

Faculty Senate Minutes

10/28/2013

Present: Michelle Anderson, Kurt Steadman, Megan Chilson, Michael Francisconi, Bill Janus, Tyler Seacrest, Vikki Howard, Bethany Blankenship, Eva Mastandrea

Call to Order.

Approval of Minutes. Vikki moved to approve. Eva seconded. The minutes from the past Faculty Senate Meeting were approved by a unanimous vote.

Unfinished Business. International Committee—Michelle will ask Bill for more information

Speech Component—Take revised language (see Appendix A) to individual departments to discuss.

Curriculum proposals—housed in the Registrar's Office, but some are lost. Where is the CP for the LEAP Outcomes in Gen Ed?

Dual Enrollment—credit hour policy (AP credit) needs to be discussed. Anneliese Ripley will be invited to discuss the progress of Dual Enrollment and the Strategic Plan/LEAP outcomes.

New Business. Committee Membership—have committee membership lists been updated for this year?

The Good of the Welfare.

Adjournment. Michael moved to adjourn. Kurt seconded. Motion carried.

Appendix A

Proposed Speech Intensive designation (REVISED):

To be designated Speech Intensive, a course must meet one or both of the following criteria using individually graded assignments as part of the course structure:

1. Substantial discussion – students are required to speak regularly (i.e. daily or almost daily, depending on class size) and communicate effectively as part of class discussion. Examples of substantial discussions include but are not limited to debates and both structured and extemporaneous group discussions.
2. Significant presentation – students are required to communicate effectively by delivering a major oral presentation assignment(s) following guidelines on public speaking provided by the instructor. Examples of major presentation assignment(s) include but are not limited to 3 or more presentations 10 – 15 minutes long or 1 presentation 20 – 30 minutes long.

Options for departmental designation of Speech Intensive courses

1. Designate existing Department specific courses that meet criteria
2. Refine existing course(s) within discipline that consistently (across instructors) meet the criteria for speech intensive
3. Require students to satisfy speech component via Gen Ed coursework