher:
(a) to teach elementary students via methodologies of instruction in literacy and language arts in the first semester, and social studies, mathematics and science in the second: and (b) to examine the importance of understanding children's thinking and reasoning processes as a means of planning effective instruction.
(Old description)
EDUC 521 Elementary Social Studies, Mathematics and Science Methods, 1 credit
The emphasis of this course is educating the preservice
student to teach elementary
students via methodology of instruction in social studies, mathematics and science and to examine the importance of understanding children¿s thinking and reasoning processes as a means of
planning effective instruction.
(Revised by Ken to emphasize the twocourse
sequence)

Continuation of EDUC 520: Elementary Curriculum A.
Approved after revision
EDUC 531 Secondary Curriculum Methods B, 0 credit
Secondary Methods is a two semester long course with the emphasis on educating the preservice teacher to teach via methodologies of instruction compatible with a specific discipline and content area, and to examine the importance of understanding adolescent development and reasoning processes as a means of planning effective instruction (not offered until 2011)
(Old description)
EDUC 531 Secondary English Methods, 1 credit
This course is designed to provide students with the basic content and methods of teaching English in the secondary classroom. Students will identify their own philosophy of teaching English, will examine the English curriculum and current English teaching standards as well as examine and practice a variety of methods pertaining to the teaching of English.
(Revised by Ken to emphasize the twocourse sequence)
Continuation of EDUC 530: Secondary Curriculum Methods A.
Approved after revision
EDUC 541 Leadership and Reflective Teaching B, 0 credit
Same as 540
(Old description)
EDUC 541 Leadership and Reflective Teaching, 1 credit
Leadership and reflective teaching is a twosemester long, theoretically based, interactive, and experiential exploration of educators as moral and change agents. While the first semester is largely drawn from theory and examples of leadership and reflective teaching, the second focuses on the practice of such teaching and its implications. Drawing on literatures in leadership studies, culturally and politically responsive pedagogies, feminist studies, and institutional change, the course provides preservice teachers with an indepth examination of the responsibilities and concrete actions of citizen educators.
(Revised by Ken to emphasize the twocourse sequence)
Continuation of EDUC 540: Leadership and Reflective Teaching A
Approved after revision
4) Offcampus
Study Course Credit Form
As long as current practice is followed that Ken checks with department chairs in problematic situations
5) Update on registration process (new time bank)
Registration worked very well.
80 % of students got within one credit of their requests
Ken will also give brief report at next month's faculty meeting
6) List for next year's agenda items
Economics Department: Minor Changes
International Business Minor
Business administration Minor
Review catalogue copy for all majors and minors (including interdisciplinary majors and minors)
Review Prerequisites
Academic Information System (advising transcript, etc)
Timing classes for Winter Term classes
7) Vote for new chair