

# ***THE DEANERY***

**ALBION COLLEGE  
ACADEMIC NEWSLETTER**

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**ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE FEBRUARY4, 2011.**

## **I. ANNOUNCEMENTS FROM COMMITTEES**

From Curriculum & Resources Committee:

C&RC has approved the following changes in the International Studies major:

The International Studies major and minor are interdisciplinary programs that which students fulfill by taking courses from other departments on campus. The International Studies Program Committee continually reviews our requirements to ensure that they produce the best educational outcome for our students. We are also continuously looking for ways to better integrate existing college courses into our curriculum.

Last year, C&RC approved our request to increase the overall number of 100-level courses in the IS major from two to three courses. This present request seeks to modify the allowable distribution of 100-level courses within the IS program, specifically as regards those courses designated as "**IS core courses.**" All IS majors must take a total of three IS core courses, consisting of INTN 130 (Intro. to IS) plus two additional core courses from a pre-approved list. A student may also design an IS minor in "transnational studies" by taking INTN 130 plus four additional IS core courses.

To date, we have required that all IS core courses other than INTN 130 be taught at the 200-level or above. We would like to modify this requirement so that we can include other 100-level courses as IS core courses. We would then allow students to complete their major or minor with up to two IS core courses at the 100-level, namely INTN 130 plus another 100-level course from our pre-approved list. The remaining core course(s) would continue to be taken at the 200-level or above.

## **II) Rationale for change**

Over the past several years, the number of courses with international content has grown tremendously at Albion College. Many of these include 100-level courses. Some are first year seminars on international and global topics, while others are department courses that are labeled as 100-level courses because they have no pre-requisite. Examples include LA101: U.S. Immigration (Togunde), GEO 111: Geography and Geographic Information Systems, MLAC 105: Intercultural understanding and global issues (Myers).

By virtue of their content, such 100-level courses would satisfy the criteria for "IS core courses," namely to teach analytical frameworks that scholars and policy makers use to study international, transnational, and global phenomena. Such courses are approved by the IS committee based on instructor syllabi and responses to a questionnaire, a process similar to that used for college modes and category courses (see attached). Until now, we have restricted the roster of "IS core courses" to courses labeled at the 200+ level.

Recently, however, we come to believe that this restriction is counterproductive. First, because of disciplinary differences, there is no hard and fast distinction between what constitutes a "100-level" and a "200-level" course. Some 100-level courses are just as academically demanding as 200 level courses, and are labeled as 100-level simply because they have no departmental prerequisite. To exclude such courses from the list of pre-approved "IS core courses" therefore is without academic merit. Furthermore, the restriction inhibits IS students from taking 100-level courses that actually fit the "IS core" requirements perfectly, and which would be extremely useful to their academic and career goals. Removing this restriction would therefore benefit the IS program and its students, while also enhancing the ability of IS to contribute to the liberal arts education at Albion College. Finally, as we consider the long-term health of our program, we note that the instructional budget at Albion College is unstable and shrinking. By expanding the types of courses that can be used to fulfill IS requirements, this proposed change will promote the long-term viability of our curriculum, and it will do so in a way that concurrently strengthens its educational value.

### **III) Impact on program and campus resources:**

The proposed changes do not require any additional resources, nor do they affect staffing patterns on campus.

### **IV) Text of proposed change:**

#### **Existing text (phrases to be changed are in bold italics)**

##### **Requirements for Major**

A minimum of eight units as follows:

1. Three international studies core courses consisting of International Studies 130 and ***two additional core courses at the 200-level or higher***. The two additional international studies core courses must be taken in two different departments. A current list of approved courses is available on the International Studies Program Web site or from the International Studies Program Committee chair.

\* \* \*

##### **Requirements for Minor in Transnational Studies**

Five units as follows: International Studies 130, plus ***four international studies core courses at the 200-level or above*** and distributed across at least two departments.

#### **Proposed revisions (changes in bold italics)**

##### **Requirements for Major**

A minimum of eight units as follows:

1. Three international studies core courses consisting of International Studies 130 and two

additional courses, *one of which must be at the 200-level or higher*. The two additional international studies core courses must be taken in two different departments. A current list of pre-approved IS core courses is available on the International Studies Program Web site or from the International Studies Program Committee chair.

### **Requirements for Minor in Transnational Studies**

Five units as follows: INTN 130, plus four international studies core courses, *of which three must be at the 200-level or above*. *These must also be* distributed across at least two departments.

\* \* \*

C&RC has approved the following changes in the majors in Modern Languages:

The Department of Modern Languages and Cultures requests that the present study abroad **requirement** for all majors in our department be changed to **highly recommended**.

**Rationale:** This requirement has become a significant financial burden for many students and is in some cases preventing students from majoring in French, Spanish, or German. In some cases, students are choosing to minor, which does not require study abroad. We have not done a statistical analysis of this shift but we have recently seen a rise in the number of Spanish minors and some students have reported that finances and the study abroad requirement will prevent them from majoring in a MLAC language. This financial burden has increased in recent years due to the changes imposed by Albion College that limit the amount of financial aid that many students can apply to their study abroad costs. Secondly, the continuing economic hardships that confront many students in the State of Michigan have also contributed. Moreover, while study abroad is almost always “highly recommended” at other language departments at other institutions, it is rarely required. Thus our present requirement is out of line with the field.

### **Present Catalogue Language:**

#### **Requirements for Major**

A major may be earned in French, German or Spanish by completing a minimum of eight units of study at the 201-level or higher, including the courses specified in the sections on each language (see the following pages). Only one unit of Advanced Placement credit can count toward a major or minor. Students considering a major in a modern language are urged to consult with a faculty member in the department early in the freshman or sophomore year. **All majors are required to study at least one semester abroad in an approved off-campus program.** If individual situations prevent this, the student should consult with the department chair.

### **Proposed Catalogue Language:**

#### **Majors and Minors**

#### **Requirements for Major**

A major may be earned in French, German or Spanish by completing a minimum of eight units of study at the 201-level or higher, including the courses specified in the sections on each language (see the following pages). Only one unit of Advanced Placement credit can count toward a major

or minor. Students considering a major in a modern language are urged to consult with a faculty member in the department early in the freshman or sophomore year. **Study for at least one semester abroad in an approved off-campus program is highly recommended for all majors and minors.**

\* \* \*

C&RC has approved the following changes to the Exercise Science major and minor:

Old Exercise Science Curriculum

- 201 Foundations of Healthful Living
- 211 Anatomy & Kinesiology
- ~~224 History & Philosophy of P.E.~~
- 303 Measurement & Evaluation (1/2 Unit)
- ~~306 Motor Development/Motor Learning~~
- 368 Biomechanics
- 379 Exercise Physiology
- 1 of the following 2 courses:*
- ~~340 Recreational Activities~~
- ~~341 Teaching of Sport~~

**Total 8 units**

Proposed Exercise Science Curriculum

- 201 Foundations of Healthful Living
- 211 Human Systems Anatomy
- 213 Athletic Injuries: Prevention & Treatment
- 233 Human Gross Anatomy
- 240 Sport Nutrition (.5 Unit)
- 303 Measurement & Evaluation in Kines (.5 Unit)
- 368 Kinesiology & Biomechanics
- 369 Human Physiology
- 379 Exercise Physiology
- 381 Exercise Testing & Prescription
- 382 Scientific Basis for Conditioning

**Total 10 units**

Suggested Order		
Year	Fall	Spring
1	201 and/or 211	201 and/or 211
2	213 and 240	233 and 303
3	369	368 and 379
4	381	382

**Narrative** - The goal of the Kinesiology Department is to require course work that challenges the student to think critically and apply knowledge in a discipline that enhances human movement in some way. The current curriculum for a major in Exercise Science is behind the times and is not strong enough to prepare students for a competitive future in Exercise Science. Four current

courses will be removed in order to make room for others that will be of greater benefit to the Exercise Science major. Minor course changes are also requested for the following courses: 211, 240, 303, 368, 269, and 379. The Department is requesting the proposed new curriculum because of the current opportunities and requirements to be competitive for graduate school and in the job marketplace (health & wellness positions, corporate fitness, personal trainer, strength and conditioning coach, cardiac rehabilitation, etc). Students with this proposed curriculum will also be able to go to graduate school and, with a few additional courses, qualify for allied health graduate work as a Physician's Assistant, Occupational Therapist, and Physical Therapist. All of the new courses have been approved by the Course Change Committee. Another compelling reason for these changes is that the courses numbered 224, 306, 340, and 341 are being phased out as the students in Physical Education complete their course work. No additional resources are needed to implement the new Exercise Science Major.

*The new required courses are as follows:*

**Requirement of PHED 213 – Athletic Injuries: Prevention & Treatment (1 Unit)**

This class will consist of basic sports-related injury prevention and assessment procedures, rehabilitation techniques, and therapeutic modalities. Development of hands-on skills such as taping, basic rehabilitation and modality implementation in lecture and laboratory sessions will also be included. As many Exercise Science majors will be going on to coaching, personal training, corporate wellness, strength and conditioning, etc. it will be an enormous advantage for Albion College students to be entering the field of exercise science with this knowledge of injury care and prevention.

**Requirement of PHED 233 – Human Gross Anatomy (1 Unit)**

Human Gross Anatomy will give the students a more in-depth look at the structure and function of the human body. Cadavers will be studied giving the students extensive knowledge on the intricacies of the muscular, skeletal, and nervous systems. Students will explore the interdependence of structure and function at the system level, giving them applicable skills for future careers in exercise science.

**Requirement of PHED 240 – Sport Nutrition (0.5 Units)**

This course explores the theoretical and applied aspects of human nutrition. It will give the students and introduction to nutrition as the study of foods and their effects upon health, development and performance of an individual. Particular emphasis will be placed on the metabolism of the macro and micro nutrients and the nutrient requirements of various populations (young and old; sedentary and active; healthy and unhealthy). The goals of this course are to describe and calculate nutritional requirements, learn validated techniques of body composition analysis, energy expenditure, nutritional intake, and clinical and biochemical assessment using a human model. Applying the nutrition principles and techniques learned in the course will be useful in assessing nutritional adequacy of various populations—including children and adults, sedentary and active and healthy and diseased individuals.

### **Requirement of PHED 369 – Human Physiology (1 Unit)**

This course is designed to provide an understanding of the basic functioning of the organ systems of the human body, as well as their regulation and control. The molecular and cellular mechanisms involved are emphasized. Applications to exercise physiology are made. Clinical applications are introduced where they provide additional insight into basic function and regulatory mechanisms. Exercise Physiology cannot fully be understood without prior knowledge of the function of the human body under normal conditions.

### **Requirement of PHED 381 – Exercise Testing & Prescription (1 Unit)**

This course provides the student with the knowledge and tools to properly conduct various aspects of exercise testing such as the assessment of risk stratification, cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility. The course then instructs the student as to how to apply these assessments in development of exercise programs and prescriptions for both a general health and fitness population and a clinical population. The American College of Sports Medicine's guidelines for exercise testing and prescription will be emphasized with specific focus on the knowledge, skills, and abilities for the Health Fitness Specialist Certification.

### **Requirement of PHED 382 – Scientific Basis for Conditioning (1 Unit)**

The purpose of this course is to understand the physiological mechanisms underlying both neuromuscular and cardiorespiratory conditioning, learn the techniques associated with anaerobic and aerobic conditioning, and experience strength and cardiovascular evaluation and conditioning. Students will acquire an understanding of both the acute and chronic adaptations of the cardiorespiratory system to exercise stress and will explore the neural control mechanisms responsible for regulating the cardiorespiratory response to static and dynamic exercise. There will also be advanced exploration of the neural, muscular, and skeletal aspects of human physical performance and fitness. Students will acquire an understanding of both the exercise response and training adaptations of the neuromuscular system to exercise stress, and will explore ways of enhancing performance via structured resistance training and the usefulness of various nutritional supplements. Topics ranging from the physiology of strength training, muscles recruited for variable strength and endurance exercises, basic principles of strength and endurance development, strength and endurance training variables, proper lifting technique, and safety procedures will be discussed.

Course #	Units	Semester	Pre-req	Professor	Title
201	1	Fall, Sp	None	Frandsen	Fndations of Healthful Living
211	1	Fall, Sp	None	Ball	Human Systems Anatomy*
213	1	Fall	None	Sims	Ath Injuries: Prev & Treatment
233	1	Spring	None	BMoss	Human Gross Anatomy
240	0.5	Fall	Soph	Frandsen	Sport Nutrition*
303	0.5	Spring	201 or 213, Soph	BMoss	Measmnt. & Eval in Kines*
368	1	Spring	211	BMoss	Kinesiology & Biomechanics*
369	1	Fall	211	Ball	Human Physiology*
379	1	Spring	369	Ball	Exercise Physiology*
381	1	Fall	240, 368, 379	Ball	Exercise Testing & Prescript

382            1            Spring    240, 368, 379            Ball            Scientific Basis for Condit.  
**\*Either a name change, a pre-req change, and/or course description change.**

\* \* \*

A 5.5 unit minor in Exercise Science is also being proposed. The minor will take no additional resources, and it is a growing academic area across the country. This minor has the potential to work with many majors that could be used in the Health & Wellness area. Examples of these majors are Communications, Psychology, Economics & Management, and Biology. The Exercise Science minor will increase student involvement in the Kinesiology Department as well as promote interdepartmental associations that contribute to the liberal arts philosophy.

Proposed Curriculum for a Minor in Exercise Science- 5.5 units

- 211 Human Systems Anatomy
- 240 Sport Nutrition
- 368 Kinesiology & Biomechanics
- 369 Human Physiology
- 379 Exercise Physiology

*Students will choose 1 of the following 2 courses:*

- 381 Exercise Testing & Prescription            or 382 Scientific Basis for Conditioning

Course #	Units	Semester	Pre-req	Professor	Title
211	1	Fall	None	Ball	Human Systems Anatomy
240	0.5	Spring	Soph	Frandsen	Sport Nutrition
368	1	Spring	211	BMoss	Kinesiology & Biomechanics
369	1	Fall	211	Ball	Human Physiology
379	1	Spring	369	Ball	Exercise Physiology

Students will choose one of the following two courses:

381	1	Fall	240, 368, 379	Ball	Exer Testing & Prescription
382	1	Spring	240, 368, 379	Ball	Scien Basis for Conditioning

Suggested Order:	Year	Fall	Spring
	1	211	211
	2	211 and/or 240	240 and/or 368
	3	369	379
	4	381	382

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From Global Studies Committee:

The Global Studies Committee has approved PLSC 289: East Asian Politics as meeting the Global Studies requirement.

# # #

Course Change Committee:

Course Change Committee has approved the following new course:

**HCI 102: Issues in Healthcare**

Units: .25 units

Instructor: Institute Director, Associate Director, Coordinator

Offered: Spring

Frequency & Duration of Meetings: One 50-minute meeting per week

CR/NC only

Prerequisites: Completion and submission of application materials

**Course Description:** This course provides members of the Institute for Premedical Professions and Health Sciences the opportunity to explore a variety of professional and personal issues encountered by people working in the healthcare system. Students will examine current events in healthcare and discuss topics that are of special relevance to their future careers. It is intended to provide insight into the various professions that make up a collaborative health care team.

Prerequisite: Membership in the Institute for Premedical Professions and Health Sciences.

\* \* \*

Course Change Committee has approved the following changes to existing courses:

**Change course number: EDUC 201 to EDUC 203**

Course Number: EDUC 202 and EDUC 203

Course Title: Foundational Contexts of Education and

Units: (1)

Processes in Learning and Teaching

Instructor: 201—Shanton, Roessler, and Henke; 202 –Henke, Shanton.

Offered  Fall  Spring

Frequency and Duration of Meetings: EDUC 202 – Large group meeting (2 hr.) ; and 2 smaller seminar meetings (1 hr.); EDUC 203 meets twice a week – 2 hours each time.

Prerequisites: EDUC 202 – Sophomore Standing and 2.7 cumulative GPA; EDUC 203 Successful completion of EDUC 202.

Check **one** option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Rationale:**

The Teacher Education Program (TEP) at Albion College is grounded in the liberal arts tradition of the College. Prospective elementary teachers choose a (teachable) major (English language arts, integrated science, social studies or math), fulfill all academic requirements, and complete a concentration in elementary education to be eligible for graduation. Prospective secondary and K-12 teachers choose a (teachable) major and also must complete a (teachable) minor and complete a concentration in secondary education to be eligible for graduation. Areas of secondary certification include: biology, chemistry, earth science, physics, math, history, political science, psychology, English, French, German, Spanish, music, and health. Areas of K-12 certification include music, French, German, and Spanish. The TEP concentration complements the in-depth liberal study students achieve and meets all certification standards. The application for TEP admission and final portfolio for the student teaching both require prospective teachers to reflect on the Standard 1 of the Professional Standards for Michigan Teachers (i.e., general and liberal education), highlighting the significance of liberal arts to their teacher education. The TEP further requires student teachers to participate in a week-long Capstone at the conclusion of the student teaching internship.



Capstone week is a culmination of the liberal arts and student teaching experience.

We receive frequent requests from students interested in areas such as art, museum studies, anthropology, ethnic studies, public service, ministry, children's literature, international education, school counseling, pediatric health, sociology and popular culture for the ability to take an education course. An education course is beneficial for entry into specialized fields of study or graduate programs and provides grounding for students as civically engaged citizens constructing lives of meaning and purpose. EDUC 202, Foundational Contexts of Education, offers a broader scope for understanding American education. Also, the ethnicity category requirement will support the needs of students across campus.

Two "pre-admission courses" currently EDUC 201 and EDUC 202 are required before a student can apply to be admitted into the Teacher Education Program. The Education Department proposes switching the sequence of these two courses so that (1) the Education Department can provide greater service to the College in terms of a course offering that supports the liberal arts core and (2) to maintain the integrity of our process for supporting those students who are clearly interested in teacher certification. Thus, it is more appropriate for the content in EDUC 201 to follow the content of EDUC 202. This will most easily be accomplished by changing the course number of EDUC 201 to EDUC 203. We have already checked with the Registrar and the number EDUC 203 is available.

### **Course Descriptions:**

#### **~~201~~ 203 Processes in Learning and Teaching (1)**

Prerequisites: ~~Special registration through the Education Department. Sophomore standing and a minimum 2.7 cumulative GPA.~~ EDUC 202; approval of instructor.

Introductory course for students interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment, and (4) connection/creativity. These processes are essential in understanding and supporting personal and professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, will be explored in greater depth in all subsequent education course work. ~~Seminar and special education Field Practicum.~~

#### **202 Foundational Contexts of Education (1)**

Prerequisite: ~~Education 201.~~ Special registration through the Education Department. Sophomore standing and a minimum 2.7 cumulative GPA.

An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the relationship among teachers, schools and society.

~~Seminar and Field Practicum. Includes special education field study in area schools.~~

### **Modify prerequisites for EDUC 396 and 397:**

Course Number: EDUC 396 and EDUC 397      Course Title: Boundary Crossings in Elementary Schools and Boundary Crossings in Secondary Schools.

Instructor: Henke and Shanton

Offered    Fall X Spring

Frequency and Duration of Meetings: January through May – TBD.

Prerequisites: EDUC 202 and EDUC 203.

Corequisites:

Course Fee Amount: \$

Units: (1)

Check **one** option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]  
 Grading is numeric only  
 CR/NC only

**Rationale:**

Remove PSYC 251 as a prerequisite. Rationale: PSYC 251(Child and Adolescent Development) is a course that meets both Michigan Department of Education program standards and content standards of the Professional Standards for Michigan Teachers. It is required for all education concentrations. Given its scope it supports teacher education throughout the program; it does not provide content required for the study of specific pedagogy or completion of a particular field experience. Thus it does not meet the criteria for a prerequisite. In addition, students often have difficulty registering for the course during their sophomore year – before taking pedagogy courses. With many options for equivalent courses at other colleges/universities, it is often a course that students will take during the summer and transfer to Albion.

**Course Descriptions:**

**396 Boundary Crossings in Elementary Schools (1)**

Prerequisites: Education ~~201~~, 202, 203. ~~Psychology 251~~.

Focuses on learning about and working in the Albion Public Schools with children/youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior elementary teacher education students.

**397 Boundary Crossings in Secondary Schools (1)**

Prerequisites: Education ~~201~~, 202, 203. ~~Psychology 251~~.

Focuses on learning about and working in the Albion Pubic Schools with youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior secondary teacher education students.

**Course description change for History 390:**

HIST 390: Modern Germany                      Instructor: Cocks

Offered: Fall                      Frequency/Duration of Meetings: 2hr/3hr      Units: 1

Prerequisites: Junior or Senior standing or permission of instructor

**Old Course Description:** a history of Germany, 1789 to the present, with special emphasis on Nazi Germany.

**New Course Description:** A history of Germany in the late modern period, 1871-1945, with special emphasis on Nazi Germany.

**Catalog Description Change:**

Course Number: PSY 348                      Course Title: Research in Behavioral Neuroscience  
Instructor: Wilson, Jechura                      Offered \_ Fall X Spring  
Frequency and Duration of Meetings: Lecture 3 hrs/week; lab 2 hrs/week  
Prerequisites: Psychology 206 with a grade of 2.0 or higher, 241, and 336 or 378, or permission of instructor.  
Course Fee Amount: \$                      Units: 1  
Check **one** option: \_\_\_  \_\_\_ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

The catalog description of the course will be edited to reflect the way the course is taught. In the Spring of 2010 there were (and in this upcoming Spring of 2011 there will be) no rats used in the course. Instead invertebrate animals are being used. Furthermore, on occasion we will conduct drug studies rather than lesion or stimulation studies. Therefore wish to amend the catalog description changing the final sentence as indicated. The effect of this change is that, when invertebrates are used, the course is less expensive and pedagogically more sound, as every student can carry out an individual project rather than pooling the more expensive rat subjects into a single group experiment.

### **348 Research in Behavioral Neuroscience (1)**

Prerequisites: Psychology 206 with a grade of 2.0 or higher, 241, and 336 or 378, or permission of instructor.

Examines the methodology of behavioral neuroscience research. Focuses on a review of the major means by which brain/behavior relations can be determined (i.e., lesion, stimulation, and recording studies) as well as an examination of much that has been learned using these procedures.

Laboratory work covers at least two of these procedures in detail: human electrophysiology and ~~either a lesion or stimulation experiment in rats.~~ **a lesion, stimulation, or drug experiment in animals.** (Laboratory fee.) *Jechura, Wilson.*

## **II ANNOUNCEMENTS FROM THE ACADEMIC AFFAIRS OFFICE**

American Association of Colleges & Universities announces the **Engaged STEM Learning: From Promising to Pervasive Practices** conference, March 24-26, 2011, Miami, Florida.

Transformation of the national STEM learning landscape will require deliberate attention from all sectors of the academy, from community colleges to research universities, as well as the collective effort of all stakeholders, from students and faculty to academic and industry leaders.

Engaged STEM Learning: From Promising to Pervasive Practices, an interactive, hands-on conference sponsored in partnership with Project Kaleidoscope, will help campuses adapt, scale up, and sustain effective practices in STEM teaching and learning. The conference is designed for participants who wish to support and advance faculty and institutional leadership in STEM reform, broaden student participation and success in STEM fields, better assess engaged STEM learning in both the majors and general education, and connect the revitalization of STEM learning with ongoing campus work in Liberal Education and America's Promise (LEAP). Register by March 2, 2011 for the best registration rates: <http://www.aacu.org/commerce/STEM11reg.cfm>.

The University of Findlay is sponsoring the **third Biennial SEED Conference**, May 12-13, 2011, "If You Build It, How Do You Get Them to Come? Growing and Sustaining a Culture of Use." The conference invites participants to share ideas and experiences relating to higher education,

learning, teaching, research and professional development initiatives, among others. Deadline for proposal submissions is **January 15, 2011**. For more information, see: <http://www.findlay.edu/offices/adminoffices/cte/seed>.

Naropa University in Boulder, CO, announces the call for proposals for the **Frederick P. Lenz Residential Fellowship in Buddhism and American Culture & Values** for 2011-12. This semester-long residency offers Fellows to undertake a scholarly, artistic, social action or other project that integrates Buddhist thought and practice with a topic related to American cultural or social life with access to Naropa University courses, faculty and library resources and financial support for one semester in Boulder. Application deadline is **January 15, 2011**. For more information, visit: [www.naropa.edu/lenz](http://www.naropa.edu/lenz).

### III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

**Ola Olapade** (Biology) was included in the November 23, 2010 issue of Science Letter, “Scientists at Albion College report research in microbiology.” The article mentions Ola’s recent article in the Canadian Journal of Microbiology. To read the complete article, visit: <http://www.newsrx.com/health-articles/2259956.html>.

‘**Dimeji Togunde** (Anthropology/Sociology) and **Emmanuel Yewah** (Modern Languages & Cultures) have been notified that their co-edited book Across the Atlantic: African Immigrants in the United States Diaspora has now been published by Commongroundpublishing, University of Illinois.

**Nicolle Zellner** (Physics), **Vanessa McCaffrey** (Chemistry) and Murthy Gudipati, Jet Propulsion Laboratory (Pasadena, CA) are PIs of a successful grant from the Planetary Science/astronomy "Program: NASA Astrobiology Institute Director's Discretionary Funds in the amount of \$121,102.00 – “Survival of Sugars in Ice/Mineral Mixtures Upon High Velocity Impact: Simulating the Impact of Comets and Meteorites into Early Earth.” The award letter remarked: "In making selections this year we placed a priority on new, innovative, work that went beyond the originally proposed research of the NAI teams. Your proposal defined such work, and we wish you and your team the best of success with this project and your future research in astrobiology."