1. Call to order

2. Approval of the minutes of February 11, 2013

3. Acceptance of the agenda – K. Pollock

4. Reports of the Speakers of the Faculties
    a. Indiana University – M. Nusbaumer
    b. Purdue University – P. Dragnev

5. Report of the Presiding Officer – A. Downs

6. Committee reports requiring action
    a. Educational Policy Committee (Senate Document 12-14) – A. Argast
    b. Educational Policy Committee (Senate Document 12-15) – A. Argast
    c. Educational Policy Committee (Senate Document 12-16) – A. Argast
    d. Faculty Affairs Committee (Senate Document 12-17) – M. Dixson
    e. Executive Committee (Senate Document 12-18) – P. Dragnev

7. Question Time
    a. (Senate Reference No. 12-15) – A. Livschiz
    b. (Senate Reference No. 12-16) – A. Livschiz
    c. (Senate Reference No. 12-17) – A. Livschiz

8. New business

9. Committee reports "for information only"
    a. Executive Committee (Senate Reference No. 12-18) – P. Dragnev
    b. Curriculum Review Subcommittee (Senate Reference No. 12-19) – A. Livschiz

10. The general good and welfare of the University

11. Adjournment*

   *The meeting will recess or adjourn by 1:15 p.m.

Approving   Non Voting   Absent
A. Downs   J. Malanson
P. Dragnev
A. Montenegro
M. Nusbaumer
K. Pollock
B. Valliere
Y. Zubovic

Attachments on back

Attachments:

"Change in General Education Program" (SD 12-14)
"Recommendation for Organizational Structure of General Studies" (SD 12-15)
"Amendment to the Bylaws of the Fort Wayne Senate: Section 5.3.3.6, International Services
        Advisory Subcommittee" (SD 12-16)
"Promotion and Tenure Criteria" (SD12-17)
"Change in Summer Compensation Guidelines" (SD 12-18)
"Question Time– re: Flexibility in Scheduling Courses" (SR No. 12-15)
"Question Time– re: Testing Services on Campus offer Emergency Test-Taking for Non-Online
        Faculty" (SR No. 12-16)
"Question Time– re: New bridge across Coliseum" (SR No. 12-17)
"Items under Consideration by Senate Committees and Subcommittees" (SR No. 12-18)
"Proposal for Undergraduate Certificate in Medical Ethics and the Post-Baccalaureate
        Certification in Medical Ethics" (SR No. 12-19)

TO: Fort Wayne Senate

FROM: Educational Policy Committee
Anne Argast, Chair

DATE: March 8, 2013

SUBJ: Change in General Education Program

DISPOSITION: To the presiding officer for implementation

WHEREAS, general education is centrally important to an undergraduate education ,

WHEREAS, IPFW has been a state-wide leader in developing its general education program ,

WHEREAS, the current general education program contains unique components including the area V (creative and Artistic Expression) and area VI (Inquiry and Analysis) requirements,

WHEREAS, the Indiana General Assembly with Senate Enrolled Act 182 has established a requirement for a Statewide Transfer General Education Core of at least 30 credit hours for all students seeking Associate and Bachelor degrees,

WHEREAS, the Indiana Commission of Higher Education with reference document 12/12/12 has published guidelines involving two categories, six areas, 41 learning outcomes and other specifications that state universities must incorporate into their core to be in compliance with SE 182,

WHEREAS, SE 182 and ICHE 12/12/12 require changes be made in our general education program,

WHEREAS, these changes to the program must be implemented by May 15, 2013,

BE IT RESOLVED, that the Senate approve the attached document which amends Senate Document 99-25 to incorporate the state mandated changes and make other changes to improve upon and preserve the unique qualities of the IPFW general education program.

The Principles of General Education at IPFW

General Education ensures students will be familiar with the important modes of human thought that are the foundations of science, philosophy, art and social behavior. General Education helps students understand the traditions that have informed one's own and other cultures of the world. It requires that students consider the nature and diversity of individuals, cultures and societies around the world, and gain appreciation of the natural systems in which these individuals, cultures and societies exist.

General Education at IPFW defines an integrated pedagogical framework that offers both substantive knowledge and an appreciation of multiple methods of inquiry and learning. Individual courses satisfy specific learning outcomes. The overall goals of the General Education program are achieved through cumulative course work. Individual courses should provide a basis for life-long learning, allow students to gain both substantive knowledge and an appreciation of method, and be appropriate for nonmajors and for students who are unlikely to take another course in the discipline. This requirement does not preclude the possibility that the course might also be appropriate for majors.

Students who complete the General Education requirements at IPFW are expected to:

Read, write, and speak with comprehension, clarity, and precision in appropriate media.

Reason quantitatively.

Identify substantive knowledge and disciplinary methods and critically evaluate ideas.

Demonstrate an ability to use information literacy skills.

Demonstrate an ability to think critically and solve problems.

Understand the traditions that form one's own and other cultures.

Be familiar with modes of human thought that are the foundations of science, philosophy, art and social behavior.

Understand aspects of the natural world.

Use acquired knowledge and skills to create new scholarship.

Categorical Framework

The Statewide Transfer General Education Core for associate and bachelor degree programs at IPFW shall consist of 30 credits, distributed as indicated, in areas 1-3 of category A, areas 4-7 of category B, and all the enumerated competencies 1.1-6.7 or 1.1-7.4, as defined later in this document with specific exemptions as noted.

All students completing a bachelor degree program at IPFW must also complete category C: Capstone.

A student who completes requirements in categories A and B shall have completed the Statewide Transfer General Education Core, and this achievement shall be noted on the student's transcript. A student transferring to IPFW with a similar notation from another college or university shall be exempt from additional requirements in categories A and B.

A. *Foundational Intellectual Skills*

      1. Written Communication (3 cr in an approved course)

      2. Speaking and Listening (3 cr in an approved course)

      3. Quantitative Reasoning (3 cr in an approved course)

B. *Ways of Knowing*

      4. Scientific Ways of Knowing (6 cr. in approved courses)

      5. Social and Behavioral Ways of Knowing (6 cr. in approved courses)

      6. Humanistic and Artistic Ways of Knowing (6 cr. in approved courses)

      7. Interdisciplinary Ways of Knowing (3 cr. in an approved course)

C. *Capstone*

      8. Capstone Experience (3 cr in an approved course)

Learning Outcomes for Categories A and B

<u>Category A: Foundational Intellectual Skills</u>

Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Foundational skills help students to speak and write precisely, clearly, and persuasively; read and listen actively and with comprehension; and reason quantitatively as a means of drawing reliable conclusions. These skills are fundamental, and courses in category A are best completed in each student's first 30 credits of enrollment.

1. Written Communication
*Upon completion of the Written Communication competency, students will be able t*o:

1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.

1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.

1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

2. Speaking and Listening
Upon completion of the Speaking and Listening competency, students will be able to:

2.1. Use appropriate organization or logical sequencing to deliver an oral message.

2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.

2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.

2.4. Advance an oral argument using logical reasoning.

2.5. Provide credible and relevant evidence to support an oral argument.

2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.

2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. Quantitative Reasoning
Upon completion of the Quantitative Reasoning competency, students will be able to:

3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.

3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.

3.5. Communicate which assumptions have been made in the solution process.

3.6. Analyze mathematical results in order to determine the reasonableness of the solution.

3.7. Cite the limitations of the process where applicable.

3.8. Clearly explain the representation, solution, and interpretation of the math problem.

4. Scientific Ways of Knowing

Science is a knowledge domain transcending the human experience. Students should understand the role of observation and inference in investigations; how theories are formed, tested, and validated; the limitations inherent to scientific inquiry; and the impact of science and mathematics upon intellectual history. Such learning fosters scientific thinking; knowledge of the physical and natural world; and relativizes humanity's position within the universe.

Upon completion of the Scientific competency, students will be able to:
4.1. Explain how scientific explanations are formulated, tested, and modified or validated.

4.2 Distinguish between scientific and non-scientific evidence and explanations.

4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.

4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.

4.5 Use current models and theories to describe, explain, or predict natural phenomena.

4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5. Social and Behavioral Ways of Knowing

Students must understand the nature and diversity of individuals, cultures and societies around the world. An exploration of behavioral, societal and cultural processes forms the basis for that understanding. This understanding of diverse systems assists the student in overcoming provincialism; in developing the willingness, confidence, and sense of responsibility for making informed decisions; and in acquiring the ability to assess personal behavior and that of others. Such learning requires an historical consciousness; familiarity with components of social structure and social institutions; knowledge of basic behavioral processes; comprehension of the interplay among ideas, technology, and social organization; and appreciation of the complex dimensions of personal and institutional rules.

*Upon completion of the Social and Behavioral competency, students will be able t*o:

5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.

5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.

5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.

5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing

Humanistic thought is the attempt to resolve such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge. Humanistic inquiry assesses-across temporal, cultural, disciplinary, and theoretical divisions-how humans view themselves in relation to other humans, to nature, and to the divine. Studies in the humanities offer students the intellectual resources to develop mature self-concepts and heightened social consciousness.

Upon completion of the Humanistic and Artistic competency, students will be able to:

6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.

6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.

6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

7. Interdisciplinary Ways of Knowing
True scholarship necessarily involves the creation of a deeper understanding about nature and/or the human experience. This understanding is sometimes achieved through a traditional academic approach and sometimes through performance and art. Scholarship cannot always be compartmentalized into a single way of knowing, and performance is inherently based upon a broad experience of life and the world around us.

A student will complete a broadly interdisciplinary course, _or_ will complete a course having a significant experiential, integrative and/or creative performance.

Upon completion of the Interdisciplinary Ways of Knowing using a broadly interdisciplinary course, students will be able to:

meet at least one learning outcome from each area 1-3 and at least two outcomes from each of two areas selected from 4-6.

Upon completion of the Interdisciplinary Ways of Knowing using an experiential, integrative and/or creative performance, students will be able to:

7.1 Demonstrate an understanding of the creative process using the vocabulary of the appropriate discipline.

7.2 Perform or create a work of personal expression and bring the work to fruition using applicable skills.

7.3 Articulate a reflective and critical evaluation of their own and other's creative efforts using written and/or oral communication.

7.4 Any two additional learning outcomes selected from 1.1-6.7.

Criteria for Including a Course in a Specific Area of Categories A and B

In its content and its approach, a course should satisfy the goals and criteria of the general-education area to which it belongs.

Courses approved for general education in:

Category A, Foundational Intellectual Skills, areas 1-3; must satisfy all the learning outcomes in the area to which it is assigned.

Category B, Ways of Knowing, areas 4-6; must satisfy a minimum of 2/3 of the learning outcomes in the area to which it is assigned, and must include at least one outcome from foundational areas 1, 2 or 3. No more than 10 learning outcomes may be declared for any single course.

Category B, Ways of Knowing, area 7; must be broadly interdisciplinary and meet at least one learning outcome from each area 1-3 and at least two outcomes from each of two areas selected from 4-6 *or* be centered on an experiential, integrative and/or creative performance and satisfy learning outcomes 7.1-7.4.

Exemptions and Affirmations

a) A general education course may satisfy learning outcomes outside the assigned area. All general education courses should help students advance their understanding and mastery of Foundational Skills and should help prepare students for successful learning in the Capstone. It is understood that not all foundation skills will be addressed equally in any given course.

b) Courses in category A should not have college-level prerequisites. Courses in category B should not require college-level prerequisites except courses taken as part of the Foundational Intellectual Skills core.

c) An approved general education course should be at least a 3 credit course.

d) A student must earn a grade of 'C-' or better in each course used to satisfy the IPFW general education requirements.

e) Students who place above the level of a general-education course in Area A may satisfy the requirement by completing a higher-level course in the same area. Upon satisfactory completion of this higher-level course the student's record will be marked as having completed the area and the associated learning outcomes.

f) Up to 6 credits of approved general education courses satisfying requirements in areas A and B, and 3 credits satisfying requirements in area C, may originate in the major.

g) Departments/programs may replace up to six (6) credits of the required 30 credits in approved general-education courses in area B by more advanced courses when the following criteria are met: 1) the replacement courses are specifically required by the major, and 2) they meet the area definition, but are more advanced than courses approved for general education. Programs wishing to exercise this option should provide the General Education Subcommittee with a list of the proposed replacement courses for the specified area(s) and a brief statement of the rationale. A student who completes the higher-level course will be given credit for the learning outcomes associated with the lower-level course it replaces.

h) Students transferring from another university and who have not completed the entire core may still transfer general education course credit to IPFW . This credit may have originated on-campus, through distance education, or through dual-credit in the high schools. If this credit is considered equivalent to the content of an approved general education course it may count towards the credit hour requirement in the area but cannot be used to satisfy the associated learning outcomes unless the course was originally and specifically designed to meet learning outcomes in the Statewide Transfer General Education Core at the originating institution. In this case the student will be given credit for all the learning outcomes in the course as defined at IPFW.

i) Dual-credit courses certified by IPFW must meet the same learning outcomes as the courses originating on or from the IPFW campus.

Category C: Capstone

In addition to the 30 credit transfer core, all IPFW Bachelor's Degree candidates are expected to complete an approved three credit capstone course at the 300 level or higher. The Capstone course reflects the faculty commitment to the acquisition and application of knowledge as fundamental to the baccalaureate degree, and allows flexibility and innovation in Capstone course creation.

All capstone projects will involve the acquisition or application of knowledge. This should be broadly construed and may include the exploration of any discipline-specific scholarship including the scholarly activities typically associated with the professional schools, service professions, engineering and the performing arts. A capstone may center on any aspect of university life as long as its primary focus is on the acquisition or application of knowledge. The project may involve a formal service learning experience, or a formal international study experience as its primary focus.

All capstone projects, including those in the performing arts, shall produce a significant product in a discipline-appropriate format, demonstrating the scholarly methods, techniques and conventions associated with the discipline.

*Upon completion of the Capstone, students will be able t*o:

8.1. Produce an original work involving the creation or application of knowledge, performance or service.

8.2. Report the results of original work through a discipline-appropriate product.

8.3. Demonstrate a high level of personal integrity and professional ethics by understanding the ethical responsibilities related to the profession associated with the subject of the capstone project.

8.4. Demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

Implementation of the General Education Program

Responsibility for administering the General Education program resides with the Chief Academic Officer and the General Education Subcommittee. The General Education Subcommittee reports to the Faculty through the Educational Policy Committee, as specified by the Senate Bylaws.

1. Proposals for new courses in the General Education program shall be submitted to the Chief Academic Officer (or designee). Immediately upon receipt, the proposal shall be circulated for comment and remonstrance by the faculty, and given to the General Education Subcommittee for action. Within sixty (regular academic session) days the subcommittee shall either approve or reject the proposal. If rejected, the General Education Subcommittee shall return the proposal to the originating department with specific reasons and suggestions to make the proposed course acceptable within the general education program

2. The General Education Subcommittee shall conduct an on-going assessment of the courses in the general education curriculum.

3. The Chief Academic Officer (or designee) shall make available to all faculty the procedures used for course certification, decertification, and assessment.

4. The Chief Academic Officer (or designee) shall publish a list of approved courses in each of the six state-mandated competency areas, area 7, and IPFW capstone area 8.

5. The Chief Academic Officer (or designee) shall publish a list of approved courses covering one or more of the 41 state-mandated outcomes.

6. The Chief Academic Officer (or designee) shall publish a public report describing how IPFW assures student mastery of the student learning outcomes.

BE IT FURTHER RESOLVED, that

i. Departments may request an existing general education course be provisionally approved for the general education curriculum during the academic year 2013/2014.

ii. Existing general education courses shall be assigned to areas according to the following mappings:

Existing Area I into areas A1-A3.
Existing Area II into area B4.
Existing Area III into area B5.
Existing Area IV courses into B6.
Existing Area V courses into B7.
Existing Area VI courses into Area C.

iii. Courses approved in this provisional status must still meet all requirements specified by this document in the section headed "Criteria for Including a Course in a Specific Area of Categories A and B".

iv. Applications for provisional status must be sent to the Chief Academic Officer (or designee) by May 1, 2013. The application must specify the specific learning outcomes to be covered in the course, and one outcome that will be assessed in 2013/2014. Failure to apply or to provide the requested information shall make the course ineligible for provisional status during 2013/2014.

v. During the 2013/2014 academic year a department may submit a proposal to certify a provisional status course. The proposal will go through the same certification process as proposals for new courses. If no further action is taken by the department, the provisional status course shall be removed from the list of general education courses at the end of Summer Session, 2014.

vi. No provision in this document invalidates the use of currently-approved general education courses to satisfy degree requirements for in-program students working with Bulletins published before May 15, 2013.

Approving	Disapproving	Abstaining	Non-Voting
A. Argast	A. Livschiz	S. Sarratore	P. McLaughlin
C. Gurgur			
Z. Isik-Ercan			
Y. Zubovic			

There is currently one vacancy on EPC.

TO: Fort Wayne Senate

FROM: Educational Policy Committee
            Anne Argast, Chair

DATE: Jan 29, 2013

SUBJ: Recommendation for Organizational Structure of General Studies

DISPOSITION: To the presiding officer for implementation

WHEREAS, the General Studies Program has significant enrollment,

WHEREAS, General Studies was once organized under the IU System-wide School of
            Continuing Studies,

WHEREAS, IU closed the system-wide School of Continuing Studies on June 30, 2012,

WHEREAS, a suitable administrative framework for General Studies needs to be created on the
            IPFW campus,

WHEREAS, the current arrangement of administrating General Studies through direct
            supervision of the faculty Senate is not necessarily in the best interests of the
            General Studies Program and its students,

WHEREAS, the Faculty Senate created with SD11-22 an ad hoc General Studies Program
            Council to provide oversight during the transitional year of 2012-2013,

WHEREAS, the Council expires at the end of academic year 2012-2013,

WHEREAS, SD 11-22 directed EPC to recommend a more permanent faculty governance
            structure no later than the April 2013 Senate meeting,

WHEREAS, current financial troubles require a revenue-neutral solution,

WHEREAS, any proposed governance structure should be flexible enough to accommodate
            changes in the future,

WHEREAS, any proposed governance structure must include significant levels of faculty
            oversight,

WHEREAS, the General Studies Program has in the past worked closely with Continuing
            Studies, and that preservation of these lines of contact is a worthwhile goal,

BE IT RESOLVED, that the Senate recommend the following to the Vice Chancellor of
                Academic Affairs

1. IPFW create a School of Continuing & Professional Education.

2. The new School include the General Studies Program and sundry other departments and organizations as appropriate.

3. The School of Continuing & Professional Education be led by an individual with the rank of Dean & Executive Director having an academic background and degree appropriate to the position.

4. The General Studies Program be led by an individual with the rank of Assistant/Associate Dean having an academic background and degree appropriate to the position.

5. Establish a General Studies Policy Council to advise the Assistant/Associate Dean, and over time assume the duties typically associated with the committees of a school or college. This council shall consist of 10 members: The Assistant/Associate Dean of the General Studies Program (ex officio, nonvoting), The Dean of Arts and Sciences or the Dean's Designee (ex officio, nonvoting), three faculty from the College of Arts and Sciences (voting), and one faculty (voting) from each of the following: School of Business, College of Education and Public Policy, College of Engineering, Technology, and Computer Science, College of Health and Human Services, and College of Visual and Performing Arts. All faculty members on the council shall serve a three year term, staggered to provide continuity, and be selected by a mechanism determined by the school or college they represent.

6. Provide a structure for having any faculty that may eventually be assigned to the school, academic advisors, assistants, clerks and other members of the School report to the Assistant/Associate Dean.

7. Provide a structure for having the Assistant/Associate Dean report to the Dean of the School.

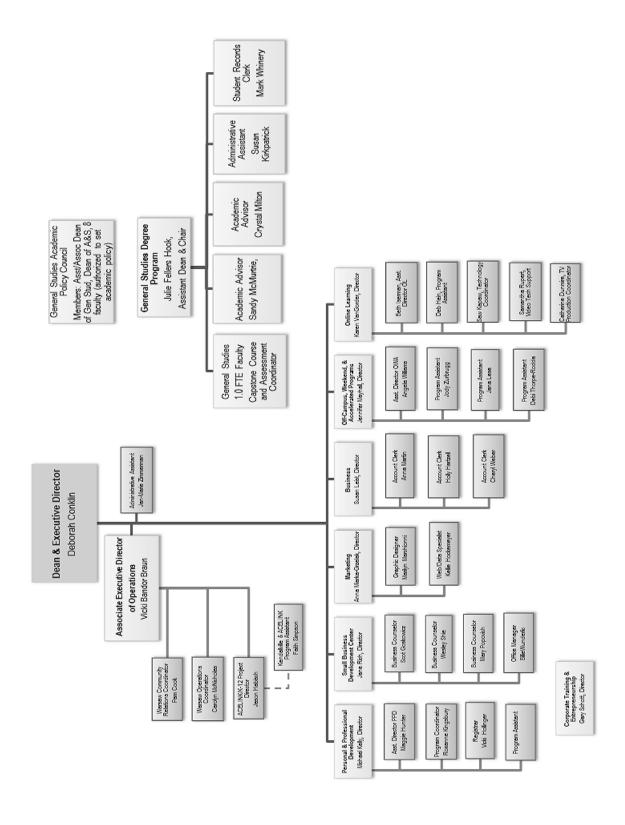| Approving	Disapproving	Non-Voting
A. Livschiz		Patrick McLaughlin
A. Argast		
C. Gurgur		
S. Sarratore		
Y. Zubovic		
Z. Isik-Ercan		

There is currently one vacancy on EPC.

Tentative organizational chart, for information only.

Dean & Executive Director
Deborah Conklin

Administrative Assistant
Jeri-Marie Zimmerman

General Studies Academic Policy Council
Members: Asst/Assoc Dean of Gen Stud, Dean of A&S, 8 faculty (authorized to set academic policy)

General Studies Degree Program
Julie Fellers Hook, Assistant Dean & Chair

Academic Advisor
Sandy McMurtrie,

Academic Advisor
Crystal Milton

Administrative Assistant
Susan Kirkpatrick

Student Records Clerk
Mark Whinery

General Studies 1.0 FTE Faculty Capstone Course and Assessment Coordinator

Associate Executive Director of Operations
Vicki Bandor Braun

Warsaw Community Relations Coordinator
Pam Cook

Warsaw Operations Coordinator
Carolyn McNicholas

ACELINK/K-12 Project Director
Jason Habisch

Kendallville & ACELINK Program Assistant
Fabin Simpson

Online Learning
Karen VanGorder, Director

Beth Isenman, Asst. Director OL

Deb Hein, Program Assistant

Saew Kapoew, Technology Coordinator

Samantha Rupert, Video Tech Support

Catherine Dunmire, TV Production Coordinator

Off-Campus, Weekend, & Accelerated Programs
Jennifer Mayinal, Director

Asst. Director OWA
Angela Williams

Program Assistant
Jody Zurbrugg

Program Assistant
Jana Lese

Program Assistant
Debi Thorpe-Rodole

Business
Susan Lesk, Director

Account Clerk
Anne Martin

Account Clerk
Holly Hertzel

Account Clerk
Cheryl Weber

Marketing
Anna Merkle-Graebel, Director

Graphic Designer
Marilyn Marrohionni

Web/Data Specialist
Kellie Hockemeyer

Small Business Development Center
Jane Rich, Director

Business Counselor
Scot Godowicz

Business Counselor
Wesley Shie

Business Counselor
Mary Popovich

Office Manager
Billie Murrdierllo

Personal & Professional Development
Michael Kelly, Director

Asst. Director PPD
Maggie Hunter

Program Coordinator
Roxanne Kingsbury

Register
Vicki Hollinger

Program Assistant

Corporate Training & Entrepreneurship
Gary Schick, Director

TO: Fort Wayne Senate

FROM: Educational Policy Committee
                Anne Argast, Chair

DATE: Jan. 23, 2013

SUBJ: Amendment to the Bylaws of the Fort Wayne Senate: Section 5.3.3.6,
                International Services Advisory Subcommitttee

DISPOSITION: To the presiding officer for implementation

WHEREAS, there has been a change in the administrative organization of International Services,

WHEREAS, the International Services Advisory Subcommittee has requested changes in pertinent sections of the by-laws to reflect these changes,

WHEREAS, the International Services Advisory Subcommittee advises on matters pertaining to both the education of international students, and the services provided to those students,

BE IT RESOLVED, that the Bylaws of the Senate section 5.3.3.6: The International Services Advisory Subcommittee be amended as indicated below:

Old

5.3.3.6 *The International Services Advisory Subcommittee* shall consist of the administrator of the program, one student at or beyond the second-year level in International Services selected annually by the Students' Government upon the recommendation of the chief officer of the International Students Association or successor organization, a staff member in the Center for Academic Support and Advancement selected annually by the administrator of that unit, and five Faculty members elected by the Senate to staggered three-year terms. The chair shall be elected by the Subcommittee from among the members elected by the Senate. This Subcommittee shall be the liaison between the Faculty and the administrator of International Services, advising the administrator on matters relating to International Services and recommending policies and goals for International Services to the Senate.

New

5.3.3.6 *The International ~~Services~~ Education Advisory Subcommittee* shall consist of the ~~administrator~~ **director** of the program, one student at or beyond the second-year level in International ~~Services~~ Education selected annually by ~~the Students'~~ **Student** Government upon the recommendation of the chief officer of the International Students Association or successor organization, a staff member in the Center for Academic Support and Advancement selected annually by the ~~administrator~~ **director** of that unit, and five Faculty members elected by the Senate to staggered three-year terms. The chair shall be elected by the Subcommittee from among the members elected by the Senate.
This Subcommittee shall be the liaison between the Faculty and the ~~administrator~~ **Director** of International ~~Services~~ **Education**, advising the ~~administrator~~ **director** on ~~matters~~ **policies** relating to ~~International~~ **international services and education** and recommending policies and goals for ~~International Services~~ **international services and education** to the Senate.

Approving	Disapproving	Non-Voting	Absent
Y. Zubovic		P. McLaughlin	C. Gurgur
S. Sarratore			
A. Livschiz			
Z. Isik-Ercan			
A. Argast	There is currently one vacancy on EPC.		

TO: Educational Policy Committee (EPC)
FROM: International Services Advisory Subcommittee (ISAS)
DATE: October 30, 2012
SUBJ: Change the name of the ISAS to International Education Advisory Subcommittee

DISPOSITION: EPC for review & transmission to the senate

WHEREAS, the International Services Advisory Subcommittee charge is to be the liaison between the faculty and administrator of International Services, advising the administrator on matters relating to International Services and recommending policies and goals for International Services to the Senate, and

WHERAS, The administrator of International Services is now "Director of International Education."

RESOLVED, That the bylaw be changed, substituting
1. "director" in place of administrator and
2. "Education" for Services and that EPC forwards this document to the Senate for approval.

Approving	Not Approving	Absent
Shannon Bischoff		
Sheena Choi		
Jane Ehle		
Mark Jordan		
Solomon Isiorho (chair)		
Myeong Hwan Kim		
Brian Mylrea (ex-officio)		

MEMORANDUM

TO: Fort Wayne Senate

FROM: Marcia Dixson, Chair
         Faculty Affairs Committee

DATE: February 26, 2013

SUBJECT: Promotion and Tenure Criteria Document

DISPOSITION: To the Executive Committee for inclusion in the next senate meeting

WHEREAS, There are three senate documents governing Promotion and Tenure criteria (SD 88-25, SD 94-3, and SD 05-12 [Librarians]) and one commentary (on SD 88-25);

WHEREAS, These documents are not wholly in agreement;

WHEREAS, Faculty Affairs Committee was asked to synthesize these documents into one document;

WHEREAS, once that was accomplished, feedback was solicited from faculty and incorporated into the new document,

BE IT RESOLVED, the Fort Wayne Senate approve the attached document, *IPFW Criteria for Tenure and Promotion* to supersede SD 88-25 Criteria for Promotion and Tenure, SD 94-3 Promotion and Tenure Guidelines, and SD 05-12 Criteria for Promotion and Tenure for Librarians.

Approved	**Opposed**	**Absention**	**Absent**
Janet Badia			
Marcia Dixson, Chair			
Peter Dragnev			
David Liu			
Andres Montenegro			
Steve Sarratore			
Brenda Valliere			

IPFW CRITERIA FOR TENURE AND PROMOTION

The most important decisions of the faculty of a university are in respect to the permanent composition of the faculty centered around tenure and promotion. With tenure, faculty receive the opportunity to teach, study, and serve for the duration of their professional career in a community which protects academic freedom, provides adequate material rewards, and encourages intellectual growth. The university, for its part, benefits from the confident and disciplined pursuit of excellence undertaken by tenured faculty.

Tenure is awarded on the basis of Teaching (communication of knowledge and the manner of its acquisition or discovery to the immediate community of students and scholars, the profession, and society at large, or in the case of librarians performance of librarianship duties; enabling student learning), Scholarship (the acquisition, discovery, appraisal and dissemination of knowledge and creative endeavor), and Service to the institution (including department, college and university), the profession, and the community at large.

 The decision to grant tenure must depend in part on what has been achieved in teaching, scholarship, and service, and, to a greater degree, on what the candidate can reasonably be expected to achieve in these areas in the future. The granting of tenure then results from positive university action rather than a legal obligation or a reward; tenure can be acquired only as a result of positive action. In contrast to tenure, promotion in rank is more heavily dependent upon evidence of professional achievement. Considerations of promise of continued development and the candidate's contribution to the particular mission of her/his unit are also important, but less crucial. The application of criteria in promotion decisions provides evidence of the university's values and the seriousness with which they are applied. Promotions measure, reward, and inspire accomplishment.

Both promotion and tenure decisions are recognition of an engaged teacher committed to enhancing student learning, an engaged scholar committed to advancing his/her discipline and/or academia, and an engaged university citizen committed to faculty governance as well as professional and/or community service.

Favorable action shall result when the individual has demonstrated, in one area of endeavor, a level of excellence appropriate to the proposed rank and competence in the other two areas. Failure to promote may arise, however, from unsatisfactory performance in any area. Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth.

Promotion and tenure criteria should be viewed as guidelines for faculty development and faculty workload. Each department will develop a promotion and tenure policy of its own, setting criteria for excellence and satisfactory achievement in teaching, scholarship, and service. The policy should define what the department means by "teaching," "scholarship," and "service" and list activities and achievements properly associated with those terms, along with quantitative and/or qualitative standards by which they may be judged.

The department policy should be consistent in content and criteria for quality with those governing promotion and tenure in comparable departments at other universities. The policy must also be consistent with applicable college, campus and Purdue University or Indiana University system criteria for promotion and tenure.

The IPFW faculty recognize that Teaching, Scholarship, and Service are not mutually exclusive. Scholarship is a broad category incorporating activities from disciplinary research, creative endeavor, scholarship of teaching and learning (using a range of research methods, from reflection about classroom practices based on systematic observation to the application of research methods for investigation of teaching and learning) and the scholarship of engagement (a research agenda that incorporates community issues). Faculty are expected to be engaged in scholarship, teaching, and service.

A.   Criteria for Tenure in the Professorial Ranks

Tenure at <u>any rank</u> is based upon a record of engaged teaching, scholarship, and service at IPFW.

<u>Exceptional circumstances for tenure without promotion as an assistant professor</u>
The award of tenure at the end of the probationary period as an assistant professor is linked to promotion. Both Indiana and Purdue Universities recognize that in exceptional circumstances these decisions may not be made at the same time. A recommendation to award tenure without promotion is based upon evidence of:

1.   a record of engaged teaching, scholarship and service,

2.   the likelihood of promotion to associate professor in the near future, and

3.   the unusual importance of the individual's contribution to the university.

Cases for tenure in these exceptional circumstances must address each of these points.

B.   Criteria for Promotion to Senior Instructor

A tenured instructor who has established a record of excellence in teaching and continued satisfactory achievement in the other duties (as listed below) is eligible for promotion to Senior Instructor.

1.   A high level of teaching performance (as attested to by such traditional measures of classroom instruction as student and peer evaluations, results of common examinations, review of classroom materials and student work, contributions to curricular development, and teaching awards).

2.   A record of satisfactory achievement in service, particularly service related to teaching.

3.   Other activities that support teaching, demonstrate a consistent pattern of professional growth, establish connections with professional peers in the region or nation, and maintain currency with pedagogic developments elsewhere (as attested to by such activities as the design and analysis of instructional innovations, presentations at conferences and workshops, or writing for publication).

C.   Criteria for Promotion within the Professorial Ranks

1.   Teaching or Librarianship

An engaged faculty member is one who displays a spirit of scholarly inquiry which leads him/her to develop and strengthen course content as well as to improve student learning. IPFW faculty are expected to be engaged professors who demonstrate a significant commitment to the education of IPFW students.

If teaching is the primary basis for promotion to associate professor, the candidate should guide and inspire students and stimulate their intellectual interest and enthusiasm. In addition to establishing a record of excellent teaching performance, a candidate for promotion to professor based on excellence in teaching should also have contributed to the general improvement of instruction. This may be manifested in many forms including, but not limited to, pedagogical publications, presentations, curricular developments, and scholarship that enhances student learning.

The equivalent to teaching for librarians is librarianship which must be their area of excellence. Therefore, librarians are expected to make contributions toward the library's and university's mission and/or goals and strive to improve performance and knowledge to provide quality services.

Evidence to support the documentation of teaching or librarianship should represent multiple measures.

2.	Scholarship

An engaged faculty member is expected to establish a long-term program of scholarship. Scholarship is a broad category incorporating activities from disciplinary research, creative endeavor, scholarship of teaching and learning, or scholarship of engagement. This work should reach and be favorably acknowledged by an audience that extends beyond the campus. Faculty are expected to be current in their discipline and to share their expertise with peers at IPFW and other institutions.

If scholarship is the primary basis for promotion to associate professor, the candidate should have demonstrated substantial achievement beyond the terminal degree. If scholarship is the primary basis for promotion to professor, the candidate's work should have gained recognition at the national and/or international level.

Evidence to support the evaluation of scholarship should represent multiple measures.

3.	Service

An engaged faculty member is expected to take an active role in the campus beyond teaching and scholarship or creative endeavor; they must participate in institutional service and are encouraged to contribute their expertise to the community, state, and nation and to participate in service to professional organizations. If service is the primary basis for promotion, it should represent a consistent and long-term pattern of important service activities or an extraordinary achievement of special value to the campus, community, or profession.

Individual members of the Faculty should provide evidence of service adequate to enable its fair assessment.

Policies should also take into account the possibility that certain service activities may overlap with activities in the other two areas.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Peter Dragnev, Purdue Speaker

DATE: March 4, 2013

SUBJECT: Change in Summer Compensation Guidelines

DISPOSITION: To the Executive Committee for inclusion in the next senate meeting

WHEREAS, Summer 2013 schedule has been open for enrollment since Fall 2012;

WHEREAS, The faculty have agreed to teach these courses under the guidelines at the time;

WHEREAS, the minimum enrollment standard and the prorated summer compensation schedule is a significant change to the Fall 2012 guideline;

BE IT RESOLVED, that the Fort Wayne Senate recommend to the Administration that the implementation of the minimum enrollment standards and the summer compensation schedule in the recently distributed guidelines be delayed to summer 2014.

To: Deans, Chairs, and Program Directors

From: Steven T. Sarratore, Interim VCAA

Subject: Summer Course Offerings & Compensation Guidelines

Date: February 25, 2013

We will be using new guidelines for low enrollment courses in Summer I and II this year. Note that exceptions must be approved <u>before</u> classes begin.

1. **Summer School goal**
    - The goal is to generate as many credit hours as possible within program needs and requirements, budget allocations, and faculty availability.
    - Colleges, schools and divisions are offered an incentive (budget increase for next summer) when they meet or exceed their goals for maximizing summer enrollments.

2. **Minimum enrollment standards**
    - The minimum enrollment for undergraduate and dual-level courses is twelve (12).
    - The minimum enrollment for graduate courses is ten (10).

3. **Multiple Sections**
    - Chairs are responsible for ensuring that course sections are at or near full enrollment before authorizing additional sections during the same or subsequent summer session.

4. **Balancing credit hour generation and programmatic needs**
    - Chairs are responsible for planning throughout the year (including summer) to meet programmatic needs and student demand.
    - Review of summer enrollments should include a historical component to help identify trends that can inform planning for the future.

5. **Faculty compensation (for courses funded by the General Fund)**
    - These guidelines do not apply to courses offered through DCS, which has its own formula based on enrollment and cost.
    - Regular faculty earn 10% of their academic year (AY) salary for each 3-credit summer course that meets or exceeds minimum enrollment levels or a pro-rated amount for enrollments below the minima following the schedule in item #6 below. Salaries are also pro-rated for courses of more or less than 3 credits.
    - Compensation rates will be determined by the official enrollment which is recorded at 5pm on the Wednesday after weekday classes begin on Monday for Summer I and Summer II.
    - LTL faculty rates for below-minima classes will be negotiated on a case-by-case basis.
    - Deans must negotiate any exceptions (e.g. enrollment minima and related salary rates) with the VCAA before classes begin.

6. **Decisions about courses with low enrollments**
   - Decisions about whether to cancel courses with low enrollments will be made the week before classes begin.
   - At this point, the faculty member who agrees to teach a course with low enrollments should be aware that enrollment may go up or down before the date that official numbers are recorded and compensation rates determined.

7. **Summer compensation schedule (assuming a 3 credit hour course):**
   - Undergraduate or dual-level course:
     - 12 students or more, 10% of AY salary base
     - 11 students, 11/12 or 9.17% of AY salary base
     - 10 students, 10/12 or 8.33% of AY salary base
     - 9 students, 9/12 or 7.5% of AY salary base
     - 8 students, 8/12 or 6.67% of AY salary base
     - 7 students, 7/12 or 5.83% of AY salary base
     - 6 students, 6/12 or 5% of AY salary base
     - Below 6, the class should be cancelled.
   - Graduate course:
     - 10 students or more, 10% of AY salary base
     - 9 students, 9% of AY salary base
     - 8 students, 8% of AY salary base
     - 7 students, 7% of AY salary base
     - 6 students, 6% of AY salary base
     - 5 students, 5% of AY salary base
     - Below 5, the class should be cancelled.

8. **Academic Year (AY) salary base for IU-paid and PU-paid faculty:**
   - IU-paid faculty are paid on the basis of their 2012-13 AY salary for Summer I and Summer II.
   - Purdue-paid faculty are paid on the basis of their 2012-13 AY salary for Summer I. They will be paid on the basis of their 2013-14 AY salary for Summer II.

SUMMER 2013 BUDGET ALLOCATION WORKSHEET

Unit	2012 ALLOC	2012 SPENT	2010 GF CrHrs	2011 GF CrHrs	2012 GF CrHrs	11-12 Change	Per Cr Hr	2013 ALLOC	Alloc. Change
Arts and Sciences (incl.Flying Start)	$715,000	$742,571	8,813	7,467	6,231	-16.6%	$119	$571,516	-20.1%
Bus & Mgmt. Sci (incl. CEE)	$200,000	$216,419	1,527	1,178	1,211	2.8%	$179	$166,566	-16.7%
Educ & Public Policy (incl. Public Affairs)	$157,000	$153,292	2,223	1,436	869	-39.5%	$176	$117,980	-24.9%
ETCS	$100,000	$103,192	1,252	822	719	-12.5%	$144	$79,421	-20.6%
Health Sciences	$53,000	$48,497	645	647	388	-40.0%	$125	$37,325	-29.6%
Vis & Perf Arts	$80,000	$84,583	970	817	692	-15.3%	$122	$65,099	-18.6%
OAA and Other	$32,908	$0		94	4			$0	-100.0%
TOTALS	$1,337,908	$1,348,554	15,430	12,461	10,114	-18.8%	$133	$1,037,908	-22.4%
Check Sum	$1,337,908							$1,037,907	

APPROVAL AND MINIMUM ENROLLMENT REQUIREMENTS

Scheduled classes for which summer salaries are being paid must first be approved by the OAA.

Scheduled classes for which summer salaries are being paid are expected to have a minimum enrollment of 12 for undergraduate and dual-level classes or 10 for graduate-level classes. Justification will be required prior to Final Registration for offering any course with an enrollment less than 12/10.

The Summer Course Offering/Compensation Guidelines include a prorated salary option for offering classes smaller than these minimum sizes.

Summer on-campus, regular-calendar courses must be paid from these General Fund allocations.

SUMMER II INCREMENTS

Summer II increments for Purdue-paid faculty must be covered within the allocations shown above.

OVERLOAD ASSIGNMENTS

Overload assignments (3 classes in one session or more than 3 classes across both sessions) must be discussed prior to processing of appointment forms and must be covered within the allocations shown above.

Question Time

Is it perhaps time to revisit the possibility of greater flexibility in scheduling courses? For example, faculty (or at least COAS faculty) are not allowed to schedule classes MW 1:30 to 2:45. Instead, they are supposed to schedule courses WF 1:30-2:45 or MWF 1:30-2:20. This has a depressing effect on course enrollments, because students don't like to sign up for Friday afternoon classes. Many students try to schedule classes for 2 days (MW or TTh) to give themselves greater flexibility with their work schedules. In the past, we had to offer classes on Friday afternoons to show full building utilization in an effort to get more new buildings, but this reason no longer applies since we don't anticipate new buildings in the foreseeable future.

Ann Livschiz
Department of History

Question Time

Why can't Testing Services on this campus offer emergency test-taking for non-online faculty in need? For example, this fall, I had a student whose daughter was hospitalized during finals week. The student worked during the day and could only come to take the makeup exam at 4pm, which meant that she would have until 6pm to do it. I was out of town, and there was nobody I could ask to stay until 6pm to proctor the exam. When I tried calling Testing Services, they refused to make an exception for this emergency situation. As a result the student had to wait for a few weeks to take the makeup final exam, which presented problems for her for her financial aid application. I would have understood if they said no during finals week--a time when they are working at full capacity. But during the weeks between the semesters, when there are no (or very few students) who would be taking any exams, and someone is already at that office anyway?

Ann Livschiz
Department of History

Question Time

Is it true that the construction on a new bridge across Coliseum (in the direction of Ivy Tech) is scheduled to start this year? If that is the case, how does this fit with the difficult budgetary situation of IPFW?

Ann Livschiz
Department of History

TO: The Senate
FROM: Executive Committee
DATE: 18 March 2013
SUBJ: Items under Consideration by Senate Committees and Subcommittees

The Executive Committee has asked Senate committee and subcommittee chairs to report items under discussion in the various committees. The following is a compilation of what was submitted.

Educational Policy Committee
Anne Argast, Chair
1. No reports were given at this time.

   Subcommittees of the Educational Policy Committee:

   Calendar Subcommittee
   Jody Ross, Chair
   1. Nothing under deliberation this semester.

   Continuing Education Advisory Subcommittee
   Susan Ahrens, Chair
   1. Nothing at this time.

   Curriculum Review Subcommittee
   Ann Livschiz, Chair
   1. Reviewed the proposal for a Certificate in Medical Ethics after receiving additional information from Abe Schwab; subcommittee voted to approve the proposal and submitted it as a "for information only" item for March senate agenda.
   2. Also, CRS is working with OAA to revise the current forms proposing new programs/minors/certificates to make the process more efficient (based on some common problems that have arisen with each new proposal).

   Developmental Studies Subcommittee
   Stevens Amidon, Chair
   1. Nothing at this time.

   General Education Subcommittee
   Linda Wright-Bower, Chair
   1. No reports were given at this time.

   Graduate Subcommittee
   Maneesh Sharma
   1. No reports were given at this time.

   Honors Program Council
   Talia Bugel, Chair
   1. No reports were given at this time.

   International Services Advisory Subcommittee
   Solomon Isiorho, Chair
   1. Submitted name change to EPC for approval and onward transmission to the senate.
   2. Survey sent to faculty about international services at IPFW

Faculty Affairs Committee
Marcia Dixson, Chair
1. The only thing currently under consideration in FAC is the revised P & T criteria document.

Subcommittee of the Faculty Affairs Committee:

Professional Development Subcommittee
Andrew Downs, Chair
1. Completed its review of summer grant and sabbatical proposals during the fall semester.
2. Feedback letters to those applicants who requested them have been drafted and will be sent out before the end of Febraury.
3. Also considered and approved some changes to the summer grant process and recommended some changes to the sabbatical process. Those changes will be included in the calls for summer grant proposals and in information about sabbatical proposals in the fall of 2013.

Indiana University Committee on Institutional Affairs
Michael Nusbaumer, Chair
1.   No reports were given at this time.

Nominations and Elections Committee
Myeong Hwan Kim, Chair
1.   No reports were given at this time.

Purdue University Committee on Institutional Affairs
Peter Dragnev, Chair
1.   The election of WL Senator as a member of the IFC.

Student Affairs Committee
David Liu, Chair
1. No reports were given at this time.

Subcommittee of the Student Affairs Committee:

Athletics, Subcommittee on
I. Dan Coroian, Chair
1. No reports were given at this time.

University Resources Policy Committee
Marc Lipman, Chair
1. No reports were given at this time.

Subcommittees of the University Resources Policy Committee:

Academic Computing and Information Technology Advisory Subcommittee
Troy Bassett, Chair
1. No reports were given at this time.

Budgetary Affairs Subcommittee
Mark Jordan, Co-Chair & Donald Linn, Co-Chair
1. In the process of attempting to fulfill SD 01-18 but after looking into extracting all IPEDS data from all institutions of higher education in Indiana we are considering a more modest response to this directive to prepare a "biennial report to the Senate any notable changes in funds allocated across the major budgetary/administrative categories reflecting levels of faculty support, student services, physical facilities, and administrative activities", especially in light of the apparent new paradigm of transparency.
2. Under specific duties (SD 81-10, 5.3.5.1.2) we also plan to discuss the new effort of the administration to decentralize S&E and budgets in general, with the putative aim of making the costs of programs better known and provide more local control. We will look to invite the VCAA to the meeting for perspective from the administration.
3. Due to our declining membership and inability to raise a quorum at our meetings, we are also considering a request to the Senate for more membership on this committee.

Library Subcommittee
Barry Dupen, Chair
1. No reports were given at this time.

To: IPFW Senate

From: Ann Livschiz, Chair
        Curriculum Review Subcommittee

Date: February 22, 2013

Re: Proposal for the Undergraduate Certificate in Medical Ethics and the Post-
        Baccalaureate Certificate in Medical Ethics

The Curriculum Review Subcommittee supports the proposal for the Undergraduate
Certificate in Medical Ethics and the Post-Baccalaureate Certificate in Medical Ethics,
and finds that the proposal requires no Senate review.

Approving:	Not Approving	Absent	Non-Voting
Ronald Duchovic			Joseph Khamalah (*ex officio)*
Craig Hill			
Nancy Jackson			
Il-Hee Kim			
Myeong Hwan Kim			
Ann Livschiz			
Becky Salmon			
Susan Skekloff			
Lubomir Stanchev			

IPFW
Request for a New Credit Certificate Program

Campus: _____IPFW_____

Proposed Title of Certificate Program: __Certificate in Medical Ethics_____

Projected Date of Implementation: _____Spring 2013_____

TYPE OF CERTIFICATE: (check one)

X UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

X POST-BACCALAUREATE CERTIFICATES –These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I.   Why is this certificate needed? (Rationale)

Medical Ethics has been a growing area of study in medical centers and universities across the United States for the last 2 decades. As the science of medicine and our technological capabilities have rapidly progressed, ethical issues, unforeseen 25 years ago confront individuals working in hospitals, doctor's offices, and other health care institutions.

IPFW is an important location for such a program for a number of reasons. Fort Wayne is home to two different health networks (Lutheran and Parkview) that include more than 15 hospitals in the region. The counties of Northeastern Indiana are also home to a large number of businesses in the health care industry (e.g., the medical device industries in Warsaw). It also shares a campus with Indiana University's recently expanded four-year medical school.

This certificate will also meet the expectations laid out by the Vice Chancellor of Academic Affairs. When he approved the Applied Ethics line for the Philosophy Department in 2009, he charged the department with the creation of academic programs in applied and medical ethics

II.   List the major topics and curriculum of the certificate.

The major topics of the certificate center on the constellation of issues surrounding the ethical delivery of health care. This will include study of the governance, design, and delivery of health care.

The curriculum of the certificate will draw from departments and colleges across IPFW's campus, including the College of Arts and Sciences, the College of Education and Public Policy, and the College of Health and Human Services.

The curriculum is consistent with similar certificate programs on campus by requiring 16-18 credits among 16 offered courses. For details on specific courses and curriculum requirements, see Appendix A.

III.   **What are the admission requirements?**

All previously admitted IPFW students are eligible to pursue the Certificate in Medical Ethics.

Post-Baccalaureate students are eligible to receive the Certificate only after they have been admitted to IPFW.

IV.   **List the major student outcomes (or set of performance based standards) for the proposed certificate.**

Students will learn the
- Foundational features of the existing health care system (e.g, the administrative structures, revenue streams, and the divisions of labor)
- The ethical issues that frame conversations when medical decisions need to be made
- The ethical issues specific to their particular interests (e.g., Nursing, Dentistry, etc.)

One of the advantages of this certificate is its flexibility. Drawing from an interdisciplinary set of courses, students will be able to take those courses most suited to their needs.

V.   **Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.**

Students will produce a portfolio of their work from the classes they took to fulfill the requirements of the Certificate in Medical Ethics.

Students will also discuss this portfolio with the certificate director upon completion of the certificate. This will allow for feedback and evaluation—students can provide feedback regarding their experiences of the certificate program (its advantages, integration, etc.) while also illustrating what they have learned and the skills they have developed through the courses of the certificate. Students will also be provided with an opportunity to provide anonymous feedback about their experiences in the program.

These portfolios will also be reviewed on a biannual basis (or as needed) by the certificate's Advisory Board to provide ongoing assessment of the certificate and the programs ability to reach certificate goals. A description of the Advisory Board can be found in Section X below.

VI.   Describe student population to be served.

Students from all majors would be welcome, but those in pre-professional training in medical fields would be the primary target audience (e.g., nursing, dentistry, pre-med, radiology, health administration, etc.).

This certificate should also appeal to members of the Fort Wayne and broader community who wish to be more informed about and more involved in the ethics of medical governance, policy, and practice.

VII.   How does this certificate complement the campus or departmental mission?

It will provide an additional avenue to fulfill the call in the Baccalaureate Framework to prepare students to "demonstrate the highest levels of personal integrity and professional ethics." Specifically, the Certificate in Medical Ethics encourages students to pursue training in ethics from an interdisciplinary perspective. Further, offering this kind of certification provides formalized training for pre-professional students in ethics and professional ethics within the framework of their fields and within the broader medical context.

It will also continue the Philosophy Department's recent efforts to expand its offerings in applied and professional ethics to a variety of students across the disciplines. Within the last two years, the department has increased the variety and frequency of course offerings in applied ethics and has added a minor in professional and applied ethics.

VIII.   Describe any relationship to existing programs on the campus or within the university.

A Certificate in Medical Ethics complements both the existing certificate program in Gerontology as well as the newly minted minor in professional and applied ethics.

While the Certificate in Medical Ethics shares with the Gerontology certificate the requirement of Phil 312—Medical Ethics, the Gerontology certificate focuses more narrowly on the health and healthcare at or near the end of life. The Certificate in Medical Ethics requires a broader view of both the health care system (SPEA H320) and the systems of thought in ethical deliberation (Phil 110, 329, or 504). As a result, they complement one another, but have a limited overlap.

The Certificate in Medical Ethics is distinguished from the minor in professional and applied ethics by the requirement of interdisciplinary courses (see Appendix A). Specifically, the requirement of SPEA H320 and the limit of four philosophy courses ensures an interdisciplinary approach to medical ethics.

IX.   List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

No new personnel will be required.

At present, the library has current (or as close to current as possible) holdings of the top 10 journals available through E-journals. Once the Medical Ethics Certificate has been approved, an application for a Special Needs Grant will be prepared based on a bibliography of monographs solicited from the faculty responsible for teaching courses that are part of the certificate curriculum.

Because the certificate will require an increase in administrative responsibilities required of philosophy department staff, an adjustment to compensation package of the philosophy department administrative assistant is suggested.

While an administrative release for the certificate program director of 1 course per year would be reasonable, this is unlikely to be institutionally feasible. As a result, it is suggested that the certificate program director receive a compensatory salary adjustment.

X. **Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).**

To maintain flexibility for the types of pre-professionals who may be interested in the certificate, no specific community activities will be required.

Two avenues for community activities will be available through the program. First, Abraham Schwab's connections at Lutheran Hospital Ethics Committee, St. Joseph Hospital Ethics Committee, the Lutheran Health Network IRB, and the Indiana Patient Preferences Coalition will include opportunities for interested students to get integrated educational experiences in hospital and other health care settings. His connection to the Indiana Patient Preferences Coalition will also provide opportunities for students to connect with the legal and political aspects of work in the health care arena.

Second, the Advisory Board will be an ongoing resource for community engagement. This Board will consist of a mix of representatives from IPFW and the community. From IPFW, the colleges whose courses are represented in the certificate curriculum will be welcomed to provide members for the Advisory Board. Additionally, nominees from the community will be solicited from colleges represented in the curriculum.

Appendix A

I.   Proposed Structure

- The courses are broken down into three sections:°

    - Required: 6 Credits
        - PHIL 31200 – Medical Ethics
        - SPEA H320 – Health Systems Administration

    - Ethical: 3 Credits
        - PHIL 11100 – Ethics
        - PHIL 32900 – Foundations of Professional Ethics*
        - PHIL 50400 – Human Rights Ethics

    - Medical Systems\Legal Aspects: 6 Credits^
        - DHYG H240 and DHYG H320 – Introduction to Dental Ethics and Practice Management, Ethics, and Jurisprudence (must take both)
        - PHIL 26000 – Philosophy and Law
        - PHIL 32900 – Foundations of Professional Ethics*
        - SPEA H120 – Contemporary Health Issues
        - NUR 30900 – Transcultural Healthcare
        - ANTH E445 – Medical Anthropology
        - HSRV 16900 – Introduction to Wellness and Stress Management
        - MUS L340 – Music Therapy in Healthcare Settings

    -        Phil 49300: 1-3 credits•

° No more than four philosophy courses (including Phil 49300) can be used to fulfill requirements for the Certificate in Medical Ethics.

* PHIL 32900 – Foundations of Professional Ethics may only be used as either the "Ethical" requirement or the "Medical/Legal" requirement, but not for both.

^ Courses in the Medical/Legal section were chosen in consultation with their home departments, when possible.

•The certificate will require a one to three credit hour independent project in medical ethics (as variable credit and title course Phil 49300) that will be overseen by the certificate program director. A typical one-hour project would be a short case analysis in the student's area of interest. A typical three-hour project would involve an internship

with an appropriate organization with a written report about the experience and the ethical issues that arose.

II.   Course Offerings

- ANTH E445 **-** Medical Anthropology
  - Offered biannually

- DHYG H240 **-** Introduction to Dental Ethics (1 credit)
  - Offered every Fall

- DHYG H320 - Practice Management, Ethics, and Jurisprudence (2 credits)
  - Offered every Spring

- HSRV 16900 **-** Introduction to Wellness and Stress Management
  - Offered every semester

- MUS L340 – Music Therapy in Healthcare Settings
  - Offered yearly

- NUR 30900 - Alternative and Complementary Therapies
  - Offered yearly

- PHIL 11100 – Ethics
  - Offered every semester

- PHIL 26000 – Philosophy and Law
  - Offered every Spring

- PHIL 31200 – Medical Ethics
  - Offered most semester; at least three sections every academic year

- PHIL 32900 – Foundations of Professional Ethics
  - New course. Scheduled to be offered in Spring 2013 and once every two years

- PHIL 50400 – Human Rights Ethics
  - Offered every Spring

- SPEA H120 **-** Contemporary Health Issues
  - Offered every Fall and Spring

- SPEA H320 **-** Health Systems Administration
  - Offered every Spring

III. Similar Programs In and Near Indiana

- Indiana University Bloomington
  - Human Biology Certificate
    - This program has eligibility requirements and most of the required courses are based in the sciences, without an ethical focus, so it should not be competition for the IPFW Medical Ethics Certificate. However, some of the courses may potentially be emulated for IPFW's certificate program.

- University of Chicago
  - MacLean Center for Clinical Medical Ethics: Fellowship Programs
    - This program offers a one year, part-time study and a two year Masters program. The one year study is limited to clinicians and academic physicians. The Masters program is for "highly qualified fellows." So, both programs are limited and discriminatory and are therefore not considered to be competition for the IPFW Medical Ethics Certificate. However, some of the courses may potentially be emulated for IPFW's certificate program.

- Loyola University of Chicago
  - Minor in bioethics
    - This is an undergraduate minor program and does not offer a certificate, so may not be a competitive threat to the IPFW Medical Ethics Certificate. The courses are moderately balanced between a scientific and an ethical focus. Some of the courses, however, could be emulated for the Medical Ethics Certificate if IPFW offers the same kind.

- Michigan State University
  - Undergraduate Specialization - Specialization in Bioethics, Humanities, and Society
    - This program could be both competitive to and emulated by the IPFW Medical Ethics Certificate. It offers certification, and course content covers ethical implications of the health care system and considers a variety of perspectives.

- Trinity International University
  - The Center for Bioethics & Human Dignity
    - This is a research center that does not offer degrees or certifications, so it does not pose competition for the IPFW Medical Ethics Certificate. It was initially thought that the IPFW Medical Ethics Certificate could possibly prepare students for employment here, but this is at students' discretion, especially since this center is limited to a Christian point of view.