Agenda

Educational Technology and Classroom Support
Deborah Carver explained that Educational Technology has developed a plan to distribute technology monies in different phases; one of those phases is to invest in classroom support. The primary focus is on larger, University controlled classrooms. For example, Media Services will be installing phones in the large classrooms that will link directly with the help desk. The secondary focus will go to the top priority requests from department heads for departmental classrooms. Media services is reviewing technology needs site-by-site. The plan is to improve classrooms over the summer.

A working group has been formed to investigate problems of service for classroom technology. One challenge is coordination with other campus services involved in classroom support. Phones in the general classrooms will help. A remote network diagnostic system will also be installed so that Media Services can detect equipment failure centrally. Satellite equipment carts will be positioned nearby for general use classrooms. Preventive maintenance will also be improved.

Media Services and Educational Technology have heard concern about technology services and support in departmental classrooms and are exploring possibilities for more flexible classroom scheduling, e.g., occasionally having rooms available for small group video showings or for longer period showings (more than an hour).

Media Services has also recently reclassified internal positions to assure that the right level of service is provided. A peer coaching program for students in the apprenticeship program is being initiated. The availability of these apprecentices as technology helpers for faculty needs to be better known.

Proposal for addition of New Minor and New Certificate in Writing, Public Speaking, and Critical Reasoning from CAS Department of English
The Chair introduced Jim Crosswhite, Associate Professor of English, to present the proposal to add a New Minor and New Certificate program in the Department of English. Jim presented the history of the development of the proposal. He noted that the proposal was thoroughly studied and approved by the CAS Curriculum Committee.

The Council questioned how the new proposal would affect the distribution of current writing courses: WR 121, 122, and 123. The Council also wondered how five new courses could be added for the program without incurring expense, as stated in the proposal. The Council was enthusiastic about the goal and design of the program, and wanted assurance only on technical matters. The Chair called for a motion.