

**College of Humanities and Natural Sciences
Council of Chairs Meeting
September 8, 2014, 3:30 p.m. – 5:00 p.m.**

MINUTES

Call to Order

Dean Maria Calzada called the meeting to order at 3:30 p.m.

Attended: John Biguenet, Mary Brazier, Maria Calzada, Craig Hood (for Frank Jordan), Michael Kelly, Kenneth Keulman, Martin McHugh, David Moore, Connie Mui, Uriel Quesada and Connie Rodriguez, Fr. Peter Rogers (for Eileen Doll)

Also Attended: Melanie McKay, Brad Petitfils, John Sebastian

I. Approval of Minutes

Minutes of August 18, 2014 were approved with two abstentions

II. Common Curriculum – John Sebastian

Dr. Sebastian handed out a list of the common curriculum courses needed for spring, 2015 (Attachment #1). He stated that these numbers are mostly guesswork, but represents our needs, at a minimum.

He also said to be aware that the old common curriculum courses will be purged after spring, 2015, and that everything will be geared towards the new common curriculum. The new course numbers will kick in during summer, 2015 (Attachment #2).

Dr. Sebastian spoke about the SCCC and streamlining the number of workgroups. John Biguenet suggested we should simplify processes to minimize burdens on busy faculty.

Experimental courses can only be taught once before they can be approved. Faculty should submit a draft syllabus with a memo from the chair stating that this course, to the best of their understanding, meets the outcomes of the corresponding common curriculum requirements. Courses should be aligned with the common curriculum and the five core competencies. The outcomes should be suitable for the students we are encountering, and close the gap with the students we have imagined versus the student that walks into the front door. Starting with the FYE workgroups, learning outcomes will be revised this academic year.

III. Summer School – Melanie McKay

Dr. McKay said that Dr. Quesada sent out information on deadlines for summer school and summer enrollments. She said that last summer enrollments were low, and suggested that chairs look over the past enrollments and think about doing a mix of online and on campus courses. Dr. Hood stated that the tuition is too high for summer school, and that this is a huge factor that we should have fixed a long time ago. Dr. McKay said that she is asking for special tuition pricing for special programs, but that there is no movement on lowering summer tuition. She also stated that 57 online courses were offered last summer, but have never had a review process. We are now doing a review process for this to see if they are consistent with best practices and online learning. Any courses for next summer will be the first ones looked at. A letter from the Provost is coming any minute now on this process.

IV. Online Evaluations and Alumni Affairs Post Graduation Survey – Brad Petitfils

Alumni Affairs - Dr. Petitfils stated that he does not track postgraduate information, and is not familiar with the process. However, he is working with Laurie Leiva from Alumni Relations on an alumni survey. If there are specific questions you want to ask, send them to Laurie, Brad or Dean Calzada. Dean Calzada offered to meet with Brad and Laurie because faculty is interested in knowing where the students are, what they are doing, and if they are attending graduate school.

Online Evaluations – Dr. Petitfils said they have decided to use the same questions that currently exist for the new online evaluations. The evaluations will be delivered online, either on the web, downloaded on an app, or on a phone or tablet. There is an option to link evaluations to Blackboard and students will have to take it, or they won't be able to get into Blackboard. Results will come in before Christmas.

V. ETS Proficiency Profile Results – Melanie McKay and Brad Petitfils

The ETS was administered to 472 incoming first-year students in fall, 2013 through the first year seminars (Attachment #3). Dr. McKay said the results show that students had problems identifying facts and using words. The results also show that students do not understand what they are reading, so it is important for faculty to give assignments early to see what students are capable of. The test consisted of 36 questions in 40 minutes, and did include honors this year. Dr. Mui asked if the test result numbers could be run by college, and Dr. Petitfils said yes. Dr. Keulman expressed concern about the quality of students recruited by Admissions. Dr. McKay said that chairs should listen to faculty and let us know how we can help with faculty development. She said that instead of workshops, faculty should let her know how we can help with these issues. Dean Calzada suggested coming up with a plan and presenting it to the College Assembly.

VI. Honors Courses – Naomi Yavneh

Dr. Yavneh was unable to attend the meeting, but sent a handout on the composition of the current Honors cohort and the needs for the spring semester (Attachment #4).

VII. Teacher Certification

Dean Calzada handed out a flier (Attachment #5) on the Teacher Certification Program and said that Dr. Jane Chauvin is visiting classes to speak about teacher certification to first year students. Please let Dr. Chauvin know if you would like for her to come to your class.

VIII. Advising Workshops

Dean Calzada said that Rich Wilson has been holding advising workshops at department meetings. Please contact him if you are interested in having him go to your department meeting.

IX. CRTC and Department Protocols on Teaching and Research

Dean Calzada said that there was a discussion at the College Assembly about properly rewarding faculty for teaching and advising. We need to make sure our protocols explicitly describe how departments reward these important activities.

X. Alumni Fundraising Appeals to Laurie Leiva

Dean Calzada asked if anyone has contacted Laurie Leiva for fundraising appeals. The response was no, and Dean Calzada said that this something we should work on next year.

XI. SORC Motions

After asking if there was a recommendation for the College Assembly, chairs recommended to ask for a postponement of the vote. Dean Calzada will go to the College

Assembly and request to postpone this one more month. The SORC motions have been part of old business in our assembly for several meetings. Lynn Koplitz asked to have a discussion on these motions at the Council of Chairs. There was a discussion on the merits of the SORC process in light of little or no raises. Since Dr. Koplitz was not present, it was suggested the SORC motions be discussed at our next Council of Chairs.

XII. Other Announcements

- The AY 2014-2015 HNS administrative calendar is now posted on the HNS intranet
- Update on new website – The new website will be launched in early October, and Crystal Forte from the web team will be conducting workshops on the new Drupal software. Diane Riehlmann will be sending out information on the workshop dates.
- LUCS – The LUCS faculty/student presentations will take place on September 16th during the window in Bobet 332.
- October College Assembly – The October assembly date has been changed to October 23rd due to Dean Calzada being out of town.
- Early Warnings – Dr. Quesada said that the early warning period begins September 15th and runs until September 29th. He asked that chairs please post warnings.
- Dr. Moore asked if it would be possible if the Mass of the Holy Spirit could be held during the window.
- Dr. Rodriguez expressed concern about abroad programs linked to the Classical Studies webpage without her consultation. Dean Calzada will work with Dr. Rodriguez on this.

Move to Adjourn:

The meeting was adjourned at 5:00 p.m.

Attachments:

Attachment #1: Common Curriculum Courses

ICC							PCS	
ENGL (15)	ENGL T122 (14)						ENGLT122 - Online (1)	
HIST (10)	HIST T122 (6)	HIST T124 (4)						
PHIL (11)	PHIL T122 (10)						PHIL T122 - Online (1)	
RELS (9)	RELS T122 (7)	RELS T124 (2)						
MATH (3)	MATH T122 (3)							
SCIE (6)	SCIE T129 (6)							
ACC								
WAL (12)	ENGL (10)	L&C (1)	CLAS (0)				ENGL - Online (1)	
HIST (8)	HIST - PreMod (2)	HIST - Mod (5)					HIST - Mod - Online (1)	
PHIL (10)	PHIL ACC (10)							
RELS (16)	RELS ACC (15)						RELS ACC - Online (1)	
ETHICS (11)	PHIL (7)	RELS (3)	CLAS (1)					
CAC (13)	MUGN (7)	CLAS (1)	ENGL (1)	L&C (1)	THEA (1)	VISA (1)	MUGN - Online (1)	
SS (12)	SOCI (5)	POLS (4)	CMMN (1)	CRJU (0)	PSYC (0)		SOCI - Online (1)	POLS - Online (1)
SCIE (10)	BIOL (4)	CHEM (2)	PHYS (2)	MATH (1)			ANY - Evening (1)	

SPRING 2015

Attachment #2: Discontinuation of J Courses

To: Loyola University New Orleans Faculty
From: John T. Sebastian, Ph.D.
Director of the Common Curriculum
Subject: Discontinuation of J courses
Date: October 16, 2013

The Office of Student Records, in consultation with the Standing Committee on the Common Curriculum (SCCC) and the Associate Deans Council, is rolling back the "J" designation for Advanced Common Curriculum courses.

The J code was implemented in Fall 2013 to designate courses approved for the revised Common Curriculum at the Advanced level and to provide a simple means for students and advisers to identify courses that satisfy requirements in the new curriculum. In this curriculum, the presence of a J in the course code indicates an Advanced Common Curriculum course, irrespective of the requirement fulfilled by the course. This differs from the previous arrangement, in which the fifth character of the course code (U-Z) signaled a particular requirement (e.g., U for Humanities/Arts, Premodern). The SCCC originally intended for J courses to coexist alongside U-Z courses until Fall 2015, when the U-Z codes were to be discontinued. In the interim, courses satisfying requirements in both the previous and the revised Common Curriculum were to be cross-listed with both a J and a U-Z course number.

In the weeks since implementing the J code, several unanticipated shortcomings in the new system have emerged. Feedback from faculty advisers and departments indicates that cross-listing courses has introduced obstacles in the registration process. It has likewise created unnecessary complications for both the bookstore staff and the Blackboard team. That the fifth character in the course code no longer correlates to a particular requirement also poses problems for departments that contribute courses to more than one area of the Common Curriculum.

We have therefore decided to discontinue using "J" as part of the course code for Advanced Common Curriculum courses. The Office of Student Records is in the process of backing all J course designations out of SIS and replacing them with U-Z course numbers. The discontinuation of J codes will go into effect immediately.

Please note that this change in coding conventions does not reflect any actual alteration in Common Curriculum requirements or the courses themselves. Faculty and students will continue to be able to search LORA for courses that meet particular requirements through the course section search as before. Courses will appear with a list of attributes clearly indicating which requirement(s) in both the "new" and the "old" Common Curriculum the course satisfies.

By Fall 2015 any existing courses that have not been revised, proposed, and approved for the new Common Curriculum will be terminated. At that time a fuller range of alphabetic codes will be introduced according to the following scheme:

P – HIST II: Emerging World
Q – HIST II: Modern History
U – PHIL II
V – RELS II
W – Foundational Ethics
X – Social Science
Y – Engaging in Science Lab
Z – Natural Science in Context

It is our expectation that an expanded menu of alphabetic codes will assist students and advisers in identifying courses by the requirement they fulfill more readily.

Should you have any questions or concerns about these changes, please do not hesitate to contact me at jtsebast@loyno.edu or x2277. And thank you for your support in implementing the revised Common Curriculum.

Attachment #3: ETS Proficiency Profile Results (file too large to attach)

Attachment #4: Honors

I very much appreciate Maria's invitation to join the council of chair's today, and I apologize that I am not able to join you. On behalf of the UHP, I also want to express my gratitude for your personal and departmental support of our program and our students. Since I cannot be with you in person, I thought it would be helpful for me to share a little bit about the composition of the current Honors cohort and our needs for the spring semester.

Number of Honors students

Without changing our admission standards (generally, a 3.5+ high school GPA and 1300+SAT/29+ACT scores, we have grown in the past two years from approximately 140 students (4.5% of the Loyola undergraduate population) to 230+ students (approx. 8.7%). Our largest cohorts are our first and second year students; the 2018 Honors cohort is 73 students (11.8% of the first year class).

The growth of the Honors cohort, both in comparative and absolute numbers, especially with the current budgetary and "re-sizing" situation of the university, has necessitated some nimble maneuvering by departments and the program to ensure enough seats for Honors students. We know as departments face cuts and staffing shortages, it is hard to balance the competing demands of major, common curriculum and Honors requirements, and I welcome the opportunity to sit down with chairs, departments and programs to develop creative solutions.

Number of Honors courses

This fall semester, Honors students filled approximately 360 seats. This number does not include Honors students fulfilling their math requirements through regular calculus or science requirements through A100-level chemistry, biology or physics. We will need Honors math, science, philosophy, religious studies, ethics (rels or phil), history, literature and creative arts and culture. All of our first year students are enrolled in the Honors FYS currently, so we don't need one of those. In general, only the social justice seminar and, sometimes, arts and culture, are fulfilled by departments outside of HNS. So THANK YOU.

Here are some important guidelines to keep in mind regarding UHP courses. (You can find additional information on best practices on the NCHCHonors.org website under the "Faculty" link.)

Style of seminars Honors seminars are often interdisciplinary and are designed to be interactive and discussion-based. Collaboration is encouraged, and evaluation should be based more on papers, essays and presentations than on multiple-choice, objective testing.

Size of seminar To maintain this level of interactivity, to enable students and professors to get to know each other, and also to ensure that professors can provide substantive feedback to each student, Honors seminars are capped at 20.

It is best to have stand-alone Honors classes. Hybrid classes – where an Honors section and a regular ACC class run simultaneously with different requirements – are not at all ideal. We have had success, however, with reserving a certain number of seats for majors; we have done this in two ways:

- Permitting majors into an Honors class (eg English department's "Self and the Novel,"; the professor identified 3 students whom I permitted into the Honors class
- Reserving a subset of seats for majors in a parallel class: For this semester's "Writing for the Ear," we had two parallel sections (one Honors, one English) meeting as one class, with the same requirements; philosophy often reserves seats for majors in their Honors philosophy classes

I look forward to hearing from you regarding

Attachment #5: Teacher Certification

TEACHING CERTIFICATION PROGRAM

The College of Humanities and Natural Sciences

PROGRAM OVERVIEW

Loyola New Orleans students are able to pursue teaching certification at the 6-12 grade level while completing a major in the humanities, sciences or social sciences. This program allows talented students, dedicated to social justice through education, the opportunity to prepare for a career as an educator while pursuing their undergraduate degree.

PROGRAM 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 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 interact with the Louisiana Department of Education.

General Core Requirements*:

English	6 credits
Mathematics	6 credits
Sciences	9 credits
Social Studies	6 credits
Arts	3 credits

Professional Requirements***:

TEAC- A100 Foundation of Multicultural Education	3 credits
PSYC-A250 Educational Psychology	3 credits
PSYC-A255 Adolescent Psychology	3 credits
TEAC -A310 Reading in the Content Area	3 credits
TEAC- A205 The Learner with Special Needs	3 credits
TEAC- A343 Classroom Management/Organization	3 credits
TEAC- A300Secondary Methods I	3 credits
TEAC- 301-305 Secondary Methods II	3 credits
TEAC- A410 Student Teaching	9 credits

*Most of these courses are satisfied by the Common Curriculum

** Content Area courses are found in the student's major field of study.

*** Professional Requirements pertain to Teacher Certification courses.

For more information contact:

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