

MAO Minutes, September 1, 2008

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Sherry Mou, Pat Sellers

1) Approval of April 28, 2008 Minutes

Approved with changes: include Ken's revisions for EDUC 510550, and

make "see above" remarks into explicit descriptions.

2) New Course Proposals

a. ENG 264, Asian American Literature (1 credit, Group 3 Literature)

Correction: should be ENG 265 (264 is already Women in Literature)

Approved

b. ENG 266, Native American Literature (1 credit, Group 3 Literature)

Approved

c. EDUC 305, The American High School: Anatomy of an Educational Institution (1 credit, Group 2)

Approved

d. EDUC 405, John Dewey and Progressive Education (1 credit, Group 2)

Ask Tom Dickinson whether it would be better as Group 4;

Approved if OK to change it to Group 4 (followup:

yes)

e. EDUC 410, Historical Perspectives on American Curriculum Reform (1 credit, Group 2)

Same as EDUC 405: Approved if OK as Group 4 (followup:

yes)

3) Course Changes

a. **Change in course number, title, and description:**

PHYS 350, Engineering Mechanics (1 credit) – replaces PHYS 351, Dynamics (1 credit)

Approved

b. Courses to be dropped:

PHYS 231, Statics (0.5 credit) – incorporated into PHYS 350

PHYS 400, Teaching of Physics (0.5 credit)

No vote needed to drop courses

4) Advising Committee Membership

Approved current listed membership if they are willing to continue: John Caraher (chair), Keith Tonne, Lynn Bedard. BH to contact Caraher about additional members/semester replacements.

5) Subcommittee Assignments: Advising: **Sherry Mou**, Teacher Education: **Ken Kirkpatrick**, Library Advisory: **Harry Brown**, Academic Technology Advisory: **Brian Howard**

6) Report from Registrar on handling of prerequisites

KK demonstrated software to check whether students have the prerequisites for the courses they are requesting/registering for. This could be implemented at course request entering time, as a warning, or it could go at course adjustment time. Impractical at the moment to run as part of the course assignment process itself – it takes too long to run. The committee discussed the issue of whether this is for advisory or enforcement purposes – with frequent need for exceptions, it seems difficult to enforce. AH speculated about abuse of enforced prerequisites to sneak in small class sizes. KK proposed that the "or permission of instructor" prereq. could be handled by providing "Instructor permission codes" – like a SPAC, but gives permission to *request* a course.

Advised KK to continue investigating use as an advisory tool, probably during the course request phase.

7) Handling of course proposal lists

To be discussed further: how long should the system keep old proposals

around before “sunsetting” them?

MAO Minutes, September 15, 2008

Attendees: Harry Brown, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Pat Sellers

1. Approval of September 1, 2008 Minutes. **Approved**

2. Discuss whether to allow students to take two "winter term" courses in a single academic year (since there will be a couple of offerings in May this year -- this is also an issue sometimes with students getting winter term credit for off-campus study). **This issue was already decided by CAPP: students may only get one winter term credit per academic year.**

3. Discuss an old policy about transferring credit for on-line courses, and also the issue of whether students may be simultaneously enrolled in courses on campus and on-line (from another institution). **The policy currently states, “A maximum of one course credit may be earned through correspondence or open ended distance learning classes. Distance learning courses with a fixed beginning and end date which allow regular interaction with the class members are treated the same as other transferred classes. This credit must be approved by the department into which it transfers. The University does not allow credit in modern languages or laboratory science taken in this way.”** Some issues from Ken: the language here is dated, and probably predates classes offered on the internet; the one course limit is no longer realistic; it is hard to tell from a transcript whether a course was taken on-line, especially since some institutions will offer both in-person and on-line sections of the same courses; often, the only way to know is if a student declares that the course was taken on-line. Also, there is no policy on whether a student may be concurrently enrolled at DePauw and in an on-line course; the more general question of concurrent enrollment (on-line or not) will become more of an issue with the new Ivy Tech campus in town; again, it is difficult to enforce a restriction. One committee member felt that taking on-line courses is contrary to the DePauw “community” and liberal arts setting. Another observed that some students may be taking extra courses as preparation for grad school, and may not even transfer them to DePauw. The committee looked at regulations from Denison (non-traditional coursework “may be subject to review”) and Oberlin (the course must be

accepted for bachelor's degree credit by the accredited sponsoring institution and must be on a standard liberal arts subject, with a limit of two courses transferred and no concurrent enrollment). Suggested additions or modifications to the Oberlin language included requiring prior approval before taking an on-line course, and having students petition for an overload in the case of concurrent enrollment. Rich volunteered to work with Ken on a proposal for revising the policy, to be considered at a future meeting.

4. Consider a proposal to change the major in Education Studies as follows: Total courses required: Ten (including two associated courses from another discipline) Core courses: EDUC 170, EDUC 222, EDUC 223, EDUC 480, EDUC 490 Other required courses: Three **Five** additional courses in Education Studies, two **three** of which must be at the 300-level, and two courses from another discipline (such as Sociology/Anthropology, Women's Studies, etc.) at the 200-level or above. The courses from the associated discipline should, along with the Education Studies courses, provide a basis for student's seminar research and must be approved by a student's advisor. # 300 and 400 level courses: Four **Five** Senior requirement: The senior requirement consists of successful completion of the following: EDUC 480: Methods of Educational Research and EDUC 490: Senior Seminar in Education Studies. **The VPAA sent a message declaring, "I have reviewed these with Tamara and have determined that these changes would not require additional faculty staffing resources." The committee approved the change, effective for incoming students beginning in the fall of 2009, and available as an option for current students (that is, Education Studies majors through the class of 2012 may elect to use courses from the Education Studies department in place of the "associated courses from another discipline"; beginning with the class of 2013, majors must take all ten courses from the department).**

MAO Minutes, September 29, 2008

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Matt Newill, Pat Sellers

1) Approval of September 15, 2008 minutes **Approved**

2) New course proposals: ARTH 340 Love and War in Medieval Art and Literature (1 credit, Group 3 Lit) **Approved, after a discussion of the appropriateness of the use of the first person ("I propose to work with you ...") in the course description.** CLST 200 Topics in Classical Studies (1 credit) **Approved** MATH 423 Advanced Topics in Operations Research (1 credit) **Approved**

3) Course change: ARTH 226 Contemporary Art & Theory **Approved**

4) Requests for one-time approval of group status: PHIL 206A Topics: Schopenhauer, Kierkegaard, and Nietzsche (Spring 2009, 1 credit, Group 4) This course covers three major philosophers from 19th century continental Europe: Schopenhauer, Kierkegaard, and Nietzsche. We use primary source documents, most of which are considered „classics“ in Philosophy. Questions concerning aesthetics and ethics will be featured, especially as these relate to religious beliefs. We will be looking critically at the claims made by these philosophers. This class is a historical survey and resembles in focus and selection of texts the kind of class which typically gets a group 4 in our department, such as our Ancient Philosophy class. **Approved** PHIL 307C Topics: Constitutional Interpretation (Spring 2009, 1 credit, Group 4) This course will be taught by the DePauw Frederick Scholar, Rick Lippke. The topics he covers concern social-political values in a liberal democracy. The approach is both historical and philosophical. Thus, like our Ethical Theory and applied ethics courses, which are group 4s, this course seems appropriate to be

offered in this group. Below is part of his course description, which indicates the core content of the course: "Along with surveying some of the leading theories of constitutional interpretation, we will examine four substantive issues in constitutional law: freedom of speech and expression, privacy (which encompasses such issues as contraception, abortion, and sexual relations), and the Establishment and Free Exercise clauses of the First Amendment to the Constitution (the first prohibits establishment of an official religion by the state, while the second guarantees the right of religious liberty to citizens). We will read leading cases in each of these areas, both to see how judges employing different approaches to constitutional interpretation analyze the issues and attempt to resolve them, and to gain some understanding of the current state of constitutional law. We will also examine philosophical treatments of the issues raised in each of the three areas." **Approved** GER 412 Topics: The German Democratic Republic, a 40-year Experiment (Spring 2009, 1 credit, Group 3 Lit) This course treats the communist East German state, which existed from 1949 - 1989, investigating the attempt -- and ultimate failure -- to build a socialist society in post-Nazi Germany. We will discuss the socialist ideals which the founders attempted to realize, the initial enthusiasm for this bold project, its coming to terms with the fascist past; turn to the slow deterioration of idealism, the paranoia and corruption which made all the official slogans into lies; and ultimately the collapse of the East German state and its complicated cultural legacy (including the current wave of Ost-algia [nostalgia for the East]). We will of course look at some historical and political background information, but our primary sources will be the literature which was written by East German citizens, which conveyed both the hopes and the despair of this experiment. As in other Communist societies, literature played a central role both in disseminating the message of a New Society, as well as challenging (despite censorship) government positions, which will force us to consider at length questions of literature, politics, and ethics in repressive societies. Our primary sources in this course will be poems, short stories, and novels (with an occasional film thrown in), as attempts to implement and respond to political upheavals, so I think this is unquestionably a group 3L class. [Submitted by Howard Pollack-Milgate] **Approved by email after requesting a revised description to make the role of literature in the course clearer: In this course, we will read texts (novels, stories, poems; a film or two) written in or about the communist East German state, which existed from 1949-1989 (most prominently, the novels of Christa Wolf and the poetry of**

Wolf Biermann). These texts both chronicle and participate in the attempt – and ultimate failure – to build a socialist society in post-Nazi Germany. Literature was a key site of conflict during these forty years – as an officially encouraged space to further the socialization of society but also as one of the few places in which resistance could become public. We will discuss how the various phases of the GDR appear in literature, from initial enthusiasm to final collapse, and talk about the role of literature in societies repressive and otherwise. Most important for us will be our consideration of how our authors attempt to change the world – whether by creating in their readers the conditions for the “socialist personality,” or by inciting their readers towards resistance against a dream gone bad.

5) Request from Academic Technology Advisory Committee “to assume the charge of gathering faculty input and providing faculty perspective on ways to improve the web site.” **Approved enthusiastically, with the understanding that ATAC will be working with (rather than at cross-purposes to) the appropriate people in Academic Affairs (Chris Wolfe and Carol Steele).**

6) Policy question from Ken on use of the studio art timebanks (8:30-11:20 MW, 12:30-3:20 MW, 8:30-11:20 TR, 12:40-3:30 TR, 7:00-9:50 TR) for other purposes, e.g., sciences or movies. **The existence of timebanks for studio art (including theater production and a few similar participation-based courses) predates the new timebanks, but Ken is not aware of a formal policy on how they may be used. This semester, there are some biology sections using them (so they have enough time to “grow things” in class), and now there is a request from Keith Nighthenheler for the spring to use them for showing movies during class time. In addition to the desire to view the movies as a group, Keith will be showing some rarer films which might be difficult to have students watch individually. The committee approved this one-time request, with the understanding that we will evaluate the running of the course and revisit the issue next year, including getting input from film studies people.**

7) Intellectual Life charge from Brian Casey (draft): “Can the Faculty examine the current set of student requirements and recommend any desirable changes to allow for greater intellectual exploration?” **Briefly discussed, but not solved.**

8) **Harry Brown brought some feedback on the timebanks: the lunch hour is not working well, in part because it is only 40 minutes after allowing 10 minutes at each end for travel to/from the adjoining classes.**

MAO Minutes, October 13, 2008

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Matt Newill

1) Approval of September 29, 2008 minutes **Approved**

2) New course proposals: MUS 450 Student Teaching in Music (2 credits) **Approved, with number changed to MUS 451 after meeting (conflict with existing MUS 450)** MUS 430 Senior Seminar for Music Educators (1 credit) **Approved, with number changed to MUS 452 after meeting (companion course to MUS 451, above)** PHIL 340 Classical Political Philosophy (1 credit, Group 4) **Approved after discussion of possible overlap with Political Science. We felt it was distinct enough, and Political Science can dispute the issue at the faculty meeting if they want to.**

3) Report from Rich and Ken: proposed policy for on-line courses (transfer credit and simultaneous enrollment) **Current policy: (Catalog, Section IV, Distance Learning Credit) A maximum of one course credit may be earned through correspondence or open ended distance learning classes. Distance learning courses with a fixed beginning and end date which allow regular interaction with the class members are treated the same as other transferred classes. This credit must be approved by the department into which it transfers. The University does not allow credit in modern languages or laboratory science taken in this way. Proposed Policy: Online courses with a fixed**

beginning and end date which allow regular interaction with the class members are treated the same as other transferred courses. For correspondence or open ended online courses, a maximum of one course credit may be earned. All policies governing transfer credit apply to courses taken online or by correspondence: they must be sponsored by an accredited institution and be accepted for credit by that institution toward its own bachelors degree; they must be on a liberal arts topic; and they must be pre-approved by the chair of the department into which the course transfers, the student's academic advisor, and the Registrar's Office. Normally, the University does not award credit for modern language or laboratory science courses taken online. Students may not earn transfer credit from online or correspondence courses offered concurrently with their DePauw enrollments except by permission of the Petitions Committee. To be added as a bullet item in the transfer credit policy: (Catalog, Section IV, Transfer Credit) Students may not earn transfer credit from courses offered concurrently with their DePauw enrollments except by permission of the Petitions Committee. Approved.

4) Intellectual Life charge from Brian Casey (draft): "Please examine the current set of student requirements and recommend any desirable changes to allow time and opportunity for greater intellectual exploration."

a. Data request from OIR or Academic Affairs **We should look at the requirements at the schools mentioned by Casey in his inaugural address: Wabash, Grinnell, Carleton, Macalaster, Colorado, Reed, Pomona, Kenyon, Oberlin, Ohio Wesleyan, Amherst, Wellesley, Swarthmore, Davidson, Smith, and Bowdoin. Ken will find the website from the previous discussion of Gen Ed requirements. He will also look into getting some figures such as the percent of students who are double majors or who have self-designed majors, and the average number of courses taken per semester, both here and elsewhere.**

b. Open meetings October 27-31 **During the week after fall break, there will be a series of open meetings for faculty to talk about the various intellectual life questions. MAO will facilitate the discussion in one of the rooms (Julian 156); here is the schedule and the people who could lead each day: Tuesday, October 28, 4-5 pm: Harry, Andrew Wednesday, October 29, 4-5 pm (changed from earlier time): Matt Thursday, October 30, 11:30-12:30 pm: Rich Friday, October 31, 11:30-12:30 pm: Brian Others should show up to help when they can.**

MAO Minutes, October 27, 2008

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Pat Sellers

1) Approval of October 13, 2008 minutes **Approved, with correction to final version of online course transfer policy**

2) Proposal from Jon Ferguson, who represents a group of students from the Environmental Ethics class. Here are some excerpts from his emails:

*We are students from Jennifer Everett's Environmental Ethics class, and this semester we are working on a civic project that addresses the sustainability practices of DePauw's professors. We feel this is a very important aspect in the changes that will be implemented along with President Casey's signing of the President's Climate Committee as well as the faculty charge given to MAO addressing student requirements. Our goal is to develop a *green* certification for academic courses at DePauw University. A checklist would be provided to each professor and if they were able to meet the guidelines leading to a more sustainable/greener class practice system, their class would receive our certification. Students would then have access to a list of the classes which are certified. As we are taking the steps towards implementing our project, we are hoping to gain support from you as well as insight into what types of concerns and questions the faculty may have.*

We decided on the following checklist. This attached list is not final nor is it exhaustive. As we meet with professors we may change and revise this list.

Checklist:

- o Environmental education component*
- o Online syllabus on Moodle or e-mail*
- o Submit papers through Moodle or e-mail*
- o PowerPoints posted online*
- o Tablet grading and track changes submitted electronically*
- o Allow note taking with computers in class*
- o Electronic PDF handouts*
- o Minimize handouts*
- o Double sided handouts*
- o Encourage front-back printing when students need to print materials for class*
- o Reducing margins on turned in homework*
- o Turning off lights when class is over*

Professors will only need to satisfy half of this list to be recognized "green." We also determined that this process would be self-regulatory and that we would allow professors to decide for themselves which of their

classes would be green. This certification would be on the class registration website. Let me know if this works for you.

The committee discussed the proposal briefly, and agreed to invite Jon's group to attend a future meeting for further discussion. Some of the issues that arose were:

- o **How would students use this information? Can the group survey other students to find out whether they would deliberately take (or not take) a green course?**

- o **Could the checklist be issued as a list of recommendations for everyone, rather than using it to single out certain classes (how many faculty would follow the spirit, but not want to "jump through the checklist hoop" each semester when preparing the schedule of classes)?**

- o **Would it be more important to mark courses that have an environmental content?**

- o **What about the students' part in making a course green?**

3) Intellectual Life charge **The committee reviewed the responses to the online faculty survey, and made plans for the open faculty meetings later in the week (with staff and student meetings in the following two weeks). Here are some observations:**

- o **There is not much new from the last time gen ed requirements were discussed; there is lots of division.**

- o **The greatest consensus was that Group 6 is bad. There were numerous calls to reduce the number of groups, or go back to partially fulfilling some of the groups. One approach we could take is to attempt to recategorize and simplify the groups.**

- o **There were no calls for additional requirements, such as diversity, nor did anyone call for a "great books" approach.**

- o **There is substantial disagreement about the worth of the competency requirements—some said that most classes should cover them anyway, but others said that distinct W, Q, and S courses are needed (it's not just a matter of *using* the competency—some courses are more deliberate about *teaching* the competency).**

MAO Minutes, November 10, 2008

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Pat Sellers, Matt Newill

1) Approval of October 27, 2008 minutes **Approved**

2) Intellectual Life Charge

The rest of the meeting consisted of a discussion of the feedback received so far from the online surveys and open meetings, as well as the results of our individual investigations of the graduation requirements from other schools. Much of this material was uploaded to the Moodle site created for MAO.

Out of the discussion came two broad proposals, which will be written up by pairs of committee members [in brackets] for the next meeting:

A Distribution System by Advising [Sherry and Matt]

- o Open requirements, with a list of guidelines for how to cover the liberal arts (similar to the Grinnell system)

- o The guidelines could be based on a broader set of competencies: "Dimensions"—W, Q, S, I(nternationalization), D(iversity), E(thics), T(echnology), etc.

o Relies on a deeper level of advising

A Four-Group System [Harry and Andrew]

- o Humanities, Social Sciences, Natural Sciences, Languages

- o All courses count; identification of group is done course-by-course (not just divided by department)

- o Take two courses in each group

- o Keep the competencies as they are now

- o Similar to current system, but with the emphasis on simplicity.

Other ideas that came up include:

Requiring a minor in a different division (or, an interdisciplinary minor)

- o Ken should find out how far we are from this right now, in terms of current double majors or majors and minors across different divisions.

MAO Minutes, November 10, 2008

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Pat Sellers, Matt Newill

1) Approval of October 27, 2008 minutes **Approved**

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Other ideas that came up include:

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- o Ken should find out how far we are from this right now, in terms of current double majors or majors and minors across different divisions.

Doing away with the groups but expanding the list of competencies (see the “Dimensions” above)

- o This is still too much of a checklist

Consider adapting the Honor Scholar requirements for everyone

Have more uniform Senior Seminar requirements (and perhaps a Junior Seminar), with a thesis

Look at a credit hour system to balance out courses with greater time requirements (labs, languages, ...)

For any of these, it is important to start by getting a campus-wide consensus on what a liberal arts student should take, and justify the specific requirements from that.

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For any of these, it is important to start by getting a campus-wide consensus on what a liberal arts student should take, and justify the specific requirements from that.

MAO Minutes, February 23, 2009

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Matt Newill, Pat Sellers

1) Approval of December 1, 2008 minutes **Approved by email**

2) Comments about Intellectual Life process **Reported on February 16 joint meeting of CAPP/MAO/SLAAC, where four integrated committee teams were formed to draft proposals by March 11.**

3) Revision of Computer Science major and minor requirements **Scott Thede presented the proposed revisions to the major, summarized in the following revised catalog text (additions in bold, deletions in strikethrough):**

Requirements for a major in Computer Science

Total courses required: Eight **Ten** CSC + MATH 123 and MATH 223

Core courses: CSC 121, CSC 122, CSC 221, CSC 222, **CSC 231, CSC 232, CSC 233**, CSC 498

Other required courses: One course from the following is also required: CSC 422, CSC 424, CSC 426, CSC 428.

One CSC course at the 400 level in addition to CSC 498.

300 and 400 level courses: Four **Five including CSC 498.**

Senior requirement: The senior requirement is CSC 498.

Additional information:

MATH 123 and MATH 223 are also **is** required.

MATH 223 may be substituted for MATH 123 with approval of the advisor.

With the approval of the advisor one of the 300 level CSC courses may be replaced by an allied course from another department.

Students are encouraged to complete an internship or research experience related to the major. This is not a requirement, however, and no departmental credit is awarded for these experiences.

The advisor will offer guidance on selection of courses inside and outside of the department for students who may be interested in focusing on particular areas related to computer science.

Requirements for a minor in Computer Science

Total courses required: Five

Core courses: CSC 121 and CSC 122

Other required courses: **At least two of the courses from: CSC 231, CSC 232, CSC 233. At least one CSC course at the 300 or 400 level.**

300 and 400 level courses: One

After some discussion (during which Thede and Howard withdrew), the revised major and minor were approved to be sent on for a vote by the full faculty at the March 2, 2009 meeting.

4) New course proposals: ENG 350 Writing in Literary Studies (1 credit, Group 3 Lit) **Approved** SOC 220 Sociology of Hip Hop (1 credit, Group 2) **Approved** SOC 340 Sociology of Popular Culture (1 credit, Group 2) **Approved** ANTH 260 Wars and Militarism (1 credit, Group 2) **Approved** ANTH 355 Development (1 credit, Group 2) **Approved, if the title is changed to make it clear that it was an anthropological perspective on development. By email, the department chair changed the proposed title to “Anthropology of Development,” which was accepted.** CSC 231 Computer Systems (1 credit, Group 1) **Approved as part of revised CSC major** CSC 232 Software Development (1 credit, Group 1) **Approved as part of revised CSC major** CSC 233 Foundations of Computation (1 credit, Group 1) **Approved as part of revised CSC major** ARAB 191/192 Beginning Arabic I/II (1 credit, Group 5) **Approved** ARAB 291 Intermediate Arabic I (1 credit, Group 5) **Approved** M L 194 Arabic Literature in Translation (1 credit, Group 3 Lit) **Approved** ARTH 133 Asian Art Survey (1 credit, Group 3) **Approved**

5) Course changes: PHYS 110 Physics and Society (old title: Physics for Poets; revised description) PHYS 480 Senior Seminar (old title: Senior Project; revised description) REL 141 Hebrew Bible (old title: The Hebrew Scripture; revised description)* M L 140 Intensive Elementary Spanish (old title: Review of Elementary Spanish) PHIL 313 Death: Philosophical Approaches (old title: Death)* CSC 121 Computer Science I (revised description) CSC 122 Introduction to Data Structures (old title: Computer Science II; revised description and prerequisites) CSC 322 Computer Networking (old number: CSC 422; revised prerequisites) CSC 440 Theory of Computation (old number: CSC 341; revised prerequisites) CSC 480 Database and File Systems (old number: CSC 381; revised prerequisites) CSC 320 Human Computer Interaction (revised prerequisites) CSC 330 Artificial Intelligence (revised prerequisites) CSC 350 Graphics (revised prerequisites) CSC 424 Programming Languages (revised prerequisites) CSC 426 Compilers (revised prerequisites) CSC 428 Operating Systems (revised prerequisites) CSC 498 Senior Project (revised prerequisites) **All course changes approved, with correction of “SPAN 140” instead of “M L 140” made at the faculty meeting on March 2, 2009.**

MAO Minutes, March 9, 2009

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Matt Newill, Pat Sellers

1) Approval of February 23, 2009 minutes **Will need to be approved by email (unable to send out before meeting)**

2) Comments about Intellectual Life process **There will be open meetings to discuss the March 11 “white papers” during the week of March 16-20. We (together with CAPP and SLAAC) need to provide moderators and note takers for two sessions per day. Andrew and Rich were available for Monday afternoon and Tuesday lunch; Harry was available Tuesday afternoon; Matt and Pat were available Thursday lunch or afternoon, and Matt was also available Friday lunch or afternoon. Dave Berque will prepare schedules and send out assignments.**

3) Course changes: Philosophy course renumbering **Approved in bulk, with one exception (below): PHIL 102 God, Evil and the Meaning of Life (was PHIL 106) PHIL 209 Introductory Topics (was PHIL 206 Topics; description changed) PHIL 210 History of Philosophy: Chinese Philosophy (was PHIL 218) PHIL 212 History of Philosophy: Ancient (was PHIL 215 History of Western Philosophy: Ancient) PHIL 213 History of Philosophy: Medieval (was PHIL 351 Medieval Philosophy; description changed) PHIL 216 History of Philosophy: Early Modern (was History of Western Philosophy: Early Modern) PHIL 220 Existentialism (was PHIL 219) PHIL 230 Ethical Theory (was PHIL 213; description changed) PHIL 231 Leadership and Responsibility (was PHIL 221) PHIL 232 Environmental Ethics (was PHIL 209) PHIL 233 Ethics and Business (was PHIL 207) PHIL 234 Biomedical Ethics (was PHIL 208) PHIL 240 Philosophy of Art &**

Aesthetics (was PHIL 214 Philosophy of Art; description changed) PHIL 242 Philosophy of Sex and Gender (was PHIL 211) PHIL 251 Logic (was PHIL 202) PHIL 260 Cosmology (was PHIL 203) PHIL 309 Topics (was PHIL 307; description changed) PHIL 342 Philosophy of Law (was PHIL 315; prerequisites changed) PHIL 351 Advanced Logic (was PHIL 309) PHIL 352 Epistemology (was PHIL 311) PHIL 353 Metaphysics (was PHIL 312) PHIL 360 Philosophy of Science (was PHIL 305) PHIL 361 Philosophy of Language (was PHIL 317; description changed) PHIL 363 Philosophy of Religion (was PHIL 310) PHIL 364 Death: Philosophical Approaches (was PHIL 313) PHIL 419 Major Philosophers (was PHIL 430) PHIL 469 Philosophical Problems (was PHIL 433 Philosophical Problem; description changed) PHIL 470 Advanced Independent Study (was PHIL 490 Independent Study in Philosophy) PHIL 490 Senior Seminar (was PHIL 439; description changed) PHIL 491 Senior Thesis (was PHIL 440) The only change not approved was to renumber PHIL 197 First Year Seminar to PHIL 104. There is value (for example, ease of searching in the online schedule) in having all FYS courses numbered 197 across departments.

In addition to the renumbering, approved the following new course:

PHIL 370: Intermediate Independent Study, variable credit Directed studies in a field or fields of philosophy. It may be repeated for credit with different topics.

Finally, approved minor revisions to the Philosophy major (additions in bold, deletions in strikethrough):

Requirements for a major in Philosophy

Total courses required: Nine

Core courses: PHIL 251, PHIL 212, PHIL 216, PHIL 490

Other required courses: One course from the following: PHIL 233, PHIL 234, PHIL 230, PHIL 240, PHIL 220,

Value Courses, from PHIL 230 to 242, PHIL 340, or a topics course (PHIL 209 or 309) in moral philosophy or in the philosophy of art and aesthetics.

300 and 400 level courses: Four, including either PHIL 419 or 469

Senior requirement: The senior requirement consists of the completion of PHIL 490. [Note that the renumbering has already been applied; the text for the major in Philosophy bridged to another discipline also changed, but only through renumbering.]

4) Transfer Credit policy (brought by Ken as Registrar) As part of the Higher Education Opportunity Act (HEOA), we will need to make sure that our transfer credit policy is “easily accessible and comprehensible.” Ken presented the current state of the relevant policies, and we discussed some of the outstanding issues: The limit on transfer from a junior or community college may need to change (currently not allowed beyond four semesters)

We may need to remove the phrase “may not exceed that granted by the original school” from the Summer School Credit policy.

We should be more explicit about transfer from non-accredited institutions—Ken gave the example of summer language institutes.

The issue of high school students earning college credit (by dual enrollment in college) is problematic.

We should review the policy on credit by examination, which has the potential to be difficult to administer.

Should we revise the credit for International Baccalaureate? For example, Kenyon just changed their policy to allow up to a full year of credit for an IB diploma.

The Cambridge A-Levels program can present some problems, because the A-Level exams aren’t just given by the Cambridge board—it is difficult to handle this systematically.

We agreed to talk about these policies with our departments and bring possible issues back to Ken; he will be taking it to the Chairs committee.

5) Marnie raised a question about approval for an experimental UNIV course: 0.25 credit study group on King Lear, organized by Keith Nighthenheler. **This can just be handled by Ken and Brian.**

MAO Minutes, April 13, 2009

Attendees: Harry Brown, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Sherry Mou, Pat Sellers

1. Approve minutes from March 9 **Approved**

2. New course proposal: ITAL 371 Advanced Conversation and Composition **Ken advised that we should check with Neal about the staffing implications of this, and perhaps also CAPP, since it could lead to the introduction of an Italian minor. We will delay further discussion until April 27 (which will also give time for the department chair to endorse the proposal).**

3. Course changes:

M L 295 Topics (one-time Group 3 Lit -- we did this by email, so this is just a formality) **Approved**

M L 110 Intensive Elementary French (title change) **Approved**

REL 290 Topics (one-time Group 4) **Approved**

REL 370 Topics (one-time Group 4) **Approved**

4. Reports from coordinated committees:

Advising (Sherry) **The Advising Committee met regularly in the fall. Most discussions were surrounding the following two things: 1) a fair/open-house sort of activity for the first-year students to expand their horizons and learn about various programs offered here, and 2) the advising of international students. Since the chair (John Caraher) went on leave in the spring, the committee has not reconvened this spring.**

Academic Standing and Petitions (Andrew) **These committees have been doing business as usual. In addition, they have been looking at the transfer credit issue with Ken (see below).**

Teacher Education (Ken) **No report.**

Library Advisory (Harry) **In the interest of making time for the ongoing discussions of intellectual life, the Library Advisory Committee has not met during the spring semester. We will, however, meet next week (April 20) to conclude the year's business. We met frequently during the fall semester and addressed two major issues: 1) the plans to renovate Roy O. West, and 2) the disposal of government documents currently stored at the library. President Casey attended one of our meetings to discuss the renovations. We all agreed that Roy O. West must be an integral part of the intellectual life of the campus, and that renovations could reinforce this purpose in many ways. With limited funds available, however, the renovations have been placed on hold. In order to create more storage space for new acquisitions, the librarians have proposed to dispose of government documents that are either redundant with online databases or clearly outdated (e. g. old phone books). They have invited faculty to help them determine which government documents still have value and envision that this culling process, which only began at the end of the fall semester, will take at least a full year.**

Academic Technology (Brian) **ATAC spent the fall reviewing changes to the University web site, and discussing possible standardization of departmental web pages. It collected a set of keywords to improve the search function on the web site. In the spring, it went on hiatus to leave room for the Intellectual Life discussions.**

5. Academic Calendar, 2012-13 (Ken) **Approved calendar based on the 2011-2012 one, with dates shifted one or two days as appropriate (accounting for leap year).**

6. Transfer Credit discussion (Ken) **Ken presented a collection of proposed changes to refine and clarify the policies related to transfer credit. We will discuss further and act on these changes at the next meeting. In the meantime, we should each seek feedback on the policies.**

MAO Minutes, April 27, 2009

Attendees: Harry Brown, Andrew Hayes, Brian Howard (chair), Caroline Jetton, Ken Kirkpatrick, Rich Martoglio, Marnie McInnes, Sherry Mou, Pat Sellers; plus incoming members: Kathryn Millis, Kellin Stanfield, Jamie Stockton, Scott Thede

1) Approve minutes from April 13 **Approved**

2) Electronic booklist system **Provisions of the Higher Education Opportunity Act (HEOA) will take effect in July 2010, including the need “[to] the maximum extent practicable” to have booklists available at registration time. There will need to be a system in place by next March (2010) which allows students to follow a link from the SOC to find the list of books for each course, including their expected prices and enough information to enable ordering them from another source. (The law allows the system to indicate “To be determined” when texts have not been selected.) Ken has been investigating a system demonstrated by the bookstore, provided through Barnes & Noble, which can do this as a replacement for the current e-services book order form, and which will also allow students to order the books directly from the bookstore. It has several nice features, such as a search to see what texts are being used for similar classes at other schools. It will probably be ready to go some time this summer. Some issues that still need to be looked at: how easy will it be to change booklists after students place orders; will it automatically cancel book orders if a student drops a course; and will it be a problem (in terms of who has the data) if there are changes in the bookstore situation (B&N leaving, a competitor arriving, etc.)? MAO reviewed the system, and sees no major flaws in the idea, provided these issues are resolved.**

This law also requires publishers to provide faculty members with price estimates, information about prior paperback editions, revisions between editions, etc. and to unbundle book and CD (or web) packages.

3) New course proposals:

ITAL 371 Advanced conversation and composition **Not approved – part of the proposal seems to be that the new course will be taught in combination with a lower-level course. We need to have this combination process clarified, or get assurance that there will be sufficient staffing available to offer the course. BH will contact the ML department for further information.**

ANTH 251 Latin American & Caribbean Cultures **Approved**

ANTH 360 African Diaspora Religions **Approved**

ENG 115 Seminar for Non-Native Speakers of English II **Approved, with a name change to avoid confusion with the FYS (students complain that they “are already registered for seminar” and wonder why they have to take two). By email, settled on change to “Writing Seminar for Non-Native Speakers of English II”.**

4) Course changes:

ENG 110 Seminar for Non-Native Speakers of English I (change of title and description) **As above, approved with change to “Writing Seminar ...”.**

ARTH 390 Advanced Topics in the History of Art: Monster and Marvels in Medieval Art (one-time Group 4) **Approved**

PHIL 342 Philosophy of Law (one-time Group 4) **Approved**

5) Transfer credit policy changes **Ken presented a proposed set of changes to clarify the policy (required as another part of HEOA). These will be added to the May Faculty Meeting agenda as an appendix, so that people can give feedback before MAO votes on the changes in the fall.**

6) Election of new chair **Harry Brown was elected as the new chair.**

7) [Final item inadvertently left off the agenda; discussed and voted on by email the following day:] Change to Chinese Minor: drop provision to take HIST 107 or 108 (with supplemental readings in Chinese) as one of the courses for the minor, and raise the number of 300/400 level courses from one to two. With additional upper-level courses in Chinese now available, this provision is no longer needed. **Approved**

