

Minutes of the
Seventh Regular Meeting of the Thirty-Second Senate
Indiana University-Purdue University Fort Wayne
March 18, 25, April 1, 2013
12:00 P.M., Kettler G46

Agenda

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 adjourn or recess by 1:15 p.m.

Presiding Officer: A. Downs
Parliamentarian: J. Malanson
Sergeant-at-Arms: G. Steffen
Secretary: S. Metzger

ATTACHMENTS ON BACK

Attachment:

“Change in General Education Program” (SD 12-14)
“Athletics Report”

Session I
(March 18)

Senate Members Present:

T. Adkins, M. Alhassan, S. Amidon, A. Argast, S. Ashur, J. Badia, S. Batagiannis, S. Berry, W. Branson, J. Casazza, M. Dixson, P. Dragnev, C. Drummond, C. Duncan, C. Erickson, A. Eroglu, C. Gurgur, D. Huffman, P. Iadicola, Z. Isik-Ercan, D. Kaiser, G. Karaatli, B. Kingsbury, D. Liu, A. Livschiz, G. McClellan, A. Merz, D. Momoh, A. Montenegro, M. Montesino, J. Ninser, M. Nusbaumer, H. Odden, K. Otani, L. Roberts, S. Sarratore, S. Savage, A. Schwab, S. Stevenson, R. Sutter, H. Tescarollo, B. Valliere, N. Virtue, M. Wolf, M. Yen, R. Yoder, Y. Zubovic

Senate Members Absent:

V. Carwein, C. Crosby, C. Ganz, M. Kim, M. Lipman, R. Pablo, K. Pollock, S. Savage, J. Taylor

Faculty Members Present:

J. Burg, O. Chang, D. Conklin, M. Coussement, W. Johnson, E. Ohlander, A. Obergfell, S. McMurtrie, D. Moore, T. Soule, L. Wright-Bower

Visitors Present:

V. Bandorbran, J. Khamalah, R. Kostrubanic, P. McLaughlin

Acta

1. Call to order: A. Downs called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 11, 2013:
3. Acceptance of the agenda:

K. Pollock moved to approve the agenda as distributed.

The agenda was approved as distributed.
4. Reports of the Speakers of the Faculties:
 - a. Indiana University:

M. Nusbaumer: I have many comments and concerns about the current budget-cutting process, but I understand there will likely be a future meeting that will, hopefully, address many of these issues. I would, however, like to address one concern.

At a time where many faculty and staff positions have been eliminated in this budget-cutting process, I am aware of only one unit whose staffing has been enhanced, the chancellor's office. Despite a significant reduction in student enrollments, faculty and staff, and the chancellor has chosen to upgrade the formerly "Administrative Assistant's" position in the chancellor's office to that of "Chief of Staff" with additional qualifications, duties and, I assume, salary. While this change has only a small financial impact on the budget-cutting efforts, symbolically, this decision suggests an indifference to, and an unwillingness to share in, the sacrifices being required of the faculty and staff.

b. Purdue University:

P. Dragnev: Let me welcome all back from Spring Break. I hope you are all rested and we will prove Andy wrong in his prediction and finish the ambitious agenda in one meeting. On a serious note, the Purdue System Plan proceeds and a draft collecting the goals and metrics provided by the Working Groups will soon be delivered to all faculty and staff. Please, relate any comments to the corresponding WG e-mails.

5. Report of the Presiding Officer – A. Downs:

A. Downs: The recorder was not able to record the Presiding Officer's reports.

6. Committee reports requiring action:

a. Educational Policy Committee (Senate Document 12-14) – A. Argast:

A. Argast moved to approve SD 12-14 (Change in General Education Program).

S. Amidon moved to amend under Categorical Framework the words in parenthesis for each of the 8 numbered areas (**at least 3 credits and all outcomes in approved courses**).

Seconded by C. Drummond.

Motion to approve amendment passed by a show of hands.

S. Amidon moved to amend Criteria for Including a Course in a Specific Area of Categories A and B: Category A...must satisfy **a minimum of 2/3 of the learning outcomes in the area to which it is assigned.**

Seconded by A. Livschiz.

Motion to approve amendment passed by a voice vote.

M. Dixon moved to approve Category C: Capstone 8.4 Demonstrate critical-thinking abilities and familiarity with quantitative **and/or** qualitative reasoning.

Motion to approve passed by a voice vote.

The meeting recessed at 1:15 until noon, Monday March 25, 2013.

Session II
(March 25)

Senate Members Present:

M. Alhassan, S. Amidon, A. Argast, S. Ashur, J. Badia, W. Branson, V. Carwein, J. Casazza, M. Dixon, P. Dragnev, C. Drummond, C. Duncan, C. Erickson, D. Huffman, P. Iadicola, Z. Isik-Ercan, D. Kaiser, G. Karaatli, B. Kingsbury, D. Liu, A. Livschiz, A. Merz, D. Momoh, A. Montenegro, M. Montesino, J. Ninsler, M. Nusbaumer, H. Odden, K. Otani, K. Pollock, S. Sarratore, S. Savage, A. Schwab, R. Sutter, H. Tescarollo, B. Valliere, N. Virtue, M. Wolf, M. Yen, R. Yoder, Y. Zubovic

Senate Members Absent:

T. Adkins, S. Berry, C. Chauhan, C. Crosby, A. Eroglu, C. Ganz, C. Gurgur, M. Kim, M. Lipman, G. McClellan, R. Pablo, L. Roberts, S. Stevenson

Faculty Members Present:

J. Burg, D. Conklin, M. Coussement, J. Hook, W. Johnson, A. Obergfell, D. Moore, T. Soule, L. Wright-Bower

Visitors Present:

R. Kostrubanic, P. McLaughlin, N.Uounis

Acta

A. Downs reconvened the meeting at 12.01 p.m. on March 25, 2013.

J. Badia moved to amend area 7 Interdisciplinary Ways of Knowing using a broadly interdisciplinary course, students will be able to:

Meet **any three** ~~at least one~~ learning outcome from ~~each area 1-3 and at least two outcomes from each of two areas selected from 4-6~~ **1.1 to 3.8 of the Category A foundation areas** and any two outcomes from each of two different areas selected from areas 4-6 under Category B: Ways of Knowing each area 1-3 and at least two outcomes from each of two areas selected from 4-6. Seconded.

Motion to approve amendment passed by a voice vote.

J. Badia moved to amend under area 7 Interdisciplinary Ways of Knowing after first paragraph to now read: **A student will complete a broadly interdisciplinary course.** ; ~~or will complete a course having a significant experiential, integrative and/or creative performance.~~ Seconded.

Motion to approve amendment fails by show of hands.

A. Livschiz moved to amend the heading for area 7 to now read **Interdisciplinary and Performance Way of Knowing** (anywhere relevant). Seconded

J. Casazza moves to amend amendment to read **Interdisciplinary or Creative Ways of Knowing**.

Motion to approve amendment passed on a voice vote.

S. Amidon moved to amend Category B: Ways of Knowing area 4 Scientific Ways of Knowing in the first paragraph last sentence to now read: **Courses in this way of knowing** foster scientific thinking; knowledge of the physical and natural world; and relativizes humanity's position within the universe. Seconded.

Motion to approve amendment passed on a voice vote.

M. Wolf moved to amend under Category B: Ways of Knowing area 4. Scientific Ways of Knowing to now read: **Natural** science...how **natural science** theories are formed...the limitations inherent to **natural** scientific inquiry; and the impact of science and mathematics upon intellectual history. Seconded

Motion to approve amendment passed on a voice vote.

A. Livschiz moved to amend by inserting under Categorical Framework after B and before C to read: **Remaining 9 credit hours of the state-mandated general education should be taken by students from among the approved courses as needed to fulfill their remaining state-mandated outcomes and as works best for their programs/majors.** Seconded.

Motion to approve amendment passed on a voice vote.

A. Schwab moved to amend amendment by adding in the words in Categories A and B so that it reads: **should be taken by students from among the approved courses in Categories A and B.** Seconded.

Motion to approve amendment passed on a voice vote.

The meeting recessed at 1:15 until noon, Monday April 1, 2013

Session III
(April 1)

Senate Members Present:

S. Amidon, A. Argast, S. Ashur, J. Badia, S. Berry, W. Branson, J. Casazza, C. Chauhan, C. Crosby, M. Dixon, P. Dragnev, C. Duncan, C. Erickson, T. Grove, C. Gurgur, D. Huffman, P. Iadicola, Z. Isik-Ercan, D. Kaiser, M. Kim, B. Kingsbury, M. Lipman, A. Livschiz, A. Merz, D. Momoh, A. Montenegro, M. Montesino, J. Ninser, M. Nusbaumer, H. Odden, K. Otani, K. Pollock, S. Sarratore, S. Savage, A. Schwab, H. Tescarollo, B. Valliere, N. Virtue, M. Wolf, R. Yoder, Y. Zubovic

Senate Members Absent:

T. Adkins, M. Alhassan, S. Batagiannis, V. Carwein, C. Drummond, A. Eroglu, C. Ganz, G. Karaatli, D. Liu, G. McClellan, R. Pablo, L. Roberts, S. Stevenson, R. Sutter, M. Yen

Faculty Members Present:

J. Burg, D. Conklin, M. Coussement, W. Johnson, D. Moore, T. Soule, L. Wright-Bower

Visitors Present:

Rep from WFFT

Acta

A. Downs reconvened the meeting at 12.01 p.m. on April 1, 2013.

A. Livschiz moved to amend under Exemptions and Affirmations by inserting on page 10 a j) **Because the new general education program was designed to be more flexible, one of the possible results will be a variation between the recommended ways in which students can meet their general education requirements from major to major. All general education “paths” should be transferrable from school to school/program to program/department to department, i.e. students switching majors should not be required to redo their general education requirements.** Seconded.

Motion to approve amendment passed by a voice vote.

P. Dragnev moved to amend under Criteria for Including...by deleting Category A, Foundational..and Cateogry B, Ways of Knowing, areas 4-6 and inserting new language **A course or sequence of courses in competencies 1-6 need to meet all of that competency’s learning objectives in order to be approved on the list of the General Education courses.** Seconded.

Motion to approve amendment failed by voice vote.

A. Livschiz moved to amend on page 13 of the document by deleting everything after BE IT FURTHER RESOLVED, THAT. Seconded.

Motion to approve amendment passed by a voice vote.

S. Amidon moved to amend by adding words under Criteria for Including...Category B, Ways of Knowing...must be broadly interdisciplinary and meet **any three** ~~one~~ learning outcomes from **1.1 to 3.8 Category Foundation areas** ~~each area 1-3~~ and **any two** outcomes from **each of the two different areas from areas 4-6 under Category B: Ways of Knowing** ~~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. Seconded.

Motion to approve amendment passed by a voice vote.

S. Ashur moved to amend under area 7 Interdisciplinary or Creative Ways of Knowing by adding **Option 1:** Upon completion of the Interdisciplinary Ways of Knowing using a broadly interdisciplinary course, students will be able to: **Option 2:** Upon completion of the Interdisciplinary Ways of Knowing using an experiential, integrative and/or creative performance, students will be able to: Seconded.

Motion to approve amendment passed by a voice vote.

S. Ashur moved to amend under area 7 Interdisciplinary or Creative Ways of Knowing section 7.4 to now read **At least any** two additional learning outcomes selected from 1.1-6.7. Seconded.

Motion to approve amendment passed by a voice vote.

P. Iadicola moved to amend area 5 Social and Behavioral Ways of Knowing the second sentence. An exploration of behavioral...processes **utilizing the application of scientific methodologies** forms the basis for that understanding. Seconded.

Motion to approve amendment passed by a voice vote.

A. Schwab moved to amend under Criteria for Including...Category B, Ways of Knowing, by deleting the last sentence ~~No more than 10 learning outcomes may be declared for any single course.~~ Seconded.

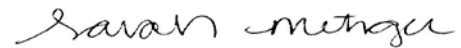
Motion to approve amendment failed by a voice vote.

Motion to approve SD 12-14, as amended, passed by a hand vote. 23/14 with 3 abstaining.

Items 6-10 will be presented on the April 8 Senate agenda.

6. Committee reports requiring action:

- 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. Dixon
 - 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: There was no new business.
9. Committee reports “for information only”:
- a. (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. The meeting adjourned at 1:15 p.m.



Sarah Metzger
Secretary of the Faculty

Senate Document SD12-14
(Amended & Approved, 4/1/2013)

TO: Fort Wayne Senate

FROM: Educational Policy Committee
Anne Argast, Chair

DATE: March 8, 2013

SUBJ: Change in General Education Program
EFFECTIVE FALL 2013

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.

Senate Document SD 99-25
Supersedes SD 93-14 and SD 94-4
(Supersedes SD 93-14 and SD 94-4)
(Amended & Approved, 4/24/2000)
(Amended & Approved, 2/12/2007)
(Amended & Approved, 4/1/2013)

The Principles of General Education at IPFW

EFFECTIVE FALL 2013

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 non-majors 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 (at least 3 cr and all outcomes in approved courses)
2. Speaking and Listening (at least 3 cr and all outcomes in approved courses)
3. Quantitative Reasoning (at least 3 cr and all outcomes in approved courses)

B. Ways of Knowing

4. Scientific Ways of Knowing (at least 3 cr and all outcomes in approved courses)
5. Social and Behavioral Ways of Knowing (at least 3 cr and all outcomes in approved courses)
6. Humanistic and Artistic Ways of Knowing (at least 3 cr and all outcomes in approved courses)
7. Interdisciplinary Ways of Knowing (at least 3 cr and all outcomes in approved course)

The remaining 9 credit hours of the state-mandated general education should be taken by students from among the approved courses in Categories A and B as needed to fulfill their remaining state-mandated outcomes and as works best for their programs/majors.

C. Capstone

8. Capstone Experience (at least 3 cr and all outcomes in an approved course)

Learning Outcomes for Categories A and B

Category A: Foundational Intellectual Skills

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 to:

- 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.

Category B: Ways of Knowing

4. Scientific Ways of Knowing

Natural science is a knowledge domain transcending the human experience. Students should understand the role of observation and inference in investigations; how natural science theories are formed, tested, and validated; the limitations inherent to natural scientific inquiry; and the impact of science and mathematics upon intellectual history. Courses in this way of knowing foster 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 utilizing the application of scientific methodologies 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 to:

- 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 or Creative 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.

Option 1: Upon completion of the Interdisciplinary Ways of Knowing using a broadly interdisciplinary course, students will be able to:

Meet any three learning outcomes from 1.1 to 3.8 of the Category A foundation areas and any two outcomes from each of two different areas selected from areas 4-6 under Category B: Ways of Knowing.

Option 2: 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 At least 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 a minimum of 2/3 of 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 any three learning outcomes from 1.1 to 3.8 Category A foundation areas and any two outcomes from each of the two different areas from areas 4-6 under Category B: Ways of Knowing *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.
- j) Because the new general education program was designed to be more flexible, one of the possible results will be a variation between the recommended ways in which students can meet their general education requirements from major to major. All general education “paths” should be transferrable from school to school/program to program/department to department, i.e. students switching majors should not be required to redo their general education requirements.

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 to:

- 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/or 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.



OFFICE OF THE CHANCELLOR

MEMORANDUM

To: The Fort Wayne Senate
From: Vicky L. Carwein, Chancellor
Subject: Athletics Report for 2011-12
Date: February 6, 2013

In response to SD 03-19, I am providing the enclosed report. The report generally follows the structure of the information request, with some adjustments to simplify the presentation of the information.

Some highlights from last year and last fall are shown below:

1. Academic accomplishments:
2011-12 over 3.0 cumulative GPA, 7th consecutive year, 3.13 in fall and 3.09 in spring

For the 2011-12 APR reporting cycle, 6 teams achieved a perfect score of 1000 – Men’s Basketball, Men’s Cross Country, Women’s Basketball, Women’s Golf, and Women’s Cross Country and Track & Field. In addition, Men’s Golf and Women’s Volleyball were recognized by the NCAA for being in the top 10 percent of all squads in their respective sports.

Two players, Courtney Cronin (softball) and Tara O’Toole (women’s soccer) named to the Capital One Academic All-District Teams.

Academic All-Conference Honors were awarded to 138 student-athletes, and 59 were named to the Summit League Distinguished Scholars, and there were 67 All-“A” semesters among the student-athletes.

2. Social Accomplishments:

IPFW Athletics encourages social responsibility for all student-athletes as one part of their development as productive citizens. There were approximately 15 community

service projects in the 2010-11 academic year. A few of these projects are highlighted below:

- October - Down Syndrome Association of Northeast Indiana (DSANI) Buddy Walk (Student-Athletes donated \$150) Approximately 75 student-athletes/coaches participated
- 10th annual Mini Dons Soccer program
- IPFW Mental Health Day - SALT "Vitamin T" Touch Volunteers
- October 2011 Fund Raiser Walk (American Cancer Society) & Breast Cancer Awareness Night at Women's Volleyball Game
- "Out of the Darkness" American Foundation for Suicide Prevention (AFSP) October 2011 (Student-Athletes donated \$200) Approximately 65 students/coaches/staff participated
- November NCAA Regional Student-Athlete Leadership Conference - Chicago, IL representatives Tim Saltys (Men's Tennis) & Kayla Boyes (Women's Cross Country/Track)
- December Men's/Women's Basketball Homecoming Volunteers
- December 2011 - Salvation Army "Adopt A Family" program (family of four/\$500)
- January 2012 - Summit League FOOD FIGHT Competition to benefit Community Harvest Food Bank
- February 18, 2012 Women's & Men's Basketball 5th annual PINK OUT
- February 19, 2012 - "Run It/Walk It for Chris Brown" 5th Annual Memorial Scholarship Coordinated w/ Judy Tillapaugh, and Three Rivers Running Company
- March 2, 2012 BLUE OUT at Men's Volleyball Game
- March 21, 2012 - Health Fair Participants, Set-up, Tear Down and Food Demonstrations
- THE BIG EVENT March 24, 2012 Approximately 45 student-athletes and athletic staff participated
- 5th Annual "Dons Dodge It" "Dons Supporting Turnstone" with \$500 Donation

3. Athletic Accomplishments

Teams:

Department 2011-12 Summit League Sportsmanship Award

Women's Volleyball finished second in the league with a 21-9 record, the third-straight 20-win season, and the eighth in the last nine years

Softball set a new school record with 45 wins, advancing to the final game of the Summit League Tournament

Men's Tennis finished in a tie for the Summit League title, finishing with a winning record for the first time since becoming a NCAA Division I member

Women's Tennis finished as the Summit League runner-up in both the regular season and tournament

Men's Soccer advanced to the Summit League Tournament for the first time in program history

Men's Golf took fourth at the Summit League Tournament, seven strokes out of

First

Individuals:

31 total All-League Selections, and 36 Player of the Week Honors

Anita Henestrosa – Summit League Newcomer of the Year.

Max Touloute – Summit League Offensive Player of the Year, and NSCAA All-Midwest Region Second Team

Emily Spencer – Summit League Freshman of the Year

Frank Gaines – All-District Second Team

Alex Bousquet – All-Region Second Team

Eric Burns – Summit League Coach of the Year

4. Facilities

The current state of athletics facilities is exceptional, with the opening of the Student Services Complex. We continue to plan for enhancements of current facilities and for future opportunities tied to the university master plan.

6. NCAA Compliance

The athletics compliance office is led by Wendy Wilson, Director of Compliance. The Director of Compliance reports directly to the Chancellor of the institution, ensuring compliance with NCAA Constitution, Article 2 and NCAA Bylaw 6.1 regarding the principle of institutional control and responsibility for its athletics programs. The compliance office serves as a touch point and knowledge base for the execution of institutional goals with regard to intercollegiate athletics at the NCAA Division I level. A vital part of the day-to-day operation of intercollegiate athletics, the compliance office is charged with maintaining NCAA standards by educating coaches, athletics staff, university personnel, supporters of the university and student-athletes through in-person educational sessions, larger meetings and written reports. The compliance office is also responsible for gathering and submitting data for all NCAA required reports.

There were no major infractions in 2011-12.

7. Financial: Athletics is continuing its efforts to

Identify new sources of income through gifts, grants, and ticket sales

Expand miscellaneous income from concessions and soft good sales

Expand cooperative sponsorship with Nelligan Sports Marketing

Build on the brand apparel and footwear deal with NIKE, Inc.

8. Future opportunities

Develop an outdoor athletics complex

Promote community engagement, using the Student Services Complex for sporting events, fitness programs, fairs, and exhibitions

Athletics Information Report for 2011-12

Part I: Metrics

1.	Athletics Aid as a part of IPFW Scholarships			
	From Financial Aid Report	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
	University Scholarships	\$1,094,048	\$1,387,463	\$1,411,486
	Athletics Grants	\$1,805,076	\$2,024,619	\$2,119,467
	Institutional Fee Remissions	\$3,750,742	\$4,242,500	\$3,859,458
	Private Awards	<u>\$1,667,176</u>	<u>\$1,612,099</u>	<u>\$1,670,080</u>
	Total	\$8,317,042	\$9,266,681	\$9,645,307
	 Total Athletic Aid (EADA)	 \$1,855,629	 \$2,082,934	 \$2,131,392
	Athletic Award %	22.3%	22.5%	21.1%
2.	Athletics Aid as a part of Chancellor's Merit Awards			
	Institutional Research Report			
	Chancellor's Merit Awards to Athletes	\$461,235	\$489,202	\$486,854
	Chancellor's Merit Awards - Total	\$1,728,803	\$1,854,603	\$1,660,379
	Athletics Award %	26.7%	26.4%	29.3%
3.	Fees per Credit Hour used for Athletics			
	IPFW Student Service Fee per Credit Hour	\$11.05	\$11.60	\$11.90
	Athletics Portion of Fee per Credit Hour	\$6.63	\$6.96	\$7.14
4.	Student Fee portion of Athletics budget			
	EADA Student Fee Income	\$1,907,686	\$2,054,269	\$2,046,966
	EADA Total Expenses	\$5,682,363	\$6,786,352	\$7,088,525
	Student Fee % of Budget	34%	30%	29%
5.	Athletics coaching and support staff allocated to General Fund			
	Base Budget	\$468,853	\$445,603	\$503,130
6.	Surplus or deficit in athletics budget			
	EADA Total Revenues	\$5,839,121	\$6,762,966	\$7,097,559
	EADA Total Expenses	\$5,682,363	\$6,786,352	\$7,088,525
	Net Revenue	\$156,758	-\$23,386	\$9,034
7.	History of Major Infractions in the last ten years			
	No major infractions have been assessed by the NCAA.			

8. Varsity Sports Sponsored and Win-Loss Record

	----09-10----		----10-11----		----11-12----	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Baseball	17-38	--	17-34	--	16-40	--
Basketball	16-15	13-17	18-12	20-11	11-19	9-21
Cross-Country#	n/a	n/a	n/a	n/a	n/a	n/a
Golf#	n/a/	n/a	n/a	n/a	n/a	n/a
Soccer	6-11-2	4-12-1	2-13-2	7-9-1	8-10-2	7-9-1
Softball	--	29-19	--	28-15-1	--	45-14
Tennis	11-15	23-6	9-14	27-4	12-11	19-11
Track and Field, Indoor#	--	n/a	--	n/a	--	n/a
Track and Field, Outdoor#	--	n/a	--	n/a	--	n/a
Volleyball	12-17	20-12	16-12	21-11	21-9	13-15
Total Sports Sponsored	7	9	7	9	7	0

team win-loss records not maintained in these sports

9. Graduation Rates (Bachelor's seeking, Bachelor's grads only)

	All <u>Students</u>	Student- <u>Athletes</u>
IPEDS Graduation Rate Surveys		
2000-2001 Cohort	22%	41%
4-class average thru 2001	20%	36%
2001-2002 Cohort	23%	60%
4-class average thru 2002	21%	40%
2002-2003 Cohort	21%	57%
4-class average thru 2003	21%	49%
2003-2004 Cohort	23%	73%
4-class average thru 2004	22%	58%
2004-2005 Cohort	25%	67%
4-class average thru 2005	23%	63%
2005-2006 Cohort	26%	60%
4-class average thru 2005	24%	63%

10. Overall Student-Athlete GPA

	<u>Fall</u>	<u>Spring</u>
2006-07	3.12	3.04
2007-08	2.98	3.03
2008-09	3.10	3.10
2009-10	3.08	3.04
2010-11	3.05	3.01
2011-12	3.13	3.09

11. Attendance:	----2009-10----		----2010-11----		----2011-12---	
	<u>Men's</u>	<u>Women's</u>	<u>Men's</u>	<u>Women's</u>	<u>Men's</u>	<u>Women's</u>
Basketball - Total	27,259	4,529	29,065	1,991	24,043	3,043
Basketball - Average	1,947	348	1,938	133	1,647	277
Volleyball - Total	5,871	4,939	6,061	3,922	5,770	3,997
Volleyball - Average	391	291	433	357	481	400

Note: Attendance records not kept for other sports.

12. EADA Gate Receipts	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
Men's Teams	\$91,782	\$89,373	\$75,441
Women's Teams	\$8,485	\$10,104	\$23,980

13. EADA - Comparable Institution Data - all for 2011-12	<u>IPFW</u>	<u>IUPUI</u>	<u>Oakland</u>	<u>UMKC</u>
FT UG Male Enrollment	3,875	6,784	4,553	2,863
FT UG Female Enrollment	4,680	9,121	7,067	3,900
Male Participants	120	103	157	101
Female Participants	107	127	183	126
Operating Expenses				
Men's Teams	\$730,411	\$662,304	\$917,863	\$760,742
Women's Teams	\$635,823	\$726,400	\$811,608	\$942,672
Revenues				
Men's Teams	\$2,399,101	\$2,423,419	\$3,231,705	\$3,702,531
Women's Teams	\$2,511,393	\$3,235,902	\$3,848,034	\$4,839,219
Total (incl.Unallocated)	\$7,097,559	\$6,887,346	\$10,382,659	\$11,751,867
Total Expenses				
Men's Teams	\$2,399,101	\$2,423,419	\$3,231,705	\$3,614,613
Women's Teams	\$2,511,393	\$3,235,902	\$3,848,034	\$4,432,167
Total (incl.Unallocated)	\$7,088,525	\$6,887,346	\$10,382,659	\$11,751,867
Head Coaches				
Men's Teams	7/50%	7/44%	6/43%	5/42%
Women's Teams	7/50%	9/56%	8/57%	7/58%
Assistant Coaches				
Men's Teams	10/50%	9/45%	10/48%	10/42%
Women's Teams	10/50%	11/55%	11/52%	14/58%

	<u>IPFW</u>	<u>IUPUI</u>	<u>Oakland</u>	<u>UMKC</u>
Athletically-Related Student Aid				
Men's Teams	\$926,360/43%	\$829,666/40%	\$1,307,991/39%	\$1,204,319/39%
Women's Teams	\$1,205,032/57%	\$1,230,357/60%	\$2,076,584/61%	\$1,903,832/61%
Recruiting Expenses				
Men's Teams	\$63,854	\$35,816	\$62,339	\$130,227
Women's Teams	\$60,863	\$64,970	\$70,042	\$75,744
Head Coaching Salaries				
Men's Teams-Per Person	\$25,600[7]	\$35,287[7]	\$88,856[6]	\$71,682[5]
Men's Teams-Per FTE	\$51,175[3.37]	\$56,395[4.38]	\$118,475[4.5]	\$89,603[4.00]
Women's Teams-Per Person	\$23,939[7]	\$33,277[8]	\$67,910[8]	\$67,757[7]
Women's Teams-Per FTE	\$48,015[3.49]	\$46,942[6.38]	\$92,395[5.88]	\$79,050[6.0]
Assistant Coaching Salaries				
Men's Teams-Per Person	\$12,741[10]	\$20,879[9]	\$39,890[10]	\$30,541[10]
Men's Teams-Per FTE	\$36,507[3.49]	\$32,680[5.75]	\$69,374[5.75]	\$50,902[6.0]
Women's Teams-Per Pers	\$13,937[10]	\$21,285[11]	\$31,314[11]	\$24,249[14]
Women's Teams-Per FTE	\$31,892[4.37]	\$30,056 [7.79]	\$62,742[5.49]	\$38,798[8.75]

Part II. NCAA Financial Audit Report - Review of findings
2011-12 Audit (most recent available)

The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.

The report also included the following statistics:

Total contributions designated for athletics	\$473,352
Total revenues	\$7,097,559
Total expenses	\$7,088,525
Net revenue	\$9,034

Note: Income and expense totals include third-party and indirect facilities categories that are excluded from federal EADA reporting.

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years)
- See Athletics Web site

The NCAA is in the process of modifying the athletics certification program, and has changed the name to Institutional Performance Program.