

**FACULTY SENATE AGENDA  
APRIL 2, 2007 4:00-5:00 P.M.  
BIRKELAND LOUNGE**

Please note that the Senate agenda goes out to all faculty members and not just to members of the Faculty Senate. Senators receive a green colored paper copy of the agenda in addition to the electronic notification.

1. **Approval of Minutes of 3/26** (McMullen)
2. **Approval of Agenda** (Krejci)

**CONSENT AGENDA ITEM:**

3. **Approval of Graduates for April 29<sup>th</sup> Commencement** (Carole Stalheim)

This list of candidates is certified by the Dean of the college and approved by Faculty Senate, and subject to such corrections as may be made by the Registrar between now and graduation.

**AGENDA ITEMS:**

4. **Proposal for a new minor: Neuroscience** (Curriculum Committee)

**Recommendation:** The Curriculum Committee recommends adoption of a Neuroscience Minor of 5.5 credits to include:

- NEU 109 Introduction to Neuroscience (1 cr.)
- NEU 109L Introduction to Neuroscience Lab (0 cr)
- NEU 4XX Neurobiology or PSYC 319 Behavioral Neuroscience (1 cr)
- NEU 475 Neurochemistry or PSYC 324 Drugs and Behavior (1 cr)
- NEU 406 Senior Seminar (.5)

And two additional courses from a list of Neu Courses or a list of Chem, Bio, and Psych courses (see list below):

Two supporting courses will also be required: Biology 101 or 121; Chemistry 142 or 373.

**Program description and goals:** Neuroscience is a broad and diverse field at the frontier of science today. The goal of neuroscience is to understand how the brain and nervous system acquire, process and integrate information from the environment and how this information brings about behavior of the organism. Neuroscience is truly an integrative discipline in which chemistry, biology, psychology, physics, and mathematics all provide us with insight into how the nervous system functions from the basic

molecular processes to the sophisticated behavior of higher organisms. The neuroscience program at Concordia is unique in its emphasis on the physical basis of neuroscience, especially chemistry. The molecular level approach is integrated with the more traditional system-wide and behavioral emphasis.

\* the full-length proposal submitted by the neuroscience planning team can be viewed at <http://www.cord.edu/faculty/ulnessd/NeuroscienceMinor.pdf>

The following learning goals have been established for the neuroscience minor:

1. Students will understand the nature of science – its methods of inquiry, social practice and particular viewpoints.
2. Students will be able to describe and apply facts, concepts and theories of neuroscience.
3. Students will become familiar with the literature in the field and be able to think critically about neuroscience research, theory and topics.
4. Students will learn laboratory skills that provide a foundation for answering research questions in the field of neuroscience.
5. Students will integrate material from several disciplines in their study of neuroscience and they will understand that problem solving involves the use of many disciplinary perspectives.

**Program administration:** The Neuroscience Program will be administered by a program chair, appointed by the Academic Dean to three-year terms. Members of the neuroscience program will include all faculty teaching courses in this program. Voting members will be faculty who teach NEU designated courses, including NEU courses that are cross-listed with another department, and they will oversee decisions on, for example, hiring student workers/support staff, if such opportunities arise, responses to new course proposal for NEU designations, and approval of additional supporting courses. Faculty who teach the other courses in the program can be involved in dialogue and conversation about the program but will not be voting faculty.

### Summary

- All courses for the minor except NEU 4XX Neurobiology (to become NEU 400) and NEU 3XX Neurophysiology (to become NEU 331) have been approved by the Curriculum Committee.
- Three 380 neuroscience courses (Molecular Neuroscience, Neurochemistry and Neurobiology) and one psychology course (Perception) have been offered in the last two years and enrollments have been high, ranging from 14-24 students/class, reflecting student interest in this topic.
- Neurobiology has been taught as a 380 and will be submitted to the Curriculum Committee as soon as hiring for that position is complete.
- The Neurophysiology course depends on the purchase a significant amount of equipment. The neuroscience program planning team is pursuing Keck grant application to support that purchase.
- NEU 109, Introduction to Neuroscience, has been approved as a science lab course in the new core curriculum

- Recent hires in chemistry, biology and psychology and the collaboration of the three departments make it possible to offer four of the NEU courses in the minor on a regular basis.

<b>Minor in Neuroscience</b>		
<b>Course number</b>	<b>Course title:</b>	<b>credit</b>
NEU 109	Introduction to Neuroscience	1.0
NEU 109L	Introduction to Neuroscience Lab	0.0
NEU 4XX or Psyc 319	Neurobiology or Behavioral Neuroscience	1.0
NEU 475 or Psyc 324	Neurochemistry or Drugs & Behavior	1.0
NEU 406	Neuroscience Senior Seminar	0.5
2 additional courses (see List 1 and 2 below)		2.0
<b>List 1</b> NEU courses Neu 252 ( <i>Physical Neuroscience</i> ) Neu 3xx (.5) ( <i>Neurophysiology</i> )* Neu 380 ( <i>Special Topics in Neuroscience</i> ) Neu 475 ( <i>Neurochemistry</i> ) Neu/Psyc 328 ( <i>Human Neuropsychology</i> )	<b>List 2</b> Chem, Bio & Psych courses Chem 373 or 374 ( <i>Biochemistry I, II</i> ) Bio 306 ( <i>Anatomy &amp; Physiology</i> ) Bio 345 ( <i>Molecular Biology</i> ) Bio 380 ( <i>Animal Behavior</i> ) Bio 415 ( <i>Genetics</i> ) Psyc 318 ( <i>Learning and Behavior</i> ) Psyc 319 ( <i>Behavioral Neuroscience</i> ) Psych 323 ( <i>Perception</i> ) Psyc 361 ( <i>Cognition</i> )	
		<b>5.5</b>
		<b>TOTAL CREDITS</b>
Required supporting courses: Biology 101 or 121; Chemistry 142 or 373		
* To become Neu 331 when approved.		

## 5. Four-Year Plan for Advising (Academic Advisement Committee)

**Motion:** The Faculty Senate approves the creation of a four-year plan for advising at Concordia College as a framework to describe the shared roles and responsibilities for students in consultation with academic advisors, other faculty, and a wide range of other support professionals from across campus. This document recognizes that an integrated approach to advising is an institution-wide effort rather than the sole responsibility of a single advisor. Identified learning outcomes in the four-year plan will be assessed through broad institutional measures such as National Survey of Student Engagement (NSSE). The following rationale will serve as the model for the four-year plan, and any modifications to the plan must be approved by the Academic Advisement Committee.

## ***Rationale:***

### Four-Year Plan for Advising at Concordia College: Advising Outcomes

Advising at Concordia College is a teaching and learning relationship between advisor and advisee. This relationship guides students “to become life-long learners, humbly self-confident in mind, body, and spirit, aware of their gifts and of the need to share these gifts with their neighbors and the world” (Goals for Liberal Learning). Advising is dedicated “to educating the whole person to lead a life that is both mindful and intentional” (Goals for Liberal Learning). The learning-centered approach to advising helps students develop intellectual passion and guides them to recognize the connection among various dimensions of their education. The college mission statement, Goals for Liberal Learning, a long-standing commitment to vocation, and the strategic plan form the foundation for advising at Concordia College.

### **Mission Statement of Concordia College**

The purpose of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

### **Goals for Liberal Learning**

- Goal 1: Instill a love for learning.
- Goal 2: Develop foundational skills and transferable intellectual capacities.
- Goal 3: Demonstrate an understanding of disciplinary, interdisciplinary and intercultural perspective, and their connections.
  
- Goal 4: Cultivate an examined cultural, ethical, physical, and spiritual self-understanding.
- Goal 5: Encourage responsible participation in the world.

## **Vocation**

In the context of a liberal arts education at a college affiliated with the Lutheran Church, vocation represents the process of discovering an individual's unique gifts and discerning how God calls him or her to offer those gifts in service.

< <http://www.cord.edu/dept/church/calltoserve/Discernment/vocation.php>.>

## **Strategic Plan Initiative**

“Develop an integrated program to help students achieve their potential and strengthen connections between college life and students’ future.”

In order to prepare students to engage responsibly in the world, Concordia College demonstrates leadership in advising by its integrated approach. Integrated advising

reflects a broad understanding of advising and supports the educational development of students as they move into, through, and out of their college experience. The goals, expectations, and learning outcomes for advising are recognized and addressed in partnership between Academic and Student Affairs. For example, advisors include faculty as well as academic, personal, and career support professionals. This integrated approach views advising as a shared opportunity for teaching and guiding, and embraces advising as a collaborative and coordinated process for meeting the needs of today's students. Integrated advising benefits students, faculty, and the college community as a whole.

The integrated approach to advising reflects the joint commitment that students and institution make to an excellent, well-rounded educational experience at Concordia College. The Four-Year Plan for Advising at Concordia College offers a specific yet flexible framework that describes the shared roles and responsibilities for students and their many advisors. In the plan, three broad categories (Self, Learning, and Community) frame learning outcomes to guide students to a deeper understanding of integrated advising as an active process with shared responsibilities. Students can achieve the suggested learning objectives by seeking out formal and informal opportunities and resources, often in consultation with academic advisors, other faculty, and a wide range of support professionals from across campus. The learning outcomes will be measured by institution-wide assessments such as the National Student Survey of Engagement (NSSE) rather than by assessment of individual advisors or students.

### **Advising in the First Year:**

#### **A Time of Exploration**

The first year of the college experience offers new and exciting opportunities to explore and to grow in community with others, but certain responsibilities accompany these opportunities. In the first year, students join a community that embraces learning and promotes responsible participation in the world. Advisors discuss the importance of preparing for a successful college experience through careful planning, critical thinking, and meaningful participation. Together students and advisors work to achieve a successful transition to the academic community and the vocation of being a student.

During the first year, a time of exploration, students will develop the following:

#### **Self**

##### ***I understand***

- my personal and academic skills, abilities, interests and values
- the availability of college resources and how they might assist me
- the behaviors that promote wellness and advance a healthy campus and community
- the importance of interdependence as well as independence to success and personal growth
- the importance of exploring vocation
- student-related policies and procedures

## **Learning**

### *I understand*

- the core curriculum and its importance to becoming liberally educated
- the critical importance of academic integrity
- the Mission of Concordia College and the Goals for Liberal Learning
- critical thinking skills, academic success strategies and positive learning attitudes
- the requirements of major(s) and minor(s) and satisfactory academic progress
- how to prepare a four-year educational plan

## **Community**

### *I understand*

- the importance of meaningful relationships with faculty, staff, and students
- the value of participation in the campus community
- the importance of personal identity and the significance of culture(s) for myself in relation to others

## **Advising in the Second Year:**

### **A Time of Reflection**

By the second year most students have adjusted to college life and its opportunities and challenges. The sophomore year is a good time for students to review what has been accomplished so far, to establish additional or revised goals, and to reflect on the meaning of a liberal arts education. Students need to go beyond textbooks and lectures to learn. They must take time to think about what they are learning, how it might apply to their lives and to the world as a whole, whether or not they agree with what they are reading and hearing, and how they can make connections across disciplines. Advisors encourage students to reflect on themselves and on their place in the larger community in terms of vocation as more than a career.

During the second year, a time of reflection, students will develop the following:

## **Self**

### *I understand*

- the importance of establishing realistic academic and personal expectations
- the value of reflection on relationships, spirituality, community, and vocation
- the process of selecting, declaring, and/or changing a major(s)

## **Learning**

### *I understand*

- on- and off-campus learning opportunities
- involvement and possible leadership opportunities in co-curricular and extra-curricular activities
- the importance of engaging in scholarship and research opportunities

## **Community**

### ***I understand***

- the responsibility of contributing to the campus and the broader community through meaningful service and citizenship
- the value of human differences and the benefits of interacting with a wide range of people

## **Advising in the Third Year:**

### **A Time of Clarification**

The third year is an important time of transition and clarification for students because many begin to envision what their lives may be like after graduation. The advisor-advisee relationship continues the focus on vocation, educational goals, and appropriate planning to help ensure that students achieve their goals and maximize the time remaining in their undergraduate experience.

Many students have declared a major(s) and are well into the necessary coursework to complete their degrees. Not all students feel confident or certain about their future, however. Advisors play an important role by providing intentional discussion opportunities to help students clarify their sense of vocation and to explore a wide range of post-graduation possibilities. Advisors also help clarify the full potential of a liberal arts education so that students recognize the flexibility, value, and far-reaching possibilities of their Concordia education.

During the third year, a time of clarification, students will develop the following:

## **Self**

### ***I understand***

- vocation as a means of clarifying post-graduation plans
- graduation policies and requirements
- the options for graduate school, professional school, and employment and the necessary steps for preparation

## **Learning**

### ***I understand***

- the value of experiential learning opportunities such as internships
- opportunities to participate in public lectures and presentations, and scholarly research on- and off-campus
- essential connections between classroom and out-of-classroom learning experiences

## **Community**

### ***I understand***

- the importance of an ongoing relationship with at least one faculty member

- the importance of assuming academic and co-curricular leadership
- the necessity of developing skills to negotiate the complexities of a diverse world

### **Advising in the Fourth Year:**

#### **A Time of Transition**

Fourth-year students begin the transition to graduate school, career, or some other calling. Advisors guide advisees to an understanding of how their experience as liberal arts graduates prepares them for responsible participation in the world. Advisors help students reflect on their education and growth in self-understanding, and then how to articulate these ideas to others as thoughtful and informed people, who are well-prepared to influence the affairs of the world.

During the fourth year, a time of transition, students will develop the following:

#### **Self**

##### ***I understand***

- the importance of a final check on degree and graduation requirements
- career opportunities in my field or major and beyond
- resources available to help with this time of transition
- how to tell my Concordia story

#### **Learning**

##### ***I understand***

- specific plans and preparations for graduate study, career, or other vocation
- how to establish mentoring and networking relationships with alumni and other key professionals

#### **Community**

##### ***I understand***

- how a liberal arts degree is preparation for responsible participation in the world
- my abilities to serve and lead
- what it means to be a graduate of Concordia College