

WOU Faculty Senate  
2/26/13

- I. Call to Order at 3:33pm
- II. Call of Roll (by circulation of sign-up sheet) In attendance: Keven Malkewitz, Kristin Latham, Jennifer Yang, Bob Hautala, Kathy Farrell, Mickey Pardew, Mary Bucy (for Rachel Harington), Dana Ulveland, Ethan McMahan, Michael Baltzley, Terry Gingerich, David Doellinger, Rahim Kazerouni, Breeann Flesch, Michael Phillips, Scot Morse, Claire Ferraris, Michael Freeman, Steve Wojcikiewicz, Edwin Cancel, Erin Passehl, Thomas Rand, Patricia Gimenez, Cornelia Paraskevas, Mark Van Steeter, David Foster
- III. Corrections to and approval of minutes
  - a. Approved as amended by unanimous consent
- IV. Institutional Reports
  - a. Keller Coker, Faculty Senate President
    - i. None
  - b. Mark Weiss, University President
    - i. None
  - c. Kent Neely, University Provost
    - i. Attended Provost Council meeting in February
      1. We are in a period of flux. Responsibilities of departments involved are up in the air for now
      2. Desire to design regional achievement compacts (agreement between community college, state college, and community district)
      3. Concerns about whether goals 40/40/20 can be reached (are there sufficient students that are scheduled to complete high school that can reach these numbers)
      4. First targets that were included under compacts have already been exceeded
      5. Some concern about how board will become the governing body
      6. How are the goals set?
        - a. To be determined. Everyone believed there would be a correlation between targets and funding
    - ii. This is the last Faculty Senate meeting Provost Neely will attend
      1. It has been a pleasure serving with the faculty within this body and he is delighted with the achievements accomplished by this body
      2. Still learning what new assignment will be, and we may still see him around, but he will be based at OSU
      3. Confident that Steve Scheck will be a great addition to this body, and he will have full support
      4. Provost Neely's email will remain the same
- V. Old Business
  - a. None

VI. New Business

a. Instructional Design Certificate (Mary Bucy)

i. Handout distributed

ii. PowerPoint presentation

1. Top 6 classes of the grid are required courses, the bottom courses are electives (electives determined through advising).
2. Seeing a growth in Instructional Design interested students, and growth is expected to continue over the next several years
3. Matched courses with jobs we are seeing within the field
4. 3 different modules (Curriculum Design, Digital Content, and eLearning)
5. Anticipating that we might be able to combine things in different ways (students could mix and match so that their education coincides with their career path)

Q: Is CSE new?

- a. No, It's Been around for about 30 years

Q: Requires a license?

- b. No, this does not enable them to teach in a school. A lot of trainers anticipated to come out of this program.

Q: Web design courses already existent CS courses?

- c. Yes

Q: New faculty/resources needed?

- d. No, but that would be wonderful. Many of these courses are already being taught.

6. This would be the first certificate in Instructional Design in the state

b. Mathematics Education minor (Laurie Burton)

i. Some Math Majors want to take the Math Ed. Minor, but there is a conflict

ii. Chemistry has a split minor, we would like to also have a split minor

Q: This minor would be meant for undergrad Math Majors that want to be math teachers?

1. Yes, several students are interested in the pedagogy.

Q: Math Majors or Math Ed. Majors?

2. Math Majors. These students would also need an MAT

Q: Why go MAT route instead of undergrad route?

3. Don't really know the general department stance on that. We would be happy to discuss it.

Q: Can Math Majors minoring in Physics get into MAT program?

4. Yes

5. Could be considered a misuse of the minor program

Q: Does this limit their programming ability?

6. We don't suggest that our Math Majors have a Math Ed. Minor.

Students find this minor in the catalog and are genuinely interested. We

feel that we can't make that decision for them. We are trying to give them the program they are asking for.

7. We don't know that these students will be entering the MAT program.

This will enable them to communicate mathematics at multiple levels.

Q: Multiple students have been advised to be a Math Major because it was a more flexible degree if they change their path. Does it make sense to ask out students to stay off the job market for a year and pay graduate tuition?

8. This may be a different conversation

Q: This has been a dilemma in the English Department (having Literature Majors with a Writing Minor). It used to be that the major and the minor couldn't be in the same division.

Q: There is a depth of knowledge that can be achieved by being submersed in your area of interest, and then learning the pedagogy, and that is a judgment call that a lot of students must make. Students want to understand their discipline more before teaching it. A lot of students do receive undergrad degrees and then MAT degrees.

9. School districts will pay for teachers to receive a master's in their field of teaching. It borders on irresponsible to advise students to go this route.

10. It also borders on irresponsibility to have teachers without more education within their area that they are teaching.

11. The Math department does not encourage this. We are trying to adjust our advising

iii. Documents sent through Portal will be submitted to Faculty Senate

iv. We are the last university to require a minor, so this is a good discussion to have, and a very big one. Look at the merits and precedent before further discussion. If we have problems, maybe we can revisit what the Chemistry Department has done.

Q: Where can we find what specific majors are supposed to do, or lists what their specific function is?

1. We haven't seen that if it exists. That might be helpful.

c. Public Policy and Administration Major (Mark Henkels)

i. Interdisciplinary undergrad degree

ii. The core gives students certain managerial and political skills to prepare graduates for involvement in public policy and administration

iii. Seven areas of concentration

iv. International Studies Program has been reformed recently, requires BA

v. We feel that it is a bit superfluous

vi. Proposal: limit the one area of concentration in public policy and administration

Q: International Studies happy to take on these students?

1. Yes.

Q: This would enable the major to be more distinctive

Q: May clear up misunderstandings students have on where this major would lead them.

- d. Psychology Applied Baccalaureate (Rob Winningham)
  - i. Handouts provided
    - 1. Executive Summary from Task Force
    - 2. Catalog Copy for the Applied Baccalaureate degrees
  - ii. This is one of the first of these new programs
  - iii. PowerPoint presentation
    - 1. We had never heard of Terminal Associates. They are not meant to be transferred
    - 2. Been working with PCC and CCC
    - 3. The best a student could do is get out of Western with 108 credits with a 2 year degree, but students aren't advised correctly, and usually graduate with around 130 credits
    - 4. Upside down degree: these students have the higher level learning, but they need the foundational parts of their education
    - 5. Designed for a student without a transfer degree
    - 6. House Bill 3093 directed us to provide this type of program
    - 7. 39 states have these types of degrees
    - 8. If we don't develop them, then it is possible that community colleges might receive the OK to develop Bachelor level degrees. We are trying to find a way to prevent that from happening
    - 9. Key Goals (listed in handout)
    - 10. Psychology and Gerontology students will not be able to find a job with a two year degree. They are being misinformed about whether their AAS degree would transfer to Western and fulfill our LACC's
    - 11. These degrees are not for traditional native Western students
      - a. Statement from Course Catalog Copy
    - 12. FAQ's as stated in handouts
    - 13. AB Core Curriculum as stated in handouts
      - a. No minor required, but students may choose to have one
      - b. Core classes may not "double dip" in core (i.e., the same CS class *may not* fulfill both "critical thinking" and "Technology/Life Skills" core requirements), but core classes *may* "double dip" and also count for Major or Minor classes
      - c. Two technology categories (different focus in each)
    - 14. Extensive discussions with LAS have been had
    - 15. No unanimous consent from ARC, but letter issued expressing concerns (see ARC letter for details)
    - 16. Curriculum Committee voted on major proposals for Psychology and Gerontology Majors only

17. This has been through at least a dozen iterations, and we are sure there will be more to come and we are prepared to make changes

Q: Are we voting on the AB or these specific majors?

a. If we approve these, then we approve the AB program

Q: ARC evaluation?

b. Our discussion was more questions and reflection. There was no vote, but issues were raised by divisions.

i. Concern that Technology had two quadrants

ii. Question of wording (logical think instead of scientific)

iii. Questions were raised about what was part of the 36 core units

c. We tried to model this after traditional majors as much as possible. We want students to be able to finish this in two years.

Q: Would this allow a student a path to bypass the traditional way of earning a terminal degree?

d. As worded now, 60 credit hours minimum required. We have talked about this at many stages of this program's development. We want to allow students to come into this program sooner.

Q: The minor is the domain of the ARC now. Was their discussion about no minor being required?

e. Minor issue did not come up in ARC conversations. We understood that the student would be focusing on these core requirements, and that the purpose of this degree is for the student to have completed it in two years.

Q: Community Colleges can start offering 3-400 level classes if we don't comply?

f. Yes. There are some community colleges that are talking favorably about introducing AB degrees if OUS doesn't respond. Florida and Texas have already introduced AB degrees in specific areas. People are now seeing the market that is out there of students that would benefit from this type of degree.

Q: Is there a demand for Gerontologists and Psychologists?

g. Yes, especially for Gerontologists, someone who could help run an assisted living facility. This would be a way for students to finish their degree and enter the work force within this field. This program will save them a year.

18. ARC spoke about the catalog copy, not the validity of the program. We've seen the grid and talked about it, what was new was the catalog copy that came along with the grid. This cleared up a lot of things but also brought up a lot of questions. We would like to see those questions clarified within the catalog copy. ARC was concerned with the bones of this proposal.

- 19. Suggestions should be sent to Rob, and a revised copy of the proposal could be presented and put to a vote
- 20. We would be happy to make changes to the catalog copy to make it more clear

Q: Isn't it normal for this type of thing to go through ARC and the Curriculum Committee before coming to Faculty Senate?

- a. It has gone through those bodies. ARC sees themselves as more of an advisory body and a letter was forwarded about discussion that was had amongst that body. There was no formal vote about this proposal by the ARC. This has happened before. The letter was sent by the ARC after their meeting last Tuesday.
- b. Curriculum Committee is recommending improvement to the program, but has turned it over to Senate for approval

Q: If WOU were to approve this, is that sufficient to fulfill the directive given?

- c. If programs come through, it should. If higher education in the state doesn't comply with what Salem has labeled as a direct need, they will move to plan b.
- d. Community Colleges are chomping at the bit to offer 4 year degrees

Q: The other schools already doing this in the state aren't enough? Are we the school that will tip the scales?

- e. This is a case of us being too big to swallow. If we can respond quickly and look for niche markets like this, we may find that a change like this is worth making. This seems to be a right fit for access for lower income scale families. Students who are stuck in a field because they can't afford to go to school for three more years would really benefit from this program.

Q: Is this consistent with the mission of WOU?

- f. Extremely so, since we strive to be an accessible institution

Q: Does the AB have recognition from employers?

- g. This is a Bachelor's Degree, a four year degree. Employers usually ask for a four year degree and do not focus on what type of four year degree it is.

- 21. Keep in contact with Rob so that your concerns can be noted and changes made

- e. Gerontology Applied Baccalaureate (Rob Winningham)
  - i. See above discussion

VII. Announcements

- a. None

VIII. Adjournment at 4:45pm