

MINUTES
Faculty Senate Academic Affairs
December 2, 2008, 3:30 p.m.
K-State Student Union, Room 204

Present: Carroll, Charney, Devore, King, Rintoul, Roberts, Sump, Turvey-Welch

Absent: Chengappa, Hendrix, Huschka, Rogers, Staggenborg

Visitors: Briana Nelson Goff, Steve Hawks, Vicki Clegg, Melody LeHew, Karen Myers-Bowman, Monty Nielsen

1. Doris Carroll, Chair, called the meeting to order at 3:30 p.m.
2. The November 18, 2008 minutes were approved with minor corrections.
3. General Education Task Force: The K-State 8: General Education Proposal (**Attachment 1**) (20 minutes)
Guests: Briana Nelson Goff, Interim Director of Assessment and Steve Hawks, Assistant Director of Assessment
Carroll introduced Briana and Steve and also members of the General Education Task Force that were present for the discussion. She opened the floor up for conversation regarding milestones, such as assessment.

Rintoul began by asking *if* other institutions assess courses, specifically capstones courses, and if so, how do they approach this. Goff responded that yes, other institutions do this, but there are a great variety of approaches. Charney asked if Goff or Hawks could possibly outline what is done now with UGE for those who are not familiar with the process. Hawk mentioned that currently it is more of an assessment of the teaching style and courses are assessed every 5 years. Is there any attempt to compile the results? Hawks responded that there is a database in existence but it is just raw data, not compiled in any fashion.

Carroll observed that there does not seem to be any preconceived ideas about how the assessment piece for this proposal should look. Myers-Bowman briefly commented on some of the ideas that were discussed within the task force during the creation of the proposal. From the very beginning it was made clear to them that the assessment of general education should be directly linked with the University's student learning outcomes. It was reported there are multiple task forces working on how these university SLOs should be evaluated.

Rintoul noted that many degree programs have capstone courses, but some of the bigger degree programs such as Biology and English do not have these and this would require the creation of new courses or modification of existing ones leading back to a resource issue. Devore also commented on Engineering's capstone courses and how time-intensive they are. Charney brought up senior exit surveys, which were done in the past, and commented how those were a good opportunity for faculty and students alike to really discuss the outcome of a student's education received at K-State.... even though it was somewhat time intensive. These interviews took place outside of class. Myers-Bowman agreed that there are a variety of ways to accomplish assessment. Goff mentioned that since she has been in this position she has learned there is a great variety of ways that universities provide assessment.

Carroll briefly discussed the College of Education's assessment process and noted that as a university we are in the early stages. Also, we are not alone in this struggle of assessment and how to go about it. Goff mentioned that needing to have an assessment piece in a perfect little package is not realistic. In the end, assessment should be meaningful and manageable.

Carroll asked for a little guidance as to how committee members would like to proceed. Devore mentioned at the very least the assessment piece should be noted as one of the milestones, not that it has to be the first.

King mentioned assessment and tagging are two of the major issues involved and both will take time. He feels that faculty may be less likely to move forward on something without having Faculty Senate approval. Rintoul reminded the committee that resource availability is also a major issue. All of these issues are deeply inter-related. Charney mentioned at their recent faculty meeting there was a discussion about eliminating courses because of budgetary issues, not adding them, so realistically he can't see how adding additional capstone courses could be done without difficulty. Charney also asked how it would be possible to know whether this program will be making the difference in a student's general overall education if it is not assessed separately from all the other courses.

Rintoul brought up another point – that of tagging courses. Departments need to be asked about the constraints of the courses... are they being taught and will they continue to be taught. Also, can additional students fit into the courses if they are opened up for general education? These are questions that need to be asked when tagging courses.

Carroll asked if the creation of a subcommittee to discuss the milestones that need to be in place for this is desired. General consensus of the committee was that this is needed. Rintoul, Devore, and Charney agreed to meet as a subcommittee and keep Carroll informed. They will try to bring some information back to the committee by the second January meeting.

4. Course and Curriculum Changes

A. Undergraduate Education

1. A motion was made by Turvey-Welch and seconded by Devore to approve the following course and curriculum changes as approved by the College of Engineering on November 14, 2008 (see approval sheets for further details):

COURSE CHANGES:

General Engineering

Changes to:

DEN 300 Introduction to Total Quality Management and Six Sigma

Motion carried.

2. A motion was made by King and seconded by Roberts to approve the following course and curriculum changes as approved by the College of Technology and Aviation on November 18, 2008 (see approval sheets for further details):

COURSE CHANGES:

Department of Aviation

Add:

PPIL 109 Private Pilot Glider.

PPIL 270 Introduction to Unmanned Aerial Systems

PPIL 360 Unmanned Aerial Systems I

PPIL 460 Unmanned Aerial Systems II

PPIL 442 Advanced Air Traffic Control

PPIL 461 Airport Planning and Management

PPIL 464 Airport Certified Manager

AVM 316 AET and FCC Training

AVM 415 Aviation Maintenance Management

Department of Engineering Technology

Add:

ETA 292 Problems in Engineering Technology

ETB 492 Advanced Problems in Engineering Technology

CET 299 Topics in Construction Engineering Technology

CMST 299 Topics in Computer Systems Technology

ECET 299 Topics in Electronic and Computer Engineering Technology

MET 299 Topics in Mechanical Engineering Technology

Drop:

CET 300 Problems in CET

CMST 492 Problems in CMST

ECET 492 Problems in Electronic and Computer Engineering Technology

MET 492 Problems in Mechanical Engineering Technology

Changes to:

CMST 499 ~~Selected~~ Advanced Topics in ~~CMST~~ Computer Systems Technology

ECET 499 ~~Special~~ Advanced Topics in Electronic and Computer Engineering Technology

MET 499 ~~Selected~~ Advanced Topics in ~~MET~~ Mechanical Engineering Technology

CURRICULUM CHANGES:

Department of Aviation

Add:

Undergraduate Unmanned Aerial Systems (UAS) Operators Certificate Program (**Attachment 2**)

Undergraduate Air Traffic Control Certificate Program (**Attachment 3**)

Undergraduate Airport Management Certificate Program (**Attachment 4**)

Rintoul questioned whether the resources needed to maintain these certificate programs are available. King responded their college has reviewed their needs and feels confident they will have the personnel available to teach. Motion carried.

3. A motion was made by Roberts and seconded by King to approve the following course and curriculum changes as approved by the College of Human Ecology on November 20, 2008:

COURSE CHANGES

Department of Apparel, Textiles, and Interior Design

Add:

AT 110 Apparel and Textiles Orientation

AT 410 Apparel Production II

Department of Hospitality Management and Dietetics

Changes to:

HMD 516 Communication Competencies in Dietetics Practice

HMD 517 Communication Competencies in Dietetics Practicum

HMD 521 Clinical Dietetic Practicum

HMD 561 Management in Dietetics Practicum

HMD 570 Professional Practice in Dietetics

CURRICULUM CHANGES

Department of Apparel, Textiles, and Interior Design

Changes to the B.S. in Apparel and Textiles: (see pages 10-11 of approval sheets for further details)

Professional studies courses total goes from ~~63-66~~ to 64-70 credit hours

Apparel and Textiles core courses from ~~30~~ to 31 credit hours: Add AT 110

Specialization in Apparel Design and Production from ~~36~~ to 39 credit hours: Add AT 410

Unrestricted electives go from ~~12-17~~ to 8-16 credit hours.

Total hours for graduation remain the same.

Changes to the BS in Interior Design: (see page 12 of approval sheets for further details)

Professional electives; Studio arts: Drop ART 310 and Add ART 200 to the list.

Department of Hospitality Management and Dietetics

Changes to the BS in Dietetics: (see pages 13-14 of approval sheets for further details)

Program I: Coordinated Program in dietetics

Professional Studies total goes from 63 to 66 credit hours: HMD 561 has changed from ~~6~~ to 8 credit hours;

HMD 570 goes from ~~2~~ to 1 credit hours; HMD 521 goes from ~~6~~ to 8 credit hours.

Unrestricted electives go from ~~0-4~~ to 0 credit hours.

Total hours from graduation go from ~~125~~ to 127 credit hours.

Motion carried.

5. Graduation list addition

A. A motion was made by Turvey-Welch and seconded by Sump to approve the following addition to the August 2008 graduation list:

Rebecca Morphis, Bachelor of Arts, College of Arts and Sciences

Motion carried

6. Committee Reports

A. Committee on Academic Policy and Procedures (CAPP) – Doris Carroll – No report
Turvey-Welch will be attending the Dec. 10 CAPP meeting in behalf of Carroll.

B. Student Senate – Andrew Huschka – No report

C. iSIS Steering committee – Dave Rintoul – No report

7. New Business - none

8. For the good of the University

9. The meeting was adjourned at 4:31 p.m.