

**Faculty Council College of Arts and Sciences
Minutes
October 7, 2021 3:30 – 5:30 pm**

1. Approval of September Minutes

Passed unanimously

2. Dean Donna LaVoie, Remarks:

Overview

- Short term things needing attention
- Long term things needing attention
 - Academic Affairs (Provost) Priorities for AY22
 - How these impact CAS

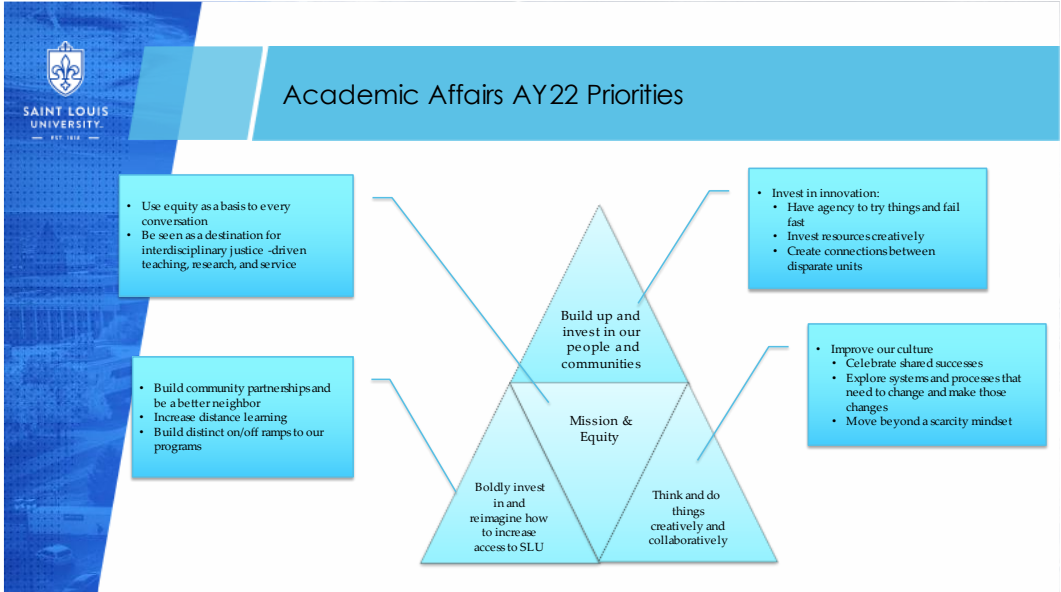


Short term

- University Workload Policy
 - Revision approved and effective as of June 1 (see https://www.slu.edu/provost/faculty-affairs/faculty-workload-policies/university/university-faculty-workload-policy_text_5-26-21.pdf)
 - From the Policy web page: "...academic units are expected to develop written workload policies for faculty. Such policies help to ensure equity in faculty evaluation."
 - To that end, a College level policy was drafted by a working group in Spring 2021
 - Dean* and College Associate Deans
 - Faculty: Steve Buckner (Chemistry), Ellen Carnaghan (Pol Sci), Cathleen Fleck* (FPA), Jennifer Popiel (History), Laurie Shornick* (Biology)
 - College policy provides guidelines for applying university policy within CAS
 - Soliciting feedback from chairs and faculty council in October

*also served on the University committee that revised the university policy





What does this look like for CAS?

- Increasing access**
 - Need to ensure our students can easily declare, move through, add, or change majors
 - Action: Review major requirements and overall curriculum
 - Adjusting to the new core Identify: Opportunities and Obstacles
 - Action: Grow online/distance education presence to reach new markets
- Improve culture and invest in innovation**
 - Think growth, not scarcity
 - Invest resources creatively
 - Be willing to try radically new things
- Build on the foundation of our Mission**
 - Develop ongoing opportunities for intellectual engagement on issues of diversity
 - Reevaluate curriculum with DEI in mind



FC President’s Remarks

Committee Reports

- a. **Board of Graduate Education report and motion, passed unanimously:**

Board of Graduate Education Committee Motions

I bring from the Board of Graduate Education to the Faculty Council the seconded motion to approve the following course modifications, deletions, and program addition and modifications, which were unanimously approved during its September meeting.

From the Department of Theological Studies

Course Title Change

THEO 6320: From *Late Ancient Latin: Theological Texts* to *Latin Theological Texts of Late Antiquity*

Program Addition

Certificate in Catholic Theology

Prerequisite Change

THEO 6320

From the Department of Political Science

Course Deletions

POLS 5912

POLS 5971

POLS 5981

From the Department of Earth and Atmospheric Sciences

Program Modification

Ph.D. Proposed Program in Geoinformatics

Deletion of GIS 5010 Intro to GIS from the core

Addition of GIS-5120: Geospatial Analytics to the core

Addition of GIS-5061: Photogrammetry to the core

d. Core Curriculum Committee

Motion from the Core Curriculum Committee, passed unanimously:

The Core Curriculum Committee moves to approve the course DANC 2650 'Spanish Dance I: Flamenco' to fulfill the Fine Arts requirement, and to approve the course ASTD 2500 'American Identities and Communities: Race, Gender, and Women of Color' to fulfill the Cultural Diversity in the U.S. requirement.

e. Curriculum Committee (Undergraduate) – report and motion, passed unanimously:

Background files at

https://drive.google.com/drive/folders/1aE-mO_NeuTgPY5XP8_DgFnkp2iS33BcR?usp=sharing

Curriculum Committee Motion for October.

On behalf of the committee, I move that the council approve the following additions, deletions, and changes that were approved at the September meeting of the undergraduate curriculum committee.

From the Department of American Studies

Change in Course Description

ASTD 3020 : American Mosaic: Literature & Diversity

From the Department of Biology

Program Change Request

Biology would like to add EAS 1420/1425 and EAS 1450/1455 as course options to fulfill the requirement for science courses outside of the Biology Department for the Biology BS degree (for all concentrations: Biological Science, Plant Biology, Ecology Evolution and Conservation, Cell Biology & Physiology, Biological & Molecular Biology).

From the Department of Chemistry

Change prerequisites to include "grade C- or better" for multiple courses:

- CHEM 1115 : General Chemistry 1 Laboratory
- CHEM 2415 : Organic Chemistry 1 Laboratory
- CHEM 3100 : The Chemical Literature
- CHEM 3330 : Physical Chemistry 1
- CHEM 3340 : Physical Chemistry 2
- CHEM 3345 : Physical Chemistry Laboratory
- CHEM 3600 : Principles of Biochemistry
- CHEM 4200 : Analytical Chemistry 2
- CHEM 4205 : Analytical Chemistry 2 Laboratory
- CHEM 4300 : Mathematical Techniques in Chemistry
- CHEM 4400 : Organic Spectroscopy
- CHEM 4470 : Medicinal Chemistry
- CHEM 4500 : Inorganic Chemistry
- CHEM 4505 : Inorganic Chemistry Laboratory
- CHEM 4800 : Fundamentals and Design of Nanomaterials

From the Department of Earth and Atmospheric Science

New Course:

GIS 4066 : UAS Remote Sensing

From the Department of History

New Course:

HIST 1730 : Who Were the Romans?

From the Department of Languages, Literatures and Cultures

Course title changes:

LLC 3210: Social Justice in the Jewish Tradition (from "Repairing the World: Social Justice through the Lenses of the Jewish Tradition)

SPAN 4200 : Introduction to Hispanic Literatures (from Introduction to Hispanic Literature)

Course title & pre-req changes:

SPAN 3020 : Eloquent Communication in Spanish (from Oral Communication)

New Course:

SPAN 4020 : Spanish in the World

From the Department of Philosophy

New Courses:

PHIL 1753: Life Examined through Writing and Dialogue

PHIL 1757: Philosophical Disputations: Ultimate Questions in Philosophy

From the Department of Political Science

New Course:

ISTD 4560 : Nationalism and Civil War

f. Nominations Committee – calls for nominations

g. Rank and Tenure Committee – no report

h. Technology Committee – no report

1. Faculty Council Bylaws Revision Ad-hoc Committee

CAS faculty encouraged to volunteer for the ad hoc committee that will revise the bylaws after reorganization

2. CAS Reorganization

Listening sessions being rescheduled; Provost is still accepting alternative proposals

3. Faculty Senate

4. UAAC/GAAC

Discussion of micro-credential policy (attached.)



DRAFT - Micro-Credentials - DRAFT

Version: 1.0

Responsible University Official: Provost

Version Effective Date: TBD

1.0 Introduction

In creating the micro-credential definitions, the desire is to ensure that academic units have the autonomy and flexibility necessary to leverage multiple uses of micro-credentials across different audiences:

- Motivating current students toward completion of a degree program by highlighting progressive attainment of skills and competencies.
- Supplementing an existing degree program with new, complementary skill sets.
- Inviting new students to (or back to) campus by way of smaller sets of curriculums that have value on their own and when stacked toward another credential (laddering from academic micro-credential to stand-alone degree or certificate program).
- Supporting academic/industry partnerships through new credentials that meet industry requirements and/or are designed to meet a specific need.
 - Providing more specificity to potential employers about skills and competencies learned; and
 - Providing short-term offerings geared toward professional development/life-long learning.

Micro-credentials are flexible how issuers create them, define their use, and develop their criteria but must follow the outlined definitions and policies to ensure a commitment to rigor and quality.

2.0 Scope

This policy governs all academic unit and programs under the purview of the Provost and the Dean of the School of Medicine.

Saint Louis University offers three types of micro-credentials:

- Academic
- Skill and Competency and
- Continuing Education.

3.0 Guiding Principles

- Academic quality is paramount for micro-credentials; faculty governance participation is required.
- Micro-credentials are initiated locally, developed, and approved according to academic unit policies and procedures, while maintaining consistency with institution, state and federal policies and regulations.
- Micro-credentials designed to meet market needs should be informed by current data from appropriate markets and align with relevant industry/sector standards.
- Micro-credentials should be portable and stackable.

4.0 Definitions

Academic micro-credential

An *academic* micro-credential is a thematic focused collection of courses offered as either a required or elective subcomponent(s) of an existing academic program (as defined above) at the undergraduate, graduate, or professional level.

Academic micro-credentials require at least 6 credits.

Additionally, an *academic* micro-credential:

1. represent a lower level of mastery than the academic program they are subcomponents of therefore representing a basic understanding of the intellectual theme. For example, the level of mastery that an undergraduate major or graduate program is designed to teach.
2. are designed either individually or collaboratively by a department(s), college(s), school(s), center(s) or other unit(s) authorized to offer undergraduate degree programs.
3. are comprised primarily of courses but may also include non-course curricular requirements (such as completion of portfolios, certification exams, etc.);
4. are identified on a student's transcript

Skill and Competency micro-credential

Offered to current students and complementing the curriculum, these are smaller micro-credentials that help earners obtain and demonstrate skills. These can include, for example, industry- recognized "hard" skills like a programming language, or "soft" skills such as critical thinking.

Additionally, a *skill and competency* micro-credential:

1. can be stand-alone or incorporated into a course,
2. are not academic credit-bearing opportunities,
3. may be identified on a student's transcript

Continuing Education micro-credential

Used for lifelong learning, professional training in collaboration with employers, or an introduction to a graduate or certificate program (often to recruit individuals to enroll in those programs). For example, a licensed social worker may take a continuing education course and participate in three related workshops to earn a micro-credential.

Additionally, a *continuing education* micro-credential:

1. can be stand-alone or incorporated into a course,
2. are not academic credit-bearing opportunities,
3. may be identified on a student's transcript

Micro-credentials will be recorded on students' permanent records through coordination with the Office of the University Registrar to ensure their validation may occur in perpetuity.

Micro-credentials are approved by the faculty of the college/department and are communicated to either UAAC or GAAC as information items.

Though traditionally offered directly by academic units, schools or colleges may partner with a company to offer a training program that leads to this type of micro-credential.

All Saint Louis University credentials may be electronically badged with the following hierarchy:

1. Micro-credential, Minor and Concentration
2. Undergraduate Major and Undergraduate Certificate
3. Graduate Certificate
4. Master's Degree
5. Doctoral Degree

6.0 Approvals

This policy was:

1. Approved by CADD: TBD
2. Amended by Provost: TBD

Adjournment