

**Humanities and Natural Sciences Council of Chairs Meeting**  
**Dean's Conference Room, Bobet 202J**  
**August 21, 2013 - Noon – 2:00 p.m.**

**MINUTES**

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**I. Call to Order**

Dean Maria Calzada called the meeting to order at noon.

Attended: Blanca Anderson, Mary Brazier, Maria Calzada, Chris Chambers, Frank Jordan, Michael Kelly, Kenneth Keulman, Lynn Koplitz, Martin McHugh, David Moore and Connie Mui

Also Attended: Jane Chauvin, Judith Hunt, Roberta Kaskel and Brad Petifils

**II. Approval of Minutes**

Minutes of May 22, 2013 were accepted except for the time change to 9:30 a.m. and the additions of Drs. Brazier and Mui as attending.

**III. College Competencies – Brad Petifils**

Dr. Petifils discussed college level competencies. (Attachment #1) When approved, he stated that he would work with each chair to implement these general education competencies in each major. He will send emails around to discuss the learning outcomes in each major. SACS reports are online and are very useful to look at. (Attachment #2)

**IV. Fall Enrollment – Roberta Kaskel**

Ms. Kaskel reported that as of noon yesterday, there were 647 expected first time, full-time, traditional day students, 120 transfers and 14 confirmed re-admits. She handed out Cohort descriptives for F13 and said that these will be given out every fall. (Attachment #3)

There was a discussion about financial aid and work-study issues. Last year, there was at least \$400,000 overspent and students worked over their hours. There was also a concern that far fewer students were awarded work-study this year. Faculty will give Ms. Kaskel names of students who were trained in departments that were not awarded work-study. An enrollment management firm specializing in financial aid will be on campus to meet with faculty at an open house. One of their goals is to bring in the right students to Loyola.

The Lawlor Group will also be in next week to focus on admissions communications. They will audit websites, take tours and have lunch with the deans.

It was suggested that faculty take a proactive role in showing students what we do in our classrooms. Also, Ms. Kaskel suggested that if anyone knows of a student who would be a good ambassador for Loyola to please let her know.

The usual jazz brunch, which will be called something else this year, will be on November 16<sup>th</sup>.

**V. Teacher Certification – Jane Chauvin**

Director of Teacher Certification, Jane Chauvin, handed out a flier on the proposed secondary teacher certification and DPCL's for each major. (Attachment # 4) She stated that students would graduate from Loyola with a degree and professional credentials they can use immediately. She said that she has submitted a lengthy proposal to the state and they passed on

all of it. The next step is to recommend the program to BESE in October. If anyone needs any further information, please contact her.

**VI. Announcements from Dean Calzada**

**1. Meet the Majors** - Meet the Majors will be this Tuesday, and departments will be responsible for their own expenses.

**2. Health Career Seminars** - Tish Beard will hold a Graduate Science Programs seminar as part of the Loyola Health Career Seminar Series on September 12<sup>th</sup> at 12:30 p.m. in Monroe 157. She would like the science chairs to present. Dr. Beard is handling all seminars and is the HPO advisor. Kurt Birdwhistell is the Chair of the Health Professions Committee.

**3. CPT Update** - A meeting will be set and John Sebastian, as SPT representative, will be invited to talk about how the SPT is developing the strategic plan for the university.

**4. Closing the Gap** – There has not been anything new, and we are waiting on the retirement plan that will come out in October. We may ask Kathy Gros to give us a report on how many courses we will need to offer in Spring.

**5. Course Releases** – There was a brief discussion on course releases, and it was stated by Dean Calzada that the budget has been cut by 30%, and senior course releases are not likely to return in this environment.

**6. SCCC** – There needs to be a replacement for Thom Spence as rep. Please send any suggestions to Dean Calzada.

**7. Calendars** – The faculty employment process calendar and the academic calendar was handed out. Diane will work on incorporating both of these into an administrative calendar and will email it to the chairs.

**Move to Adjourn:**

The meeting was adjourned at 2:00 p.m.

## Attachments

### Attachment #1 – College Competencies

The mission of the College of Humanities & Natural Sciences is to educate and graduate students who are prepared to lead meaningful lives with and for others; who appreciate and contribute to the understanding of global cultures; who comprehend the interrelated nature of all knowledge; who are able to think critically and make decisions for the common good; and who have a commitment to the Ignatian tradition of a life of justice and service to others.

To this end, the college has identified the following general education competencies that provide the framework from which our program-specific student learning outcomes are built:

All graduates of the College of Humanities and Natural Sciences will:

1. Learn intellectual and practical skills that reflect the distinctive Jesuit mission of the university. These skills include (but are not limited to): critical thinking, effective communication, quantitative literacy, information literacy, and ethical reasoning.
2. Learn about the physical and natural world (with exposure to scientific reasoning, mathematics, and environmental understanding).
3. Learn about human cultures and traditions, with a particular emphasis on literature, languages other than English, history, the arts, philosophy, world religions, social behaviors, and global understanding.
4. Learn Ignatian values, particularly, the formation of individuals who are with and for others, which includes an exploration of diversity, compassionate engagement with the world, and a commitment to social justice.
5. Learn at least one distinctive methodology and subject matter of the humanities or the sciences.

Maria Calzada 8/9/13 2:48 PM

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## Attachment #2 – SAC’s Document

### **3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)**

#### **Rationale and Notes**

Since general education requirements are central to educational programs, this standard assumes that the institution will define specifically which competencies are appropriate to the goals of its general education program and consistent with principles of good practice. The institution is responsible for identifying measures to determine the extent to which students have attained those competencies during their course of study as well as the extent to which students have actually attained those competencies.

*Note:* This standard addresses college-level competencies within the general education core; it does not require a specific course to address each competency. In addition, there is no requirement regarding when the institution must determine student attainment of competencies.

#### **Relevant Questions for Consideration**

- What are the specific college-level competencies within the general education program?
- What evidence is available to show the extent to which students have attained these competencies?
- What evidence exists that demonstrates that the institution identifies competencies that are college-level?
- What criteria does the institution use to set an acceptable benchmark for student attainment of competencies?

#### **Documentation**

##### Required Documentation, if applicable

- Identification of competencies
- Justification that all competencies are at the college level and the degree to which students have attained them are acceptable
- Evidence of the extent to which students of undergraduate degree programs have attained the college-level competencies

##### Examples of other Types of Documentation

Follow up studies of graduates

#### **Reference to Commission Documents, if applicable**

“The Quality and Integrity of Undergraduate Degrees”

#### **Cross References to other related Standards/Requirements, if applicable**

Core Requirement 2.7.3  
Comprehensive Standard 3.3.1.1  
Federal Requirement 4.1

## Attachment # 3 – Cohort Descriptives 2013 Fall

**Cohort Descriptives 2013 FALL**  
(First-time, Full-time, Degree-seeking Traditional Undergraduates)

Admit Status	TOTAL	BU	HNS	MA	SS
	COHORT 2013F	2013F	2013F	2013F	2013F
Regular Admit	531	88	236	128	79
Conditional Admit	109	25	44	20	20
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct Regular Admits	83%	78%	84%	86%	80%
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Gender/Ethnicity	TOTAL	BU	HNS	MA	SS
	COHORT 2013F	2013F	2013F	2013F	2013F
<b>Female</b>	<b>394</b>	<b>50</b>	<b>205</b>	<b>71</b>	<b>68</b>
1-Non Resident Alien	13	4	8	0	1
2-Black/Afr. Amer.	70	20	32	4	14
3-Native American	1	0	0	1	0
4-Asian	15	1	11	2	1
5-Hispanic	75	12	40	10	13
6-Hawaiian					
7-White	171	12	76	50	33
8-Multi-Racial	31	1	25	2	3
9-Other	9	0	6	2	1
10-Unkn.	9	0	7	0	2
<b>Male</b>	<b>246</b>	<b>63</b>	<b>75</b>	<b>77</b>	<b>31</b>
1-Non Resident Alien	11	5	2	2	2
2-Black/Afr. Amer.	54	16	17	13	8
3-Native American	1	0	0	0	1
4-Asian	4	1	1	2	0
5-Hispanic	39	12	14	5	8
6-Hawaiian	1	0	0	1	0
7-White	105	24	33	38	10
8-Multi-Racial	20	3	4	11	2
9-Other	7	1	4	2	0
10-Unkn.	4	1	0	3	0
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct Minority	43%	61%	48%	29%	49%
Pct International	4%	8%	4%	1%	3%
Pct Female	62%	44%	73%	48%	69%

Note: Non Resident Alien and Unknown are removed from the Minority calculation

Perm. State	TOTAL	BU	HNS	MA	SS
	COHORT 2013F	2013F	2013F	2013F	2013F
Out-of-State	399	66	160	98	75
In-State	241	47	120	50	24
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct Out-of-State	62%	58%	57%	65%	76%
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H.S. GPA Range	TOTAL	BU	HNS	MA	SS
	COHORT 2013F	2013F	2013F	2013F	2013F
Less than 2.0	1	1	0	0	0
2.0 to 2.49	22	7	7	6	2
2.5 to 2.99	92	19	36	20	17
3.0 to 3.49	181	27	82	41	31
3.5 to 3.99	196	39	82	42	33
4.0 or greater	143	20	70	38	15
No Score Supplied	5	0	3	1	1
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct with 3.0 or greater	82%	76%	84%	82%	81%
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Note: 2013F Cohort as of 08/16/2013.  
Loyola has 641 deposited first-time, degree-seeking traditional students as of 08/19/2013.  
However, not all have registered for their courses at this time.

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**Cohort Descriptives 2013 FALL**  
(First-time, Full-time, Degree-seeking Traditional Undergraduates)

SAT Composite Range	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Above Average</i> (1330 - 1600)	71	9	39	16	7
<i>Average</i> (1130 - 1329)	240	30	103	66	41
<i>Below Average</i> (Below 1130)	306	68	129	63	46
<i>No Score Supplied</i>	23	6	9	3	5
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct of Avg or Above	50%	36%	52%	57%	51%
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SAT Composite Score by Min, Max and Middle 50%	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Max</i>	1590	1420	1560	1590	1410
<i>Min</i>	850	870	870	850	870
<i>Range of Middle 50%</i>	1040-1240	1190	1260	1260	1220

Avg SAT Composite Score by Range	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Above Average</i>	1400	1380	1400	1410	1370
<i>Average</i>	1220	1210	1220	1230	1200
<i>Below Average</i>	1030	1030	1030	1030	1020
<i>No Score Supplied</i>					
<b>Grand Total</b>	<b>1150</b>	<b>1110</b>	<b>1160</b>	<b>1160</b>	<b>1130</b>

First Generation	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Not First Gen</i>	447	76	187	114	70
<i>First Generation</i>	192	37	93	34	28
<i>Unknown</i>	1				1
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct First Generation	30%	33%	33%	23%	29%
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Pell Recipients	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Did Not Receive Pell</i>	414	76	164	110	64
<i>Received Pell</i>	226	37	116	38	35
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct of Pell Recipients	35%	33%	41%	26%	35%
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Work Study (WkStdy)	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Not Awarded WkStdy</i>	556	103	245	132	76
<i>Awarded WkStdy</i>	84	10	35	16	23
<b>Grand Total</b>	<b>640</b>	<b>113</b>	<b>280</b>	<b>148</b>	<b>99</b>

Pct of Work Study Recipients	13%	9%	13%	11%	23%
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Cardoner/Honors/ Ignatian	TOTAL	BU	HNS	MA	SS
	COHORT				
	2013F	2013F	2013F	2013F	2013F
<i>Cardoner</i>	37	4	17	6	10
<i>Honors</i>	77	7	46	16	8
<i>Ignatian</i>	9		7		2

Pct Cardoners	6%	4%	6%	4%	10%
Pct Admitted Into Honors	12%	6%	16%	11%	8%

Cardoner program began in 2008.

Note: 2013F Cohort as of 08/16/2013.  
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**Cohort Descriptives 2013 Fall**  
**College of Humanities and Natural Sciences**  
 (First-time, Full-time, Degree-seeking Traditional Undergraduates)

Admit Status	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct Regular Admits	84%	83%	81%	96%	67%	78%	75%	75%	100%	67%	100%	89%	

Gender/Ethnicity	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct Minority	48%	51%	42%	30%	17%	42%	33%	25%	100%	33%	60%	49%	
Pct International	4%	5%	0%	0%	0%	5%	0%	0%	50%	0%	9%	3%	
Pct Female	73%	79%	69%	70%	33%	75%	67%	75%	100%	33%	36%	81%	

Note: Non Resident Alien and Unknown are removed from the Minority calculation.

Perm. State	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct Out-of-State	57%	48%	46%	63%	67%	76%	67%	50%	50%	100%	36%	52%	

H.S. GPA Range	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct with 3.0 or greater	84%	85%	88%	93%	83%	72%	75%	75%	100%	67%	91%	92%	

SAT Composite Range	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
<i>Above Average</i> (1330 - 1600)	39	10	5	8	2	2	3	0	2	0	2	5	
<i>Average</i> (1130 - 1329)	103	30	7	10	0	18	4	5	0	1	3	25	
<i>Below Average</i> (Below 1130)	129	25	13	8	4	31	5	3	0	2	4	34	
<i>No Score Supplied</i>	9	1	1	1	0	4	0	0	0	0	2	0	
<b>Grand Total</b>	<b>280</b>	<b>66</b>	<b>26</b>	<b>27</b>	<b>6</b>	<b>55</b>	<b>12</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>64</b>	

Pct of Avg or Above	52%	62%	48%	69%	33%	39%	58%	63%	100%	33%	56%	47%
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Avg SAT Composite Score by Range	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
<i>Above Average</i>	1400	1390	1380	1410	1360	1390	1400		1400		1450	1430	
<i>Average</i>	1220	1220	1200	1250		1220	1190	1230		1150	1290	1200	
<i>Below Average</i>	1030	1020	1010	1040	1070	1020	1040	1110		1040	1055	1040	
<i>No Score Supplied</i>													
<b>Grand Total</b>	<b>1160</b>	<b>1170</b>	<b>1140</b>	<b>1240</b>	<b>1170</b>	<b>1110</b>	<b>1180</b>	<b>1190</b>	<b>1400</b>	<b>1180</b>	<b>1220</b>	<b>1130</b>	

First Generation	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct First Generation	33%	42%	42%	26%	33%	20%	8%	50%	0%	0%	36%	39%	

Pell Recipients	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct of Pell Recipients	41%	41%	50%	41%	17%	25%	25%	50%	0%	67%	73%	48%	

Work Study (WkStdy)	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
Pct of Work Study Recipients	13%	12%	15%	11%	33%	20%	17%	0%	0%	0%	0%	8%	

Cardoner/Honors/ Ignatian	HNS												
	2013F	BIOS	CHEM	ENGL	ENV	GENS	HIST	LANG	MATH	PHIL	PHYS	PSYC	
<i>Cardoner</i>	17	2		2		8		1				4	
<i>Honors</i>	46	13	5	11	1	2	3	1	2		3	5	
<i>Ignatian</i>	7	2		3					1			1	

Pct Cardoners	6%	3%	0%	7%	0%	15%	0%	13%	0%	0%	0%	6%
Pct Admitted into Honors	16%	20%	19%	41%	17%	4%	25%	13%	100%	0%	27%	8%

Cardoner program began in 2008.

Note: 2013F Cohort as of 08/16/2013.  
 Loyola has 641 deposited first-time, degree-seeking traditional students as of 08/19/2013.  
 However, not all have registered for their courses at this time.

## Attachment #4 – Proposed Teaching Certification Sequence

# PROPOSED

## TEACHING CERTIFICATION SEQUENCE The College of Humanities and Natural Sciences

### OVERVIEW

As soon as BESE gives its approval, students will be able to pursue teaching certification at the 6-12 grade level while completing a major in the humanities, sciences or social sciences. This program will allow talented students, dedicated to social justice through education, the opportunity to prepare for a career as an educator while pursuing their undergraduate degree. We expect this approval to occur in Fall of 2013.

### DETAILS

The requirements for the teaching certification program are divided into three categories: **general core, content area and professional courses**. After a student completes the designated curriculum, with the appropriate grade point average, and passes the required Praxis exams, the Louisiana Department of Education will issue the Louisiana state teaching certificate upon graduation from Loyola New Orleans.

The Director of Teaching Certification in the College of Humanities and Natural Sciences will advise students on the curriculum and state credentialing requirements. Students will also have an advisor in their content major. The Director will work with local schools to place student teachers and will be the liaison with the Louisiana Department of Education.

<b>General Core Requirements:*</b>		<b>Professional Area Requirements:**</b>	
English	6 credits	Foundation of Multicultural Education	3 credits
Mathematics	6 credits	Educational Psychology	3 credits
Sciences	9 credits	Adolescent or Developmental Psychology	3 credits
Social Studies	6 credits	Reading in the Content Area	3 credits
Arts	3 credits	The Learner with Special Needs	3 credits
		Classroom Management/Organization	3 credits
		Secondary Methods I	3 credits
		Secondary Methods II	3 credits
		Student Teaching	9 credits

**Content Area Requirements** are taken in the student's major.

\*Most of these requirements can be satisfied with Common Curriculum courses.

\*\*Most of these requirements can be satisfied using Adjunct hours.

For more information contact: Jane Chauvin, Director of Teacher Certification, College of Humanities and Natural Sciences  
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Submitted by Diane Riehlmann