

FACULTY SENATE NEWSLETTER

April 2019

A MESSAGE FROM THE CHAIR OF FACULTY

Colleagues,

Welcome to April 2019! April has always felt like the busiest month of the academic year for me. This April is no different. There is a lot going on at FSU, and I want to share updates about some of them. I appreciate all of the hard work from the students, faculty, and staff who strive to make these and other activities successful.



Faculty Assembly. Here is a reminder! The second Faculty Assembly for this academic year will be from 3–4 PM in the Lane Center Atkinson Room on Wednesday, April 3. The Institutional Priorities and Resources Committee has been hard at work reviewing data on low enrollment programs at FSU and developing a process to increase faculty input in the review of such programs. IPR will present the results of its work, including the process developed, for feedback at this Assembly.

Re-Envisioning the General Education Program. On behalf of the General Education Program Review Committee, thank you to everyone who attended the town hall on March 12. The next opportunity to participate in the GEP re-envisioning is today at 4 PM in 113 Lane Center with a session on learning goals. As a reminder, the GEPRC has completed the information gathering phase of its GEP review. An overwhelming majority of respondents on the student and faculty/staff surveys agreed that changes are needed to improve the GEP (80% on each survey). In the current phase, the GEPRC will facilitate the development of major parameters (mission and goals) for a re-envisioned GEP.

Faculty Workload Survey. The Faculty Workload and Compensation Subcommittee is gathering information on the application of the [Faculty Scheduled Workload Compensation Policy](#). Thank you to everyone who took this survey. It is still open, so if you still wish to provide feedback, click [here](#), or copy and paste the link below. <https://forms.office.com/Pages/ResponsePage.aspx?id=0V75uBggRkKBBA0mdHjTo-VpsVr2VWJMqHRUWmEmxjxUQkkwTzIWUEJZU0JRNvhaNfNFRDQxU1E3TC4u>

Academic Integrity. I was part of a team from FSU to attend a system-wide convening on academic integrity aimed at developing a shared system-wide approach to meet 21st Century challenges. Major themes included changing student and faculty perspectives, the role of technology in enabling and preventing misconduct, modernizing policies and practices, and the competing desires to punish misconduct and help students learn from mistakes. Other attendees from FSU included Ben Forrest, SGA President; Mike Mathias, Interim Associate Provost; Shoshana Brassfield, Director of the Center for Teaching Excellence and Associate Professor of Philosophy; Carl Crowe, Director of Student Conduct and Community Standards; and John Lombardi FSU CUSF Representative and Professor of Communication.

Excellence in Academic Advising. On April 4, the Excellence in Academic Advising Task Force will attend a day-long workshop facilitated by our EAA Fellow Dr. Susan Poch. At this workshop we will begin the work to draft a proposed mission for academic advising at FSU with accompanying learning goals. The self-study continues with the student survey currently underway and a faculty/staff advising survey to be launched by the end of the semester. Please continue to support and encourage student participation in the advising survey. A high response rate is critical, and we already have 5.7% of students responding. Students will receive periodic reminders until the survey closes on April 21.

Faculty Elections. Shortly, the nomination process for Faculty Senate will open, and the nomination process for committees and advisory groups will occur later this month. Please respond to the call by nominating yourself to stand for election to the Faculty Senate, a Committee, Subcommittee, or Advisory Group. If you know someone else who you think should run and serve, encourage them to do so. With a few exceptions, employees whose primary classification is as faculty are eligible to stand for election to most shared governance bodies regardless of rank or status. Get involved.

Best,

Benjamin Norris

Associate Professor of Chemistry

Chair of the Faculty

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Learner Input Strategic Ideation Individualization

FACULTY SENATE ROSTER

Faculty Senate Steering Committee

Benjamin Norris, Chair of the Faculty
Holly Currie, Vice Chair of the Faculty
Sally Stephenson, Secretary
Mike Murtagh, Chair of the University Chairs Council
Travis English, Chair of the Academic Affairs Committee
Justin Dunmyre, Chair of the Faculty Concerns Committee
Natalia Buta, Chair of the Graduate Council
Mike Flinn, Chair of the Institutional Priorities and Resources Committee

Academic Affairs Committee

Travis English, Visual Arts
Jacqueline Durst, Kinesiology & Recreation
Daniel Filer, Philosophy
Stefanie Hay, Nursing
Darrell Rushton, Theatre & Dance
Joanna Shore, Management
Gerald Snelson, English & Foreign Languages and Literature

Graduate Council

Ali Ashraf, Marketing & Finance
Richard Raesly, Biology
In addition to the two Senators serving on the council, Graduate Council also has faculty representatives from the various graduate programs.

Faculty Concerns Committee

Justin Dunmyre, Mathematics
Shoshana Brassfield, Philosophy
Skott Brill, Philosophy
Jennifer Browne, English & Foreign Languages and Literature
Jennifer Earles, Sociology
Sean Henry, Library
Heather Hurst, Educational Professions
Jamison Odone, Visual Arts
Chelsea Schrader, Accounting

Institutional Priorities and Resources

Michael Flinn, Computer Science & Information Technologies
Phillip Allen, Geography
Diane Blankenship, Kinesiology & Recreation
Erica Kennedy, Psychology
Randall Lowe, Library
Brent Weber, Music
William Wetherholt, Geography

Council of University System Faculty Representatives

Robert Kauffman, Kinesiology & Recreation
John Lombardi, Communication
Kelly Rock, Nursing

FACULTY SENATE AGENDA

Wednesday, March 6, 2019

4:00 PM

Lane Center Atkinson Room

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of February 6, 2019 (Distributed electronically)

II. ANNOUNCEMENTS

A. **Future Faculty Senate Meetings (4:00 PM in Lane Center Atkinson Room)**

Wednesday, April 3, 2019

Wednesday, May 1, 2019

B. **Future Faculty Assembly Meetings**

March Faculty Assembly: Last Week of March – Low Performing Programs

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

A. [Chair's Report](#) (Distributed electronically)

B. [Academic Affairs Committee \(AAC\) Report](#) (Distributed electronically)

C. [Faculty Concerns Committee \(FCC\) Report](#) (Distributed electronically)

D. [Graduate Council \(GC\) Report](#) (Distributed electronically)

E. [Institutional Priorities & Resources Committee \(IPR\) Report](#) (Distributed electronically)

F. [Council of University System Faculty \(CUSF\) Report](#) (Distributed electronically)

G. President's Report (oral)

H. Provost's Report (oral)

IV. OLD BUSINESS

Supporting Documents for all proposals can be found on the U: Drive (\\FSUNAS1) at:

AAC: [U:\AAC\Senate](#)

FCC: [U:\Faculty Concerns Committee\Senate](#)

GC: [U:\GC\Senate Items](#)

IPR: [U:\IPR Committee\Senate](#)

Supporting documentation is also available at <https://frostburg.sharepoint.com/sites/facultysenate>

VOTE REQUIRED: FCC 19-06**The Department of English and Foreign Languages requests the following:***Dr. Mary Anne Lutz be awarded emeritus status. Nomination letter included at the end of the agenda.***VOTE REQUIRED: FCC 19-07****The Department of History requests the following:***Dr. Paul Charney be awarded emeritus status. Nomination letter included at the end of the agenda.***VOTE REQUIRED: FCC 19-08****The Department of Social Work requests the following:***Dr. Kathleen Powell be awarded emeritus status. Nomination letter included at the end of the agenda.***VOTE REQUIRED: FCC 19-09****The Library Faculty request the following:***Pamela Williams be awarded emeritus status. Nomination letter included at the end of the agenda.***Vote Required: AAC 19-02 (Also reviewed by IPR)**

Summary Proposal	Rationale
The Department of Geography requests the following: Suspend the Climate Science Concentration in the Geography major.	We believe its status as a concentration closes off the Climate Science curriculum to too many students on campus at time in history when more professionals will need a better understanding of the field. In a separate, but related, curriculum proposal, the Department of Geography will be seeking the creation of a Climate Science minor available to all enrolled students.

VOTE REQUIRED: AAC 19-03

Summary Proposal	Rationale
The Department of Geography requests the following: Create a new Climate Science minor. <u>Proposed Climate Science Minor</u> 1. Required Core Courses: (16 hours) GEOG 103 Physical Geography (GEP Group C) GEOG 205 or PHSC 205 Descriptive Meteorology GEOG 330 Global Climate Change GEOG 405 Physical Climatology	Currently, even other majors in the Department of Geography (i.e. Earth Science or Environmental Analysis and Planning) need to double-major in Geography in order to complete the Climate Science curriculum. Creating a Climate Science minor would also allow students from all of our departmental majors and students from other disciplines to complete the program. The Climate Science minor is a program that has relevance to many

<p>GEOG 469 Principles of Atmospheric Science</p> <p>2. Electives (6 hours) <i>Complete two of the following courses from two different departments:</i></p> <p>SOCI 345 Sociology of the Environment* HIST 409 World Environmental History HIST 420 Green: Environment and Economy in US History POSC 450 Environmental Public Policy* PHIL 315 Philosophy and the Environment GEOG 340 Soil: Genesis, Nature and Characteristics* GEOG 360 Food Systems* GEOG 406 Management and Conservation of Natural Resources* GEOG 445 Biogeography* GEOG 473 Environmental Law</p> <p>* Prerequisite needed to enroll in these courses.</p> <p>3. Recommendations: <i>Students are encouraged to select additional course work:</i></p> <p>COSC 130 Introduction to Programming MATH 236/237/238 Calculus I/II/III PHSC 215 General Physics 1 Additional Geographic Techniques courses Additional Advanced Physical Geography courses</p>	<p>future careers and prepares citizens to understand the science connected to public policies designed to mitigate and adapt to climate change.</p>
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VOTE REQUIRED: AAC 19-05

Summary Proposal	Rationale
<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Analysis and Planning (EVAP) major.</p> <p>1] <u>Remove BIOL 409 (Plant Taxonomy) as a requirement</u> and make it an elective</p> <p>2] <u>Add additional courses as choices for the BIOL electives</u></p> <p>3] <u>Reduce the number of required GEOG courses from 14 to 11</u> and reorganize these requirements</p> <p>4] <u>Remove ENGL 338 (Technical Writing) as a requirement</u> and make it recommended</p>	<p>In its current form, the 84-88 credit degree program makes it very difficult for students to complete it in four years and makes it nearly impossible for transfer students to complete it in a timely manner. These proposed changes in the program requirements are meant to balance the rigors of an environmental analysis degree that expects a background in several sciences with the reality that the program is too credit-heavy. There is a significant mismatch between EVAP major declarations and degree completions in the major and we hope this proposal will help students better achieve their goals.</p>

5] <u>Remove MATH 220 (Calculus for Applications I) as a requirement</u> and make it recommended	
6] <u>Add MATH 119 as an option for the program's MATH requirement</u>	

VOTE REQUIRED: AAC 19-06

Summary Proposal	Rationale
<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Science Concentration in the Earth Science (EASC) major.</p> <p>1] <u>Remove MATH 109 as a requirement</u></p> <p>2] <u>Remove the requirement GEOG 488 Environmental Practicum or GEOG 492 Internship:</u> <u>Research in Geography as a requirement</u></p> <p>3] <u>Make changes to the upper-level GEOG electives</u></p> <p>4] <u>Correct course numbers and titles</u></p> <p>BIOL 305 is now BIOL 405 BIOL 314 is now BIOL 409 GEOG 405 is now Physical Climatology</p>	<p>Modifications to the concentration are requested to reflect changes to course pre-requisites, simplify the capstone experience, correct typographical errors in the 2017-2019 Undergraduate Catalog, and to increase the number of elective course choices available to students.</p>

VOTE REQUIRED: AAC 19-17

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: All suggested changes affect page 34 in the 2017-2019 edition of the Undergraduate Catalog. Substantial changes are necessary to reflect the new rules and regulations. These changes include:</p> <ol style="list-style-type: none"> (1) Incorporation of the NCAA Eligibility Center requirements (2) Changes in procedures to involve the Assistant Director of Athletics for Compliance and Certification. (3) Reference to the transfer eligibility process, which in Division II is too detailed to include in its entirety on this page. (4) Changes to minimum credit and progress-toward-degree requirements. 	<p>The proposal's purpose is to update the catalog information on the "Athletic Eligibility for Athletes", in alignment to the new standards and regulations of the NCAA Division II.</p> <p>The Academic Standards Subcommittee unanimously approved this proposal at its meeting on February 18, 2019.</p>

(5) Deletion of waiver procedures not permitted in Division II.	
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VOTE REQUIRED: AAC 19-18

Summary Proposal	Rationale
The Marketing and Finance Department requests the following: 1) MKTG-FINA, Global Business, 2019-1: Proposes to delete one GEOG course from the list of electives for the concentration and add two other GEOG courses. 2) MKTG-FINA, 2019-2: Change of frequency of course offering for INTR 330 International Business from every semester to Fall only. 1. 3) Change of frequency of course offering for MKTG 467 Digital and Social Media Marketing from Spring semesters to Variable.	1) The Marketing & Finance Department initially wished to add GEOG 401 Geography of Europe to the list, but the Chair of Geography suggested deleting GEOG 407 Political Geography from the list and adding GEOG 300 Economic Geography and GEOG 401, and the Marketing & Finance Department concurs with the suggestion. 2) The proposed change is necessary because the department staffing the course has lost their point person for global business, and there are continuing difficulties staffing the course. 3) The proposed change is needed because the department staffing the course has lost faculty due to retirement and non-replacement, and the department is unable to offer the course every Spring.

VOTE REQUIRED: AAC 19-19

Summary Proposal	Rationale
The Marketing and Finance Department requests the following: to amend one of requirements for Minor in Finance from “FINA 303 Principles of Finance” to “ <i>FINA 303 Principles of Finance or FINA 370 Corporate Finance.</i> ” Other requirements remain the same.	To accommodate students from Hunan University of Commerce (HUC) under “Higher Education Undergraduate Program Agreement on Joint-education in Finance between Hunan University of Commerce (HUC), China and Frostburg State University (FSU), USA.” These HUC students are majoring Economics and minoring Finance. Under the agreement, HUC students are required to complete 11 Economics courses and 5 Finance courses (FINA 370, FINA 371, FINA 475, FINA 476 and FINA 477). FINA 303 (Principles of Finance) is an introductory course in Finance for non-business students. Since HUC students are required to take FINA 370 (Corporate Finance), it is not necessary to require those students to take FINA 303.

VOTE NOT REQUIRED: AAC 19-20

Summary Proposal	Rationale
The Sociology Department Requests the following: Add the existing course, SOCI 366 Social Inequality, to the GEP Identity & Difference category.	Rationale: SOCI 366, Social Inequality teaches students to conceptualize identity-based inequality, power, and privilege. This course explores sociological theories, research, and experiences of social inequalities, including race-ethnicity, social class, gender, sexuality, ability, and more. In

	<p>particular, we will focus on theories of intersectionality and the connection to personal experiences. The entire course focuses on identity and how these social categories differently situate individuals in systems like healthcare, education, employment, policy, government, family, and more.</p>
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VOTE REQUIRED: AAC 19-21

Summary Proposal	Rationale
<p>The African American Studies Program requests the following: SOCI 341: Race and Crime</p> <p>Add course as an elective to African American Studies Minor.</p>	<p>SOCI 341 is proposed as an elective for African American Studies Minor because there are limited course offerings in spring semester for students. The course provides an option for students interested in the minor and allow them to graduate on time.</p>

VOTE NOT REQUIRED: AAC 19-22

Summary Proposal	Rationale
<p>The Biology Department requests the following: The addition of BIOL 493: Advanced Biological Research</p>	<p>The Dept of Biology mentors many undergraduate students in research activities as these high impact practices yield great benefits when students enter the workforce or apply to graduate/professional schools. We are proposing the creation of a course (BIOL 493 – Advanced Biological Research) that will be used when the total number of Independent Study credits (and the associated cost) exceeds that of offering them as separate sections of BIOL 499. Thus, the purpose of this course is to help control the financial aspects of offering Independent Study by enrolling students in one course, with one instructor, for one “price” when needed. The benefits of student research are immeasurable, but we can control the cost of offering these opportunities. In addition, we have added this course to our programs as a possible elective.</p>

VOTE REQUIRED: AAC 19-23

Summary Proposal	Rationale
<p>The Biology Department requests the following:</p> <ul style="list-style-type: none"> • Change the number of credits for BIOL 492 Wildlife-Fisheries Seminar from 1 cr to 2 cr. • Change the catalog description and prerequisites for BIOL 492 Wildlife-Fisheries Seminar. • Change the catalog description for BIOL 494 Field Experiences in the Biological Sciences. 	<ul style="list-style-type: none"> • Change of Number of Credits: BIOL 492 Wildlife and Fisheries Seminar from 1cr to 2cr: This change will help better allow for the wider range of students who will be taking the course, as well as the boarder range of topics such as career planning and applying for graduate school. Additionally, the change will allow for more meeting time per week, which allow for more time for student presentations and discussion, which in turn could allow more students to enroll in the course in any one semester. • Change of Catalog Description/Prerequisite: BIOL 492: This change allows for the inclusion of IBNH into the capstone seminar class. This will help

<ul style="list-style-type: none"> • Change in existing program requirements for: <ul style="list-style-type: none"> ○ Interpretive Biology and Natural History ○ Wildlife & Fisheries 	<p>facilitate assessment, especially of our many double majors. Additionally the pre/corequisite assures all majors have practical experience.</p> <ul style="list-style-type: none"> • Change of catalog description: BIOL 494 Field Experiences in Biological Sciences: The change removes the course as the Interpretive Biology and Natural History capstone. Also the removal “with federal, state or private agency or industry” expands the possible opportunities for students including working with faculty in non-research capacities such as a field or lab technicians or in outreach activities. • Change of Capstone: From BIOL 494 Field Experience in Biology to BIOL 492: This change unifies the assessment for the related majors of INBH and Wildlife/Fisheries. Additionally, it assures IBNH are given instruction on C.V. and cover letter preparation, on which they are assessed and is important to their future career development. • Removal of elective requirements: “Take Two of the Following”: ART 235, CMST 322, GEOG 275, GEOG 317, GEOG 340, GEOG 406, GEOG 430, GEOG 433, GEOG 441, GEOG 445, GEOG 472, GEOG 473, RECR 342, RECR 380: As courses have been added to the major in the removal of these electives will keep the number of credits on par with the current requirement. • Change of offering BIOL 334 General Animal Behavior From Every Spring to Every Fall: A lab has recently been added to the Animal Behavior, offering the course in the Fall will make it easier to get outside for labs early in the semester which will aid in students ability to complete the required field project.
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VOTE REQUIRED: AAC 19-24

Summary Proposal	Rationale
<p>The Health Sciences Program requests the following: I. Courses:</p> <ol style="list-style-type: none"> 1. Delete the following courses from the requirements and electives for the major: <ol style="list-style-type: none"> a. PHIL 102 Contemporary Ethical Problems (GEP Group B) b. ENGL 338/339 Technical/Scientific Writing (Core Skill) c. HLTH 101 Community Health Promotion (Health Science Required Courses) d. ATTR 222 Emergency Medical Techniques I (Health and Natural Science Elective) 	<p>1a &b: While these courses will still be recommended for students in the Health Science major to fulfill their Core Skill and GEP Group B requirements, they will no longer be required. This will accommodate transfer students and students who switch to the Health Science major that have already taken other courses that fulfill these Core Skill and GEP requirements.</p> <p>c. This course is not a requirement of professional programs and does not need to be a required course for Health Science majors. In addition, removing this course requirement will decrease the credit load for the required courses from 37 credits to 34 credits</p>

<p>e. ATTR 320 Pharmacology and General Medical Conditions (Health and Natural Science Elective)</p> <p>f. HLTH 125 Health and Culture (Health and Natural Science Elective)</p> <p>g. HLTH 330 Epidemiology of Health (Health and Natural Science Elective)</p> <p>h. HLTH 405 Sexuality (Health and Natural Science Elective)</p> <p>2. Add the following courses to the electives for the major:</p> <p>a. EXSS 300 Advanced Nutrition</p> <p>b. EXSS 315 Nutrition for the Physically Active</p> <p>c. EXSS 330 Exercise Epidemiology</p> <p>d. EXSS 435 Lifespan Health & Fitness</p> <p>e. BIOL 334 General Animal Behavior</p> <p>f. BIOL 360 Virology</p> <p>g. CHEM 305 Research Methods in Chemistry</p> <p>h. SOCI 420 Animals in Human Society</p> <p>II. Add a statement to the catalogue:</p> <p>“The Health Science program will not accept on-line laboratory courses to satisfy program requirements.”</p>	<p>d & e: These courses will only be offered at the graduate level to students pursuing the Athletic Training Master’s degree</p> <p>f, g, & h: Staffing constraints have limited the offering times for these courses and rather than continue to list them as options, other courses will be included in the category of Health and Natural Science Electives.</p> <p>2. These courses would be excellent options for the Health Science majors in the Health and Natural Science Elective and Social Science Elective categories.</p> <p>II. Many professional schools will not accept online laboratory courses</p>
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VOTE REQUIRED: AAC 19-25

Summary Proposal	Rationale
<p>The Mathematics Department requests the following:</p> <p>1) Creation of a new course, Math 280 – Introductory Applied Statistics and Data Analysis -This course will be required of all mathematics majors.</p> <p>2) Restructure Program Requirements and add 3 credits: Removal of the flexible “Category A/B/C/D” system from our Catalog page. Replace this with a more rigid core of 39 credits, plus six credits of electives. The new core that we propose follows:</p>	<p>In 2015, the Committee for Undergraduate Programs in Mathematics (CUPM) of the Mathematics Association of America produced an updated curriculum guide. In it, the CUPM lists nine content recommendations, of which our mathematics program only addresses five. The changes proposed below accomplish two primary goals:</p> <p>1) If passed, our program will now address all nine CUPM recommendations</p>

<p>Math 280 – Introductory Statistics and Data Analysis (3cr) (new)</p> <p>Math 236 – Calculus I (4cr) <i>(required in current catalog)</i></p> <p>Math 237 – Calculus II (4cr) <i>(required in current catalog)</i></p> <p>Math 238 – Calculus III (4cr) <i>(required in current catalog)</i></p> <p>Math 315 – Foundations of Mathematics (3cr) <i>(required in current catalog)</i></p> <p>Math 350 – Linear Algebra (3cr) <i>(required in current catalog)</i></p> <p>Math 380 – Introduction to Probability and Statistics (3cr) <i>(previously Category D)</i></p> <p>Math 432 – Differential Equations (3cr) <i>(previously Category D)</i></p> <p>Math 440 – Modern College Geometry (3cr) <i>(previously Category A)</i></p> <p>Math 451 – Modern College Algebra (3cr) <i>(previously Category C)</i></p> <p>Math 470 – Mathematical Models and Applications (3cr) <i>(previously Category D)</i></p> <p>Math 491 – Seminar in Mathematics (3cr) <i>(required in current catalog)</i></p> <p>Students will be required to take 6 credits of electives at the 400 level. We plan to run the following electives on a rotating schedule, one per semester (repeating every other year):</p> <p>Math 425 – Real Analysis (3cr) (Category B) <i>(suggested for future grad students)</i></p> <p>Math 452 – Linear Algebra II (3cr) (Cat. C) <i>(suggested for future grad students)</i></p> <p>Math 461 – History of Mathematics (3cr) <i>(required for Secondary Ed Program)</i></p> <p>Math 465 – Theory of Numbers (3cr) <i>(required for Secondary Ed Program)</i></p>	<p>2) If passed, our program offerings will be more streamlined, with much more predictable schedules and more robust enrollments owing to fewer electives.</p>
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VOTE REQUIRED: AAC 19-26

Summary Proposal	Rationale
<p>The Communication Department requests the following:</p> <ol style="list-style-type: none"> 1. New Course: MCOM 205 Mobile Media Production (3crs.) 2. Change of Catalog Description: MCOM 287 3. Change in Prerequisites: <ol style="list-style-type: none"> a. MCOM 287 (add MCOM 205) 	<p>1. This new course would replace MCOM 287 within the MCOM core requirements. The new course will be more appropriate for ALL MCOM majors (and non-majors) as it will deal with processes, techniques, and equipment that will be more readily available to people with a desire to create digital content, but who are not working for</p>

<ul style="list-style-type: none"> b. MCOM301 (add MCOM205) c. MCOM487 (add MCOM205) d. MCOM488 (add MCOM205) e. MCOM 498 (add MCOM 447 and MCOM 485) <p>4. Change in Frequency of Course Offerings:</p> <ul style="list-style-type: none"> a. MCOM 287 (from every semester to FALL) b. MCOM 325 (from variable to SPRING) c. MCOM 350 (from variable to SPRING OF ODD NUMBERED YEARS) d. MCOM 488 (from every semester to SPRING) <p>5. Change in Existing Program's Requirements</p> <ul style="list-style-type: none"> a. Mass communication core (adding MCOM 205, moving MCOM 287 to focus) b. Audio/Video Production focus (adding MCOM 287 to focus) c. Video Production focus (adding MCOM 287 to focus) 	<p>specialized video production firms. Additionally, this new course will allow MCOM 287 to be moved into the audio/video and video focuses and allow for higher level techniques and approaches to be presented.</p> <p>2. This slight change helps to differentiate this course from the new MCOM 205 course. It also more appropriately emphasizes the use of higher- end, professional-grade production equipment. Also, since MCOM 287 will become a focus class, it will not, at this point in time, have to be offered every semester. The change in the description reflects the new sequencing. Finally, it adds a prerequisite of MCOM 205.</p> <p>3. Items "a-d" add the new MCOM 205 course as a prerequisite since the skills in the upper level classes will build upon those presented in MCOM 205. Item "e" attempts to solve a problem that's being encountered within MCOM 498. MCOM 498 is the MCOM program's capstone experience.</p> <p>4. Due to staffing issues many MCOM classes have been listed using the sequencing designation of "variable". This has made it more challenging for students to plan their schedules. It is hoped that presenting a firm sequence will help us prioritize staffing and assist students in long-term schedule planning.</p> <p>5. This portion of the proposal clarifies the addition of MCOM 205 to the MCOM core and the placement of MCOM 287 in the video-oriented professional focuses.</p>
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VOTE REQUIRED: AAC 19-27

Summary Proposal	Rationale
<p>The Music Department requests the following:</p> <p>I. Modify the Program Requirements for Music Major</p> <ul style="list-style-type: none"> a. Section 3. Ensembles and add MUSC 340, Chamber Singers <p>II. Modify the Program Requirements for Music Minor</p> <ul style="list-style-type: none"> a. Remove MUSC 103 and MUSC 105 from Section 1. Music Theory b. Remove MUSC 309 and MUSC 313 from Section 2. Music History 	<p>I. Chamber Singers provides the same if not higher musical experiences as the other ensembles on the list. This addition will give another ensemble option to voice students in the music major. Both groups (Chorale and Chamber Singers) are not in danger of being under-enrolled.</p> <p>II. These changes will make the Music Minor more marketable to the average student. After completing the foundation courses, they will be able to pursue a more focused core area. Many current students that we polled were</p>

<p>c. Add MUSC 340 - Chamber Singers to Section 3. Ensemble</p> <p>d. Add Section 5. Course in Core Areas. Within that section list: Group A Music Theory and Group B Music History</p> <ul style="list-style-type: none"> • Group A: select 4-5 credits from the following list of courses: MUSC 103 and MUSC 105 • Group B: select 4 credits from the following list of courses: MUSC 309, MUSC 313 <p>III. Modify the Requirements for the Option in Music Education</p> <p>a. Modify language in Section 4. Other Requirements and add MUSC 356 Computer Music Technology and remove MUSC 210 Diction I and MUSC 211 Diction II</p> <p>b. Add subsection Choral Emphasis containing MUSC 210 Diction I and MUSC 211 Diction II</p> <p>c. Add subsection Instrumental Emphasis containing MUSC 329 Marching Bobcats and MUSC 411 Marching Band Techniques</p> <p>d. Modify language in Section 5. Ensembles and add MUSC 340, Chamber Singers.</p>	<p>interested in this adjustment to the minor. These changes will reduce the minor by 4-5 overall credits. Adding MUSC 340 Chamber Singers provides the same if not higher musical experiences as the other ensembles on the list.</p> <p>III. Music education majors should have basic training with the technology that they will be faced with in their field. MUSC 356 will provide those skills in one semester. In addition, MUSC 210 and 211 should be only examined by those who's emphasis is on choral music. Similarly, students with an instrumental emphasis should experience two semesters in the Marching Band or one semester in Marching Band Techniques. This will also increase enrollment in MUSC 329. Adding MUSC 340 Chamber Singers provides the same if not higher musical experiences as the other ensembles on the list.</p>
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VOTE REQUIRED: AAC 19-28

Summary Proposal	Rationale
<p>The Physics and Engineering Department requests the following:</p> <ol style="list-style-type: none"> 1. New Course <ol style="list-style-type: none"> (a) ENME 366, Ceramic Engineering and Manufacturing (b) ENME 391, Statistical Methods for Product and Process Development 2. Change in number/title/credits <ol style="list-style-type: none"> (a) Change in credit hours for ENEE 206, Fundamental Electric and Digital Circuit Laboratory – Bring the course in alignment with COMAR regulations on lecture/lab time 	<p>1a. Emerging and rapid growth of materials research and development is affecting our materials students graduation and employment preparation, especially the increase of manufacturing job opportunities in western Maryland that have already benefited our engineering students. (FSU Materials Engineers are employed by military contractors, paper companies, etc.) The Ceramics Materials Engineering course is an appropriate addition to the FSU curriculum, offering students another course elective and career preparation. This action will also solidify and enhance our curriculum for ABET requirements in the materials concentration. 1b. We removed ENME 391 from the catalog last year since ENME 392 is equivalent and on the books for our ME collaborative students to take for the</p>

<p>(b) Change in course number for ENME 452, Introduction to Polymer Engineering and Manufacturing, from 400-level course to a 300-level course</p> <p>3. Change in Catalog Description/Prerequisite/Frequency</p> <p>(a) Change in the Physics Sequence PHYS 261-264 – change in course titles and descriptions</p> <p>(b) Change in the prerequisite for ENES 320, Wind and Solar-Powered Generation System Design</p> <p>(c) Change in the prerequisite for ENME 452</p> <p>4. Change in Existing Program's Requirements: Update the Engineering and Physics program requirements due to the change in the PHYSICS 261-264 sequence</p>	<p>ME degree with UMD – it is delivered from UMD via IVN. This works fine for students who have been admitted and are completing the ME degree as UMD students in the collaborative program here at FSU. However, for students taking ENME 392 for inter-institutional credit as FSU students the Registrar needs an equivalent course at FSU when updating student transcripts. We are requesting to reinstate ENME 391.</p> <p>2a. Change ENEE 206 from a two-credit course to a three-credit course in order to bring the course into alignment with COMAR regulations on lecture/lab time. 2b. Change the course number for ENME 452 from a 400-level course to a 300-level course in order to fine tune the enrollment flexibility.</p> <p>3a. Every textbook in common use adopts the following sequence: mechanics, waves and oscillations, thermodynamics, electricity and magnetism, optics, and modern physics. 3b. Due to the change in the Physics 261-264 sequence, the prerequisite needed to be updated for this course. 4. Since the Physics 261-264 sequence has been restructured and is now a three course sequence, Physics 264 is being removed from the Engineering and Physics program requirements.</p>
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VOTE NOT REQUIRED: AAC 19-29

Summary Proposal	Rationale
<p>The Computer Science Department Requests the Following: 1. Change of the prerequisites for SCIA 471 Computer and Network Forensics II 3cr.</p> <p>2. Change of the prerequisites for SCIA 472 Hacking Exposed and Incident Response 3cr.</p>	<p>1. The combined sequence of the courses and their prerequisites were observed to impede students' time for graduation. And the courses are not offered every semester. This change adds flexibility to students' schedule.</p> <p>2. The combined sequence of the courses and their prerequisites were observed to impede students' time for graduation. And the courses are not offered every semester. This change adds flexibility to students' schedule.</p>

VOTE REQUIRED: AAC 19-30

Summary Proposal	Rationale
<p>The Social Sciences Program requests the following:</p> <p>1. The issue is that the current requirements are “Select on course from each group”. The GEOG courses in this list are not offered with any frequency, particularly the courses in Group C. The proposed change would replace the current requirements with a list of GEOG courses requiring students to select nine hours from the list. This would eliminate the in the issue not only with Group C, but with GEOG courses that are offered less frequently.</p> <p>2. Changes in “5. Other required courses (6 hours)”:</p>	<ul style="list-style-type: none"> • Due to changes for education majors, #5 is no longer required and verbiage added to reflect this. • The elimination of the requirement for one of two specific Tech Fluency courses and replacing it with “Any Tech Fluency Course” since there are a number of courses that currently satisfy this requirement at the institutional level. Transfer students and students changing majors may not have credit for one of these two courses, requiring them to take an additional Tech Fluency course.

VOTE REQUIRED: AAC 19-31

Summary Proposal	Rationale
<p>The Theatre and Dance Department requests the following:</p> <ol style="list-style-type: none"> 1. New Course <ol style="list-style-type: none"> a. THEA 457 Children’s Theatre Production 2. Change Course Title <ol style="list-style-type: none"> a. THEA 306 Stage Lighting 3. Change of Catalog Description <ol style="list-style-type: none"> a. THEA 107 Introduction to Theatrical Vision b. THEA 203 Costume Technologies c. THEA 425 History of the Theatre I d. THEA 426 History of the Theatre II 4. Change of Prerequisite <ol style="list-style-type: none"> a. THEA 307 Costume Design 	<ol style="list-style-type: none"> 1. The children’s touring production has been a part of the department’s season and provides both an experiential learning environment for FSU Theatre Students and an artistic outreach to the region. Three years ago, the department recognized that the tour had gotten large enough that it was interfering with student’s other classes at FSU. Therefore, the decision was made to create a dedicated class, which had a specific meeting time in order to accommodate both needs. This course has been tested over three years, performs well in the curriculum, and is a vital part of the department has stated learning goals. This needs to be coded as a Practicum. 2. Including “design” in the title for the sake of consistency among design courses. 3. a. This clarifies the lab requirement for Introduction to Theatrical Vision. In place of a traditional weekly lab, students may also be asked to participate in a crew for a production. <ol style="list-style-type: none"> b. The application and design of hair and makeup are complex subjects, requiring more time than be allotted with the other elements of costume construction. The topics are introduced, but not as thoroughly developed as described in the catalog. c. History of the Theatre I no longer makes special emphasis of Greek conventions, treating all periods equally. Students are usually well prepared to understand English Renaissance (Shakespeare, Marlowe, etc.) plays and history, allowing for a broadening of scope.

	<p>d. History of the Theatre II features a strong component of literary theories that give context to play structures and conventions. These tools can be applied by students to many different plays or plot structures than a narrow focus on realism. As the second class in the theatre history sequence, the shift of time periods covered by History of the Theatre I affects what can be covered in History of the Theatre II.</p> <p>4. All design courses assume that the student has taken THEA 107 Introduction to Theatrical Vision. This course was missed in the last catalog update to add the prerequisite.</p>
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VOTE REQUIRED: AAC 19-32

Summary Proposal	Rationale
<p>The Women's Studies Program requests the following: New minor option: Add NURS 412, Women's Health in Global Perspectives (3 credits) as an elective for the WMST minor.</p>	<p>Women's Studies is a multi-cultural and multi-disciplinary approach to integrating knowledge about women and gender across the academic curriculum. It explores the impact of gender and other types of diversity on the scope, methods, and assumptions of academic disciplines. NURS 412, Women's Health in Global Perspectives examines the major global health topics related to women through the lens of policy, health promotion, and research. This course will add a much needed global perspective to the minor, while also connecting the program to courses outside CLAS.</p>

VOTE REQUIRED: AAC 19-33

Summary Proposal	Rationale
<p>The College of Liberal Arts and Sciences requests the following: the deletion of the catalog section entitled "Health Sciences Preparatory Programs" (pp 113-118) in the current undergraduate catalog from the 2019-2021 undergraduate catalog.</p>	<p>The Health Sciences Preparatory Programs section of the current undergraduate catalog lists a number of pre-professional or preparatory programs:</p> <ul style="list-style-type: none"> • Dental Hygiene Preparation • Medicine, Dentistry, Optometry, Veterinary Medicine Preparation • Medical Technology Preparation • Nursing Preparation • Occupational Therapy Preparation • Pharmacy Preparation • Physical Therapy Preparation <p>These preparation programs are nothing more than lists of prerequisite courses for particular professional schools. In some instances, these are specific for a particular school, for example the University of Maryland School of Pharmacy or the combined BS/MS Occupational Therapy Program at Towson. These programs are a source of confusion and disappointment for both</p>

	students and parents. Students come to FSU because they believe that they can major in dental hygiene, for example, as do their parents. Students cannot major or minor in these preparation programs as stated in the side bar. Furthermore, these preparation programs are not needed with the advent of the BS in Health Science and Nursing programs, as well as our established Chemistry and Exercise and Sport Science programs.
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VOTE NOT REQUIRED: GC 19-03

Summary Proposal	Rationale
<p>The Department of Nursing requests the following:</p> <ol style="list-style-type: none"> 1. Change in Title: <ol style="list-style-type: none"> a. NURS 638 b. NURS 639 	<p>The Department of Nursing is requesting to change the title of NURS 638 from Therapeutic management of vulnerable populations psychopathology across the lifespan III — theory to Therapeutic management of vulnerable populations psychopathology III — theory. The Department of Nursing is also requesting to change the title of NURS 639 from Therapeutic management of vulnerable populations psychopathology across the lifespan III — practicum to Therapeutic management of vulnerable populations psychopathology III — practicum.</p> <p>This will not change the course content in any way, as populations across the lifespan will be the focus in NURS 638. Throughout the NP program, the name of the theory and practicum corequisites share the same base titles. The removal of 'across the lifespan' needs to be removed from the co-requisite practicum course so as not to imply that students must see patients across the lifespan in this particular practicum course. It is acceptable that any vulnerable population is appropriate, regardless of their age. By the time students take this course in the progression, they will already have had practicums with children, adolescents, adults, and older adults.</p>

VOTE REQUIRED: GC 19-04

Summary Proposal	Rationale
<p>The Department of Nursing requests the following:</p> <ol style="list-style-type: none"> 1. Change in Credit Hours: <ol style="list-style-type: none"> c. NURS 652 	<p>The Department of Nursing is requesting a change in the course credit hours specific to NURS 652. NURS 652 was originally proposed as a variable credit course, dependent on the nurse practitioner concentration (2 credits for FNP; 1 credit for PMI-INP). In the fall, 2018 semester, the Department of Nursing submitted a proposal to have NURS 652 eliminated from the requirements for the Psychiatric & Mental Health Nurse Practitioner (PMHNP) concentration. This was approved by all internal governance bodies. But, we neglected to specify that NURS 652 will now only be a requirement for the Family Nurse Practitioner (FNP) concentration and will only be delivered at 2 credits. The Office of the Registrar requested that this be specified and approved through all internal governance bodies.</p>

V. NEW BUSINESS

FIRST READING: SSC 19-01

Summary Proposal	Rationale
<p>The Chair of the Faculty requests the following:</p> <p>Update the Faculty Senate Charter, Article II Members and Officers, §3 Faculty Senate Steering Committee and §4 Officers' Duties, to include duties assigned over time to the Chair of the Faculty and the Faculty Senate Steering Committee that are not reflected in the current charter.</p>	<p>The Faculty Senate Steering Committee has taken on four additional duties not reflected in the current charter:</p> <ol style="list-style-type: none">1. Serve as the Institutional Nominating Committee for the Regents Faculty Awards2. In consultation with the Provost, appoint members and fill vacancies to the Institutional Review Board3. Administer and distribute results of the annual faculty morale survey4. Review and make recommendations to the President on the acceptability of candidate for the Faculty Athletics Representative <p>The Chair of the Faculty is requested as a member of the following bodies not currently listed, and the duties of the Chair should be updated to include them:</p> <ol style="list-style-type: none">1. Serve as one of the three faculty representatives on the University Advisory Council (replaces membership on the President's Cabinet)2. Serve as an ex officio member of the Assessment and Institutional Effectiveness Council3. Serve as an ex officio member of the University Council on Retention4. Serve as an ex officio member of the FSU Foundation Board of Directors5. Serve as an ex officio member of the Faculty Concerns Committee

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

Welcome to April 2019! April has always felt like the busiest month of the academic year for me. This April is no different. There is a lot going on at FSU, and I want to share updates about some of them. I appreciate all of the hard work from the students, faculty, and staff who strive to make these and other activities successful.

Faculty Assembly. Here is a reminder! The second Faculty Assembly for this academic year will be from 3-4 PM in the Lane Center Atkinson Room on Wednesday, April 3. The Institutional Priorities and Resources Committee has been hard at work reviewing data on low enrollment programs at FSU and developing a process to increase faculty input in the review of such programs. IPR will present the results of its work, including the process developed, for feedback at this Assembly.

Re-Envisioning the General Education Program. On behalf of the General Education Program Review Committee, thank you to everyone who attended the town hall on March 12. The next opportunity to participate in the GEP re-envisioning is today at 4 PM in 113 Lane Center with a session on learning goals. As a reminder, the GEPRC has completed the information gathering phase of its GEP review. An overwhelming majority of respondents on the student and faculty/staff surveys agreed that changes are needed to improve the GEP (80% on each survey). In the current phase, the GEPRC will facilitate the development of major parameters (mission and goals) for a re-envisioned GEP.

Faculty Workload Survey. The Faculty Workload and Compensation Subcommittee is gathering information on the application of the [Faculty Scheduled Workload Compensation Policy](#). Thank you to everyone who took this survey. It is still open, so if you still wish to provide feedback, click [here](#), or copy and paste the link below.

<https://forms.office.com/Pages/ResponsePage.aspx?id=0V75uBgqRkKBBAOmdHjTo-VpsVr2VWJMqHRUWmEmxjxUQkkwTzIWUEJZU0JRNvhaNFNFRDQxU1E3TC4u>

Academic Integrity. I was part of a team from FSU to attend a system-wide convening on academic integrity aimed at developing a shared system-wide approach to meet 21st Century challenges. Major themes included changing student and faculty perspectives, the role of technology in enabling and preventing misconduct, modernizing policies and practices, and the competing desires to punish misconduct and help students learn from mistakes. Other attendees from FSU included Ben Forrest, SGA President; Mike Mathias, Interim Associate Provost; Shoshana Brassfield, Director of the Center for Teaching Excellence and Associate Professor of Philosophy; Carl Crowe, Director of Student Conduct and Community Standards; and John Lombardi FSU CUSF Representative and Professor of Communication.

Excellence in Academic Advising. On April 4, the Excellence in Academic Advising Task Force will attend a day-long workshop facilitated by our EAA Fellow Dr. Susan Poch. At this workshop we will begin the work to draft a proposed mission for academic advising at FSU with accompanying learning goals. The self-study continues with the student survey currently underway and a faculty/staff advising survey to be launched by the end of the semester. Please continue to support and encourage student

participation in the advising survey. A high response rate is critical, and we already have 5.7% of students responding. Students will receive periodic reminders until the survey closes on April 21.

Faculty Elections. Shortly, the nomination process for Faculty Senate will open, and the nomination process for committees and advisory groups will occur later this month. Please respond to the call by nominating yourself to stand for election to the Faculty Senate, a Committee, Subcommittee, or Advisory Group. If you know someone else who you think should run and serve, encourage them to do so. With a few exceptions, employees whose primary classification is as faculty are eligible to stand for election to most shared governance bodies regardless of rank or status. Get involved.

ACADEMIC AFFAIRS COMMITTEE

Wednesday, March 13th, 2019

4:00 pm

Compton 237

Attending: Travis English, Chair; Joanna Shore, Secretary; Gerry Snelson; Daniel Filer; Stefanie Hay; Darrell Ruston; Doris Santamaria-Makang, Provost's Office; Jodi Ternent, Office of the Registrar; Kim Hixson, Dean of CLAS/Chairs Council Representative; Melody Kentrus, UUCR; Lea Messman-Mandicott, Director of the Library (Ex Officio member)

- I. Call to order at 4:02
- II. Approval of the 2/18/2019 minutes: minutes approved without amendment.
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: 1) The April Senate meeting will be the last for items to be approved for the 2019-2020 undergraduate catalog. 2) Reminder that editorial changes to the catalog are also due by March 15th. 3) A new word document version of the catalog will soon be included in the Academic Affairs Canvas site. This will make producing catalog copy easier. 4) The Honors Convocation is Wednesday, May 22nd. Will be in the afternoon this year.
 - b. Dean's Council-Dr. Kim Hixson: Use of the Beacon alert system has declined. How might this be affecting retention?
 - c. Registrar's Office-Ms. Jodi Ternent: Midterm warnings: of 417 total rosters, 346 were returned (83%), 955 students received a total of 1,370 warnings.
 - d. [UUCR](#)-Dr. Melody Kentrus: reviewed Sociology and Biology proposals that are before AAC today.
 - e. AAC Chair-Dr. Travis English
- IV. Old Business:

19-03	<p>The Department of Geography requests the following: Create a new Climate Science minor.</p> <p><u>Proposed Climate Science Minor</u></p> <p>1. Required Core Courses: (16 hours) GEOG 103 Physical Geography (GEP Group C) GEOG 205 or PHSC 205 Descriptive Meteorology GEOG 330 Global Climate Change GEOG 405 Physical Climatology GEOG 469 Principles of Atmospheric Science</p> <p>2. Electives (6 hours) <i>Complete two of the following courses from two different departments:</i></p> <p>SOCI 345 Sociology of the Environment* HIST 409 World Environmental History HIST 420 Green: Environment and Economy US History POSC 450 Environmental Public Policy* PHIL 315 Philosophy and the Environment GEOG 340 Soil: Genesis, Nature and Characteristics* GEOG 360 Food Systems* GEOG 406 Management and Conservation of Natural Resources* GEOG 445 Biogeography* GEOG 473 Environmental Law</p> <p>* Prerequisite needed to enroll in these courses.</p> <p>3. Recommendations: <i>Students are encouraged to select additional course work:</i></p> <p>COSC 130 Introduction to Programming MATH 236/237/238 Calculus I/II/III PHSC 215 General Physics 1 Additional Geographic Techniques courses</p>	<p>Rationale: Currently, even other majors in the Department of Geography (i.e. Earth Science or Environmental Analysis and Planning) need to double-major in Geography in order to complete the Climate Science curriculum. Creating a Climate Science minor would also allow students from all of our departmental majors and students from other disciplines to complete the program. The Climate Science minor is a program that has relevance to many future careers and prepares citizens to understand the science connected to public policies designed to mitigate and adapt to climate change.</p>	<p>Vote Required; passed</p>
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	Additional Advanced Physical Geography courses		
19-04b	<p>The Department of Geography requests the following:</p> <p>3] <u>Change in course title and catalog description</u> of GEOG 481 Geography Capstone; <u>Delete</u> GEOG 486 Earth Science Capstone</p>	<p>Rationale: The Department of Geography seeks to simplify the capstone offerings in the department.</p>	<p>No Vote Required; Tabled Pending Review by UUCR</p>
19-05	<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Analysis and Planning (EVAP) major.</p> <p>1] <u>Remove BIOL 409 (Plant Taxonomy) as a requirement</u> and make it an elective</p> <p>2] <u>Add additional courses as choices for the BIOL electives</u></p> <p>3] <u>Reduce the number of required GEOG courses from 14 to 11</u> and reorganize these requirements</p> <p>4] <u>Remove ENGL 338 (Technical Writing) as a requirement</u> and make it recommended</p> <p>5] <u>Remove MATH 220 (Calculus for Applications I) as a requirement</u> and make it recommended</p> <p>6] <u>Add MATH 119 as an option for the program's MATH requirement</u></p>	<p>Rationale: In its current form, the 84-88 credit degree program makes it very difficult for students to complete it in four years and makes it nearly impossible for transfer students to complete it in a timely manner. These proposed changes in the program requirements are meant to balance the rigors of an environmental analysis degree that expects a background in several sciences with the reality that the program is too credit-heavy. There is a significant mismatch between EVAP major declarations and degree completions in the major and we hope this proposal will help students better achieve their goals.</p>	<p>Vote Required; passed</p>

19-06	<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Science Concentration in the Earth Science (EASC) major.</p> <p>1] <u>Remove MATH 109 as a requirement</u></p> <p>2] <u>Remove the requirement GEOG 488 Environmental Practicum or GEOG 492 Internship:</u> <u>Research in Geography as a requirement</u></p> <p>3] <u>Make changes to the upper-level GEOG electives</u></p> <p>4] <u>Correct course numbers and titles</u></p> <p>BIOL 305 is now BIOL 405 BIOL 314 is now BIOL 409 GEOG 405 is now Physical Climatology</p>	<p>Rationale: Modifications to the concentration are requested to reflect changes to course pre-requisites, simplify the capstone experience, correct typographical errors in the 2017-2019 Undergraduate Catalog, and to increase the number of elective course choices available to students.</p>	<p>Vote Required; passed</p>
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IV. New Business:

19-17	<p>The Academic Standards Subcommittee requests the following: All suggested changes affect page 34 in the 2017-2019 edition of the Undergraduate Catalog. Substantial changes are necessary to reflect the new rules and regulations. These changes include:</p> <p>(6) Incorporation of the NCAA Eligibility Center requirements</p> <p>(7) Changes in procedures to involve the Assistant Director of Athletics for</p>	<p>Rationale: The proposal's purpose is to update the catalog information on the "Athletic Eligibility for Athletes", in alignment to the new standards and regulations of the NCAA Division II.</p> <p>The Academic Standards Subcommittee unanimously approved this proposal at its meeting on February 18, 2019.</p>	<p>Vote Required ; passed</p>
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	<p>Compliance and Certification.</p> <p>(8) Reference to the transfer eligibility process, which in Division II is too detailed to include in its entirety on this page.</p> <p>(9) Changes to minimum credit and progress-toward-degree requirements.</p> <p>(10) Deletion of waiver procedures not permitted in Division II.</p>		
19-18	<p>The Marketing and Finance Department requests the following: 1) MKTG-FINA, Global Business, 2019-1: Proposes to delete one GEOG course from the list of electives for the concentration and add two other GEOG courses.</p> <p>2) MKTG-FINA, 2019-2: Change of frequency of course offering for INTR 330 International Business from every semester to Fall only.</p> <p>3) Change of frequency of course offering for MKTG 467 Digital and Social Media Marketing from Spring semesters to Variable.</p>	<p>Rationale: 1) The Marketing & Finance Department initially wished to add GEOG 401 Geography of Europe to the list, but the Chair of Geography suggested deleting GEOG 407 Political Geography from the list and adding GEOG 300 Economic Geography and GEOG 401, and the Marketing & Finance Department concurs with the suggestion.</p> <p>2) The proposed change is necessary because the department staffing the course has lost their point person for global business, and there are continuing difficulties staffing the course.</p> <p>3) The proposed change is needed because the department staffing the course has lost faculty due to retirement and non-replacement, and the department is unable to offer the course every Spring.</p>	Vote Required ; passed
19-19	<p>The Marketing and Finance Department requests the following: to amend one of requirements for Minor in Finance from “FINA 303 Principles of Finance” to</p>	<p>Rationale: to accommodate students from Hunan University of Commerce (HUC) under “Higher Education Undergraduate Program Agreement on Joint-education in Finance between Hunan University of Commerce (HUC), China and Frostburg State University</p>	Vote Required ; passed

	<p><i>“FINA 303 Principles of Finance or FINA 370 Corporate Finance.”</i></p> <p>Other requirements remain the same.</p>	<p>(FSU), USA.” These HUC students are majoring Economics and minoring Finance. Under the agreement, HUC students are required to complete 11 Economics courses and 5 Finance courses (FINA 370, FINA 371, FINA 475, FINA 476 and FINA 477). FINA 303 (Principles of Finance) is an introductory course in Finance for non-business students. Since HUC students are required to take FINA 370 (Corporate Finance), it is not necessary to require those students to take FINA 303.</p>	
19-20	<p>The Sociology Department Requests the following: Add the existing course, SOCI 366 Social Inequality, to the GEP Identity & Difference category.</p>	<p>Rationale: SOCI 366, Social Inequality teaches students to conceptualize identity-based inequality, power, and privilege. This course explores sociological theories, research, and experiences of social inequalities, including race-ethnicity, social class, gender, sexuality, ability, and more. In particular, we will focus on theories of intersectionality and the connection to personal experiences. The entire course focuses on identity and how these social categories differently situate individuals in systems like healthcare, education, employment, policy, government, family, and more.</p>	No Vote Required
19-21	<p>The African American Studies Program requests the following: SOCI 341: Race and Crime</p> <p>Add course as an elective to African American Studies Minor.</p>	<p>Rationale: SOCI 341 is proposed as an elective for African American Studies Minor because there are limited course offerings in spring semester for students. The course provides an option for students interested in the minor and allow them to graduate on time.</p>	Vote Required ; passed
19-22	<p>The Biology Department requests the following: The addition of BIOL BIOL 493: Advanced Biological Research</p>	<p>Rationale: The Dept of Biology mentors many undergraduate students in research activities as these high impact practices yield great benefits when students enter the workforce or apply to graduate/professional schools. We are proposing the creation of a course (BIOL</p>	No Vote Required

		493 – Advanced Biological Research) that will be used when the total number of Independent Study credits (and the associated cost) exceeds that of offering them as separate sections of BIOL 499. Thus, the purpose of this course is to help control the financial aspects of offering Independent Study by enrolling students in one course, with one instructor, for one “price” when needed. The benefits of student research are immeasurable, but we can control the cost of offering these opportunities. In addition, we have added this course to our programs as a possible elective.	
19-23	The Biology Department requests the following: <ul style="list-style-type: none"> • Change the number of credits for BIOL 492 Wildlife-Fisheries Seminar from 1 cr to 2 cr. • Change the catalog description and prerequisites for BIOL 492 Wildlife-Fisheries Seminar. • Change the catalog description for BIOL 494 Field Experiences in the Biological Sciences. • Change in existing program requirements for: Interpretive Biology and Natural History Wildlife & Fisheries 	Rationale: <ul style="list-style-type: none"> • Change of Number of Credits: BIOL 492 Wildlife and Fisheries Seminar from 1cr to 2cr: This change will help better allow for the wider range of students who will be taking the course, as well as the boarder range of topics such as career planning and applying for graduate school. Additionally, the change will allow for more meeting time per week, which allow for more time for student presentations and discussion, which in turn could allow more students to enroll in the course in any one semester. • Change of Catalog Description/Prerequisite: BIOL 492: This change allows for the inclusion of IBNH into the capstone seminar class. This will help facilitate assessment, especially of our many double majors. Additionally the pre/corequisite assures all majors have practical experience. • Change of catalog description: BIOL 494 Field Experiences in Biological Sciences: The change 	Vote Required ; passed

		<p>removes the course as the Interpretive Biology and Natural History capstone. Also the removal “with federal, state or private agency or industry” expands the possible opportunities for students including working with faculty in non-research capacities such as a field or lab technicians or in outreach activities.</p> <ul style="list-style-type: none">• Change of Capstone: From BIOL 494 Field Experience in Biology to BIOL 492: This change unifies the assessment for the related majors of INBH and Wildlife/Fisheries. Additionally, it assures IBNH are given instruction on C.V. and cover letter preparation, on which they are assessed and is important to their future career development.• Removal of elective requirements: “Take Two of the Following”: ART 235, CMST 322, GEOG 275, GEOG 317, GEOG 340, GEOG 406, GEOG 430, GEOG 433, GEOG 441, GEOG 445, GEOG 472, GEOG 473, RECR 342, RECR 380: As courses have been added to the major in the removal of these electives will keep the number of credits on par with the current requirement.• Change of offering BIOL 334 General Animal Behavior From Every Spring to Every Fall: A lab has recently been added to the Animal Behavior, offering the course in the Fall will make it easier to get outside for labs early in the semester which will aid in students ability to complete the required field project.	
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19-24	<p>The Health Sciences Program requests the following: I. Courses:</p> <p>1. Delete the following courses from the requirements and electives for the major:</p> <p>a. PHIL 102 Contemporary Ethical Problems (GEP Group B)</p> <p>b. ENGL 338/339 Technical/Scientific Writing (Core Skill)</p> <p>c. HLTH 101 Community Health Promotion (Health Science Required Courses)</p> <p>d. ATTR 222 Emergency Medical Techniques I (Health and Natural Science Elective)</p> <p>e. ATTR 320 Pharmacology and General Medical Conditions (Health and Natural Science Elective)</p> <p>f. HLTH 125 Health and Culture (Health and Natural Science Elective)</p> <p>g. HLTH 330 Epidemiology of Health (Health and Natural Science Elective)</p> <p>h. HLTH 405 Sexuality (Health and Natural Science Elective)</p>	<p>Rationale: 1a &b: While these courses will still be recommended for students in the Health Science major to fulfill their Core Skill and GEP Group B requirements, they will no longer be required. This will accommodate transfer students and students who switch to the Health Science major that have already taken other courses that fulfill these Core Skill and GEP requirements.</p> <p>c. This course is not a requirement of professional programs and does not need to be a required course for Health Science majors. In addition, removing this course requirement will decrease the credit load for the required courses from 37 credits to 34 credits</p> <p>d &e: These courses will only be offered at the graduate level to students pursuing the Athletic Training Master's degree</p> <p>f, g, & h: Staffing constraints have limited the offering times for these courses and rather than continue to list them as options, other courses will be included in the category of Health and Natural Science Electives.</p> <p>2. These courses would be excellent options for the Health Science majors in the Health and Natural Science Elective and Social Science Elective categories.</p> <p>II. Many professional schools will not accept online laboratory courses</p>	<p>Vote Required ; passed</p>
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	<p>2. Add the following courses to the electives for the major:</p> <ul style="list-style-type: none">a. EXSS 300 Advanced Nutritionb. EXSS 315 Nutrition for the Physically Activec. EXSS 330 Exercise Epidemiologyd. EXSS 435 Lifespan Health & Fitnesse. BIOL 334 General Animal Behaviorf. BIOL 360 Virologyg. CHEM 305 Research Methods in Chemistryh. SOCI 420 Animals in Human Society <p>II. Add a statement to the catalogue:</p> <p>“The Health Science program will not accept on-line laboratory courses to satisfy program requirements.”</p>		
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19-25	<p>The Mathematics Department requests the following:</p> <p>1) Creation of a new course, Math 280 – Introductory Applied Statistics and Data Analysis</p> <p style="padding-left: 40px;">-This course will be required of all mathematics majors.</p> <p>2) Restructure Program Requirements and add 3 credits: Removal of the flexible “Category A/B/C/D” system from our Catalog page. Replace this with a more rigid core of 39 credits, plus six credits of electives. The new core that we propose follows:</p> <p style="padding-left: 40px;">Math 280 – Introductory Statistics and Data Analysis (3cr) (new)</p> <p style="padding-left: 40px;">Math 236 – Calculus I (4cr) <i>(required in current catalog)</i></p> <p style="padding-left: 40px;">Math 237 – Calculus II (4cr) <i>(required in current catalog)</i></p> <p style="padding-left: 40px;">Math 238 – Calculus III (4cr) <i>(required in current catalog)</i></p> <p style="padding-left: 40px;">Math 315 – Foundations of Mathematics (3cr) <i>(required in current catalog)</i></p> <p style="padding-left: 40px;">Math 350 – Linear Algebra (3cr) <i>(required in current catalog)</i></p>	<p>Rationale: In 2015, the Committee for Undergraduate Programs in Mathematics (CUPM) of the Mathematics Association of America produced an updated curriculum guide. In it, the CUPM lists nine content recommendations, of which our mathematics program only addresses five. The changes proposed below accomplish two primary goals:</p> <p style="padding-left: 40px;">3) If passed, our program will now address all nine CUPM recommendations</p> <p style="padding-left: 40px;">4) If passed, our program offerings will be more streamlined, with much more predictable schedules and more robust enrollments owing to fewer electives.</p>	<p>Vote Required ; passed</p>
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<p>Math 380 – Introduction to Probability and Statistics (3cr) <i>(previously Category D)</i></p> <p>Math 432 – Differential Equations (3cr) <i>(previously Category D)</i></p> <p>Math 440 – Modern College Geometry (3cr) <i>(previously Category A)</i></p> <p>Math 451 – Modern College Algebra (3cr) <i>(previously Category C)</i></p> <p>Math 470 – Mathematical Models and Applications (3cr) <i>(previously Category D)</i></p> <p>Math 491 – Seminar in Mathematics (3cr) <i>(required in current catalog)</i></p> <p>Students will be required to take 6 credits of electives at the 400 level. We plan to run the following electives on a rotating schedule, one per semester (repeating every other year):</p> <p>Math 425 – Real Analysis (3cr) (Category B) <i>(suggested for future grad students)</i></p> <p>Math 452 – Linear Algebra II (3cr) (Cat. C) <i>(suggested for</i></p>		
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	<p><i>future grad students)</i></p> <p>Math 461 – History of Mathematics (3cr) <i>(required for Secondary Ed Program)</i></p> <p>Math 465 – Theory of Numbers (3cr) <i>(required for Secondary Ed Program)</i></p>		
19-26	<p>The Communication Department requests the following:</p> <ol style="list-style-type: none"> 6. New Course: MCOM 205 Mobile Media Production (3 crs.) 7. Change of Catalog Description: MCOM 287 8. Change in Prerequisites: <ol style="list-style-type: none"> a. MCOM 287 (add MCOM 205) b. MCOM 301 (add MCOM 205) c. MCOM 487 (add MCOM 205) d. MCOM 488 (add MCOM 205) e. MCOM 498 (add MCOM 447 and MCOM 485) 9. Change in Frequency of Course Offerings: <ol style="list-style-type: none"> a. MCOM 287 	<p>Rationale: 1. This new course would replace MCOM 287 within the MCOM core requirements. The new course will be more appropriate for ALL MCOM majors (and non-majors) as it will deal with processes, techniques, and equipment that will be more readily available to people with a desire to create digital content, but who are not working for specialized video production firms. Additionally, this new course will allow MCOM 287 to be moved into the audio/video and video focuses and allow for higher level techniques and approaches to be presented.</p> <p>2. This slight change helps to differentiate this course from the new MCOM 205 course. It also more appropriately emphasizes the use of higher- end, professional-grade production equipment. Also, since MCOM 287 will become a focus class, it will not, at this point in time, have to be offered every semester. The change in the description reflects the new sequencing. Finally, it adds a prerequisite of MCOM 205.</p> <p>3. Items "a-d" add the new MCOM 205 course as a prerequisite since the skills in the upper level classes will build upon those presented in MCOM 205. Item "e"</p>	<p>Vote Required ; passed</p>

	<p>(from every semester to FALL)</p> <p>b. MCOM 325 (from variable to SPRING)</p> <p>c. MCOM 350 (from variable to SPRING OF ODD NUMBERED YEARS)</p> <p>d. MCOM 488 (from every semester to SPRING)</p> <p>10. Change in Existing Program's Requirements (P.07 form included)</p> <p>d. Mass communication core (adding MCOM 205, moving MCOM 287 to focus)</p> <p>e. Audio/Video Production focus (adding MCOM 287 to focus)</p> <p>f. Video Production focus (adding MCOM 287 to focus)</p>	<p>attempts to solve a problem that's being encountered within MCOM 498. MCOM 498 is the MCOM program's capstone experience.</p> <p>4. Due to staffing issues many MCOM classes have been listed using the sequencing designation of "variable". This has made it more challenging for students to plan their schedules. It is hoped that presenting a firm sequence will help us prioritize staffing and assist students in long-term schedule planning.</p> <p>5. This portion of the proposal clarifies the addition of MCOM 205 to the MCOM core and the placement of MCOM 287 in the video-oriented professional focuses.</p>	
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19-27	<p>The Music Department requests the following:</p> <p>I. Modify the Program Requirements for Music Major</p> <p>a. Section 3. Ensembles and add MUSC 340, Chamber Singers</p> <p>II. Modify the Program Requirements for Music Minor</p> <p>e. Remove MUSC 103 and MUSC 105 from Section 1. Music Theory</p> <p>f. Remove MUSC 309 and MUSC 313 from Section 2. Music History</p> <p>g. Add MUSC 340 - Chamber Singers to Section 3. Ensemble</p> <p>h. Add Section 5. Course in Core Areas. Within that section list: Group A Music Theory and Group B Music History</p> <ul style="list-style-type: none"> • Group A: select 4-5 credits from the following list of courses: MUSC 103 and MUSC 105 • Group B: select 4 credits from the following list of courses: MUSC 309, MUSC 313 <p>III. Modify the Requirements for the Option in Music Education</p>	<p>Rationale: I. Chamber Singers provides the same if not higher musical experiences as the other ensembles on the list. This addition will give another ensemble option to voice students in the music major. Both groups (Chorale and Chamber Singers) are not in danger of being under-enrolled.</p> <p>II. These changes will make the Music Minor more marketable to the average student. After completing the foundation courses, they will be able to pursue a more focused core area. Many current students that we polled were interested in this adjustment to the minor. These changes will reduce the minor by 4-5 overall credits. Adding MUSC 340 Chamber Singers provides the same if not higher musical experiences as the other ensembles on the list.</p> <p>III. Music education majors should have basic training with the technology that they will be faced with in their field. MUSC 356 will provide those skills in one semester. In addition, MUSC 210 and 211 should be only examined by those who's emphasis is on choral music. Similarly, students with an instrumental emphasis should experience two semesters in the Marching Band or one semester in Marching Band Techniques. This will also increase enrollment in MUSC 329. Adding MUSC 340 Chamber Singers provides the same if not higher musical experiences as the other ensembles on the list.</p>	<p>Vote Required ; passed</p>
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	<p>e. Modify language in Section 4. Other Requirements and add MUSC 356 Computer Music Technology and remove MUSC 210 Diction I and MUSC 211 Diction II</p> <p>f. Add subsection Choral Emphasis containing MUSC 210 Diction I and MUSC 211 Diction II</p> <p>g. Add subsection Instrumental Emphasis containing MUSC 329 Marching Bobcats and MUSC 411 Marching Band Techniques</p> <p>h. Modify language in Section 5. Ensembles and add MUSC 340, Chamber Singers.</p>		
19-28	<p>The Physics and Engineering Department requests the following:</p> <p>5. New Course</p> <p>(c) ENME 366, Ceramic Engineering and Manufacturing</p> <p>(d) ENME 391, Statistical Methods for Product and Process Development</p>	<p>Rationale: 1a. Emerging and rapid growth of materials research and development is affecting our materials students graduation and employment preparation, especially the increase of manufacturing job opportunities in western Maryland that have already benefited our engineering students. (FSU Materials Engineers are employed by military contractors, paper companies, etc.) The Ceramics Materials Engineering course is an appropriate addition to the FSU curriculum, offering students another course elective and career preparation. This action will also solidify and enhance our curriculum for</p>	<p>Vote Required ; passed</p>

	<p>6. Change in number/title/credits</p> <p>(a) Change in credit hours for ENEE 206, Fundamental Electric and Digital Circuit Laboratory – Bring the course in alignment with COMAR regulations on lecture/lab time</p> <p>(b) Change in course number for ENME 452, Introduction to Polymer Engineering and Manufacturing, from 400-level course to a 300-level course</p> <p>7. Change in Catalog Description/Prerequisite/Frequency</p> <p>(d) Change in the Physics Sequence PHYS 261-264 – change in course titles and descriptions</p> <p>(e) Change in the prerequisite for ENES 320, Wind and Solar-Powered Generation System Design</p> <p>(f) Change in the prerequisite for ENME 452</p> <p>8. Change in Existing Program's Requirements: Update the Engineering and Physics program requirements due to</p>	<p>ABET requirements in the materials concentration. 1b. We removed ENME 391 from the catalog last year since ENME 392 is equivalent and on the books for our ME collaborative students to take for the ME degree with UMD – it is delivered from UMD via IVN. This works fine for students who have been admitted and are completing the ME degree as UMD students in the collaborative program here at FSU. However, for students taking ENME 392 for inter-institutional credit as FSU students the Registrar needs an equivalent course at FSU when updating student transcripts. We are requesting to reinstate ENME 391.</p> <p>2a. Change ENEE 206 from a two-credit course to a three-credit course in order to bring the course into alignment with COMAR regulations on lecture/lab time.</p> <p>2b. Change the course number for ENME 452 from a 400-level course to a 300-level course in order to fine tune the enrollment flexibility.</p> <p>3a. Every textbook in common use adopts the following sequence: mechanics, waves and oscillations, thermodynamics, electricity and magnetism, optics, and modern physics.</p> <p>3b. Due to the change in the Physics 261-264 sequence, the prerequisite needed to be updated for this course. 4. Since the Physics 261-264 sequence has been restructured and is now a three course sequence, Physics 264 is being removed from the Engineering and Physics program requirements.</p>	
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	the change in the PHYSICS 261-264 sequence		
19-29	<p>The Computer Science Department Requests the Following: 1. Change of the prerequisites for SCIA 471 Computer and Network Forensics II 3cr.</p> <p>2. Change of the prerequisites for SCIA 472 Hacking Exposed and Incident Response 3cr.</p>	<p>Rationale: 1. The combined sequence of the courses and their prerequisites were observed to impede students' time for graduation. And the courses are not offered every semester. This change adds flexibility to students' schedule.</p> <p>2. The combined sequence of the courses and their prerequisites were observed to impede students' time for graduation. And the courses are not offered every semester. This change adds flexibility to students' schedule.</p>	No Vote Required
19-30	<p>The Social Sciences Program requests the following:</p> <p>1. The issue is that the current requirements are "Select on course from each group". The GEOG courses in this list are not offered with any frequency, particularly the courses in Group C. The proposed change would replace the current requirements with a list of GEOG courses requiring students to select nine hours from the list. This would eliminate the in the issue not only with Group C, but with GEOG courses that are offered less frequently.</p> <p>2. Changes in "5. Other required courses (6 hours)":</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • Due to changes for education majors, #5 is no longer required and verbiage added to reflect this. • The elimination of the requirement for one of two specific Tech Fluency courses and replacing it with "Any Tech Fluency Course" since there are a number of courses that currently satisfy this requirement at the institutional level. Transfer students and students changing majors may not have credit for one of these two courses, requiring them to take an additional Tech Fluency course. 	Vote Required ; passed

19-31	<p>The Theatre and Dance Department requests the following:</p> <ul style="list-style-type: none"> 5. New Course <ul style="list-style-type: none"> a. THEA 457 Children's Theatre Production 6. Change Course Title <ul style="list-style-type: none"> a. THEA 306 Stage Lighting 7. Change of Catalog Description <ul style="list-style-type: none"> a. THEA 107 Introduction to Theatrical Vision b. THEA 203 Costume Technologies c. THEA 425 History of the Theatre I d. THEA 426 History of the Theatre II 8. Change of Prerequisite <ul style="list-style-type: none"> a. THEA 307 Costume Design 	<p>Rationale: 1. The children's touring production has been a part of the department's season and provides both an experiential learning environment for FSU Theatre Students and an artistic outreach to the region. Three years ago, the department recognized that the tour had gotten large enough that it was interfering with student's other classes at FSU. Therefore, the decision was made to create a dedicated class, which had a specific meeting time in order to accommodate both needs. This course has been tested over three years, performs well in the curriculum, and is a vital part of the department has stated learning goals. This needs to be coded as a Practicum.</p> <p>2. Including "design" in the title for the sake of consistency among design courses.</p> <p>3. a. This clarifies the lab requirement for Introduction to Theatrical Vision. In place of a traditional weekly lab, students may also be asked to participate in a crew for a production.</p> <p>b. The application and design of hair and makeup are complex subjects, requiring more time than be allotted with the other elements of costume construction. The topics are introduced, but not as thoroughly developed as described in the catalog.</p> <p>c. History of the Theatre I no longer makes special emphasis of Greek conventions, treating all periods equally. Students are usually well prepared to understand English Renaissance (Shakespeare, Marlowe, etc.) plays and history, allowing for a broadening of scope.</p> <p>d. History of the Theatre II features a strong component of literary theories that give context to play structures and conventions. These tools can be applied by students to many different plays or</p>	<p>Vote Required ; passed</p>
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		<p>plot structures than a narrow focus on realism. As the second class in the theatre history sequence, the shift of time periods covered by History of the Theatre I affects what can be covered in History of the Theatre II.</p> <p>4. All design courses assume that the student has taken THEA 107 Introduction to Theatrical Vision. This course was missed in the last catalog update to add the prerequisite.</p>	
19-32	<p>The Women's Studies Program requests the following: New minor option: Add NURS 412, Women's Health in Global Perspectives (3 credits) as an elective for the WMST minor.</p>	<p>Rationale: Women's Studies is a multi-cultural and multi-disciplinary approach to integrating knowledge about women and gender across the academic curriculum. It explores the impact of gender and other types of diversity on the scope, methods, and assumptions of academic disciplines. NURS 412, Women's Health in Global Perspectives examines the major global health topics related to women through the lens of policy, health promotion, and research. This course will add a much needed global perspective to the minor, while also connecting the program to courses outside CLAS.</p>	Vote Required ; passed
19-33	<p>The College of Liberal Arts and Sciences requests the following: the deletion of the catalog section entitled "Health Sciences Preparatory Programs" (pp 113-118) in the current undergraduate catalog from the 2019-2021 undergraduate catalog.</p>	<p>Rationale: The Health Sciences Preparatory Programs section of the current undergraduate catalog lists a number of pre-professional or preparatory programs:</p> <ul style="list-style-type: none"> • Dental Hygiene Preparation • Medicine, Dentistry, Optometry, Veterinary Medicine Preparation • Medical Technology Preparation • Nursing Preparation • Occupational Therapy Preparation • Pharmacy Preparation • Physical Therapy Preparation 	Vote Required ; passed

		<p>These preparation programs are nothing more than lists of prerequisite courses for particular professional schools. In some instances, these are specific for a particular school, for example the University of Maryland School of Pharmacy or the combined BS/MS Occupational Therapy Program at Towson. These programs are a source of confusion and disappointment for both students and parents. Students come to FSU because they believe that they can major in dental hygiene, for example, as do their parents. Students cannot major or minor in these preparation programs as stated in the side bar. Furthermore, these preparation programs are not needed with the advent of the BS in Health Science and Nursing programs, as well as our established Chemistry and Exercise and Sport Science programs.</p>	
19-34	<p>The Career and Professional Development Center requests the following: New Courses: CPDC 101 Introduction to Career & Professional Development</p>	<p>Rationale: The Career & Professional Development Center requests the following new course to be implemented to meet the Strategic Goals of Frostburg State University by integrating career and professional development into the student experience and specifically Action Item 3 to focus on career advising during the second year.</p>	<p>Vote called; passed</p>

V. Adjournment at 6:24

FACULTY CONCERNS COMMITTEE

Meeting Room: CCIT 245. Meeting Time: March 13, 2019, 4:00pm

Excused from attending this meeting: Kelly Rock, Robert Kauffman, Jennifer Earles

Attending: William Anderson, Shoshana Brassfield, Skott Brill, Jennifer Browne, Sean Henry, Heather Hurst,
John Lombardi, Mike Murtagh, Ben Norris, Jamison Odone, Chelsea Schrader

Guests: Ben Forrest, Jessica Thayer

- I. **Call to order @ 4:02pm**
- II. **Approval of the Minutes of Wednesday, February 27, 2019** Approved by unanimous consent
- III. **Reports**
 - a. **Chair of FCC**

Chair of FCC will continue discussion on evaluations with the Provost. Charter changes were approved by senate, in particular, secretary and vice chair elections will be held next semester, and Chair of Senate will be a voting member of FCC going forward.
 - b. **Council of University System Faculty**

There was a quick update on the upcoming convene on academic integrity.
 - c. **University Chair's Council**

The council is still working on a number of different things: one of the VPs has decided that his people can't teach as adjuncts anymore. More information will be coming out on that. It may work its way to FCC.
 - d. **Promotion and Tenure / Permanent Status**

Three candidates for tenure and promotion to full professor have volunteered to participate through Interfolio. One of the ideas that has come up through the years—evaluation—those who are tenured can do an abridged version of the teaching section. As a teaching institution, we look at teaching evaluations. This abridged version may cause holes in the information included in tenure process. We are suggesting that instead of doing teaching one year, you might elect to do an abridged version in the other categories. After a brief discussion, FCC Chair elected to move this conversation to an upcoming FCC item.
 - e. **Faculty Development and Sabbatical / Professional Leave Subcommittee**

The list is being finalized, but they are taking a little more time to make sure that decisions are being made in the right way. Faculty achievement award: the committee has the plaques. FCC Chair reports that the Office of the Provost is willing to pay for them.
 - f. **Faculty Handbook Subcommittee**

No report.
- IV. **Orders of the day:**

a. **Special orders**1. **The Chair will entertain a motion to adopt a timed agenda, as described in this document**

It was moved by Chelsea Schrader, it was seconded and approved unanimously.

b. **Unfinished business**1. **FCC 18-13a/b(H): Update to grievance committee in faculty governance section of handbook** (*pink & yellow papers*)

Continued discussion and reorganization of this policy. Changes to this document necessitate changes to the Ombudsperson Committee Charter.

2. **FCC 18-12(H) Updating faculty handbook regarding electronic device usage**(*text appears inline*) (to begin no later than 5:00?)

Continuing discussion. Two potential amendments: one to add “written consent” and another to specify that consent is needed from the students being recorded. Continued discussion about how the phrase “except where exempt by federal law” indicates that recording is probably not happening, and yet Holly Veith (not present) suggests that syllabi say “recording may be happening.”

3. **FCC: 19-04: Sabbatical report criteria and MD SOAR**(*text appears inline*)

Not discussed.

4. **FCC 18-21(H): Update the handbook to use they/them/their language.** (*text appears inline*) Not discussed.c. **Scheduled business**1. **FCC: 19-06: Emeritus status for Mary Anne Lutz** (*blue papers*) Approved by unanimous consent.2. **FCC: 19-07: Emeritus status for Paul Charney** (*blue papers*) Approved by unanimous consent.3. **FCC: 19-08: Emeritus status for Kathy Powell** (*blue papers*) Approved by unanimous consent.4. **FCC: 19-09: Emeritus status for Pam Williams** (*blue papers*) Approved by unanimous consent.5. **FCC: 19-10: Proposal for an Emergency Absence Policy** (*buff papers*)

Shoshana moved to change “class days” to “class time.” It was seconded and approved unanimously. We should not insist that student affairs does the vetting, because we cannot dictate their job, and we certainly cannot overwhelm them by asking them to send out notifications for every absence across the university. Discussion will continue at FCC next.

d. **Unscheduled business**V. **Adjournment @ 6:05**

Business for the Senate floor:

- **FCC: 19-06:** FCC moves that the Senate nominate Dr. Mary Anne Lutz to Emeritus status.
- **FCC: 19-07:** FCC moves that the Senate nominate Dr. Paul Charney to Emeritus status.
- **FCC: 19-08:** FCC moves that the Senate nominate Dr. Kathy Powell to Emeritus status.
- **FCC: 19-09:** FCC moves that the Senate nominate Pam Williams to Emeritus status.

This report respectfully submitted by Justin Dunmyre, with incredible support from FCC Secretary Jen Browne.

GRADUATE COUNCIL

The Graduate Council (GC) met on Monday, March 11, 2019 @4pm.

Present: Natalia Buta, Alli Graf, Heather Hurst, Kenneth Levitt, Vickie Mazer, Kris McGhee, Kara Platt, Rich Raesly, Trina Redmond-Matz, Brad Rinard, Doris Santamaria-Makang, Beth Smolko, Jodi Ternent, Jamelyn Tobery-Nystrom, Pam Williams, Eyad Youssef

Excused: Ali Ashraf

Absent: Jennifer Bishoff, Mike Flinn, Tom Serfass, David Zheng

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order at 4:03 PM by Natalia Buta (Graduate Council Chair)

Approval of Minutes

- Motion to approve: K. Levitt, seconded by P. Williams
- **Minutes approved by unanimous vote**

Chair Report – N. Buta

- There are some issues with Faculty Handbook content regarding the Graduate Council that the GC needs to review and make necessary changes.

Graduate Services Report – V. Mazer

- Enrollment report was sent to Graduate Program Coordinators. Some data are still forthcoming.
- Graduate enrollment in fall 2019 is likely to be strong.
- The Office of Graduate Services will be providing 2019-2020 budget figures to administrators. V. Mazer will also provide administrators with headcount numbers and average number of credit hours which will allow prediction of graduate credit hours per program.
- The issue of delays in the process from application to enrollment was raised, and Graduate Services will be checking into this.

Associate Provost Report (D. Santamaria-Makang)

- With the retirement of C. Stump from University Advancement we are in a period of transition.
- D. Santamaria-Makang will obtain catalog content in MS Word format and put on Canvas site to allow departments to input changes.
- An email will be sent to Graduate Program Coordinators for Honors Convocation nominees. The deadline for nominations (at the time of the meeting) is 29 March 2019.

Old Business

- None

New Business

- GC 19-03 (Department of Nursing): proposal to make title changes in NURS 638 and NURS 639. The content of these courses will not be changed. R. Raesly - motion to approve. H. Hurst – second. **Motion to approve GC 19-03 passed by unanimous vote.**
- GC19-04 (Department of Nursing): proposal to change course credit hours for NURS 652 from ‘variable 1-2 credits’ to ‘2 credits.’ E. Youssef – motion to approve. B. Smolko – second. **Motion to approve GC 19-04 passed by unanimous vote.**
- Changes to Faculty Handbook regarding Graduate Council (N. Buta). Some changes were made by the Faculty Senate in 2017, including a change in the number of voting members (from 12 to 13), revision to ‘Nursing and Physician Assistant Program,’ and addition of a representative from the Ed.D. program in Education Leadership.
- Proposed changes addressed at this meeting are: (1) Membership 1a to read ‘One representative from each of the departments with a graduate/post-graduate program,’ (2) Membership 1a change ‘Nursing’ to ‘Nursing and Physician Assistant Program,’ change ‘Recreation and Parks Management’ to ‘Kinesiology and Recreation,’ and add ‘Literacy Education.’ (3) Responsibilities 1. – delete ‘major and minor’ to read ‘...change of all programs for graduate education;’ (4) Officers and Terms of Office 2. – delete last two sentences referencing the President’s Cabinet, (5) Officers and Terms of Office 3. – delete last sentence regarding the maintenance of Graduate Council records in the FSU Library. **There was general agreement on these changes, but no votes were taken on any of the five proposed changes.**
- There was a brief discussion on posting of Graduate Council records on the U drive and who should be authorized to post.

The next meeting will be held 8 April 2019.

Meeting Adjourned at 4:50 PM

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE

Friday March 15, 2019

Gira Center 157

3:00 pm

In Attendance: Mike Flinn, Denise Murphy, Randy Lowe, Bill Wetherholt, Phil Allen, Lei Ye, Ben Norris, Erica Kennedy, Elizabeth Throop

Excused: Diane Blankenship

Reports-

3:00 –Report from AIEC (ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS COUNCIL)

BN Report:

They are in the process of assessing department strategic plans. There are 84 reporting units across campus. Individuals are reviewing department plans.

Report from Workload subcommittee

W Lei—They met with Sara Beth. They want to develop a workload training sheet. The next meeting, they will share to workload committee and will help to relay to faculty in terms of workload calculation.
BN—Fourteen people have responded to workload survey.

Other**Dual Employment update**

Update on dual employment—Leon had been e-mailed about concerns relating to new policy that prohibits staff from being dual employed as staff and in teaching roles. Mike discussed some possible solutions and also set up meeting with the President. Mike, Dr. Throop, and Leon met and Leon said that staff can continue in their teaching roles for the next year, but can only teach 2 classes per year. It is still up in the air what will happen going into the future beyond this first year. It is argued that this is an issue linked both to morale and saving money. There are multiple departments impacted, and there has been a staff member that has left FSU as a result of this change in policy. It should be noted that this also maps to the first bullet point in the Core Values of the 2018-2023 Strategic Plan:

Frostburg State University is a place where every student can experience a myriad of opportunities both in and out of the classroom, fostered by a sense of inclusion and close mentoring relationships with faculty and staff.

Further, this issue maps directly to theme four, Organizational Culture:

This theme addresses topics including internal connections, communication, and collaboration; campus community climate; institutional values such as commitment to *shared governance*, diversity, *respect for others*, and *morale*.

NEW BUSINESS**Proposals**

3:15 –

Suspension of the Climate Science Concentration in Geography: department representation, Dr. Richard Russo

Rich Russo—Suspension of Climate Science Concentration—We have 3 majors in the Geography department. Currently, students had to major in Geography in order for them to have the Climate Science Concentration. There is a proposed Climate Science minor that would allow for more flexibility for different majors. The minor has already passed through Academic Affairs.

Vote Required—majority for suspension, 2 abstentions. Suspension of concentration passes.

DISCUSSION –

3:30 – Discuss and complete the Low Enrolled Program Review Process in preparation for presentation at the faculty assembly

After some discussion, it was determined that Wednesday April 3rd at 3:00 before Senate would be a good option for the faculty assembly.

FUTURE BUSINESS

We need to complete the three-year review process for proposals which passed through IPR three years ago. This will be on the March or April agenda.

Adjourned—4:15 pm

COUNCIL OF UNIVERSITY SYSTEM FACULTY**March 27, 2019**

This report contains two reports. The first is on the CUSF Council meeting and the second is on the Academic Integrity Convene.

CUSF Council Meeting

The March CUSF meeting was held at the UMCES in the Columbia Center, Baltimore, Maryland on Wednesday, March 13, 2019.

The meeting was presided over by Trish Westerman, Chair, CUSF. The welcome was given by Dr. Peter

Goodwin, President, UMCES. Also, in attendance for a portion of the meeting were Linda Gooden, Chair, BOR, and Chancellor Caret. They were in attendance during the Panel on Student Evaluation of Faculty.

Panel on Student Evaluation of Faculty. The Faculty Concerns Committee of CUSF has had as their focus student evaluations. Ryan King-White, chair of the committee, provided an overview of the issue. Elizabeth Clifford presented on gender and minority biases in the evaluation process. From UMCP, Philip Evers presented an evaluation process being implemented at College Park. Their process can easily serve as a prototype for other institutions and one of their documents has been forwarded to FSU's Faculty Concern Committee for review and consideration. A summary of their paradigm is provided below.

Course Content: In general, faculty members associated with the discipline understand and can evaluate the content of the course. It can be both summative and formative.

Pedagogy: Pedagogy is the ability to teach. It is different from the course content and requires an evaluator who has training in pedagogy.

Learning Assessment: The learning assessment can be assessed from the course syllabus by comparing the objectives with the activities that fulfil them.

Self-reflection: Self-reflection is the faculty member's reflection on their teaching and how they can improve.

Student: Students can provide both a summative evaluation of the course and whether it was informative. They are not good evaluators of course content, pedagogy, or learning assessments. The key point that the panel made was that the student evaluation is **perception** and not evaluation.

Committee and Other Reports: The CUSF committees met over lunch and reported on their activities after lunch. At 1:30 Mike Wilberg, Chair of Faculty Senate gave a report on the state of shared governance at UMCES. It was a positive approach.

Elections: The chair and vice chair were voted upon at this meeting. Unopposed, Trish Westerman was elected for her second one year term. Ryan King-White was elected vice chair. The election of the Secretary and At-Large position will occur at the April Council meeting.

With no further business the meeting was adjourned at 2:00 p.m.

Convene: Reframing Academic Integrity: Creating a Shared Institutional Approach

On March 26, 2019, a convene on academic integrity was co-sponsored by CUSF and the Kirwan Center for Academic Innovation. It was titled: "**Reframing Academic Integrity: Creating a Shared Institutional Approach.**" The convene was a semi-culminating event of a CUSF initiative by the Education Policy Committee of CUSF and its chair, Elizabeth Brunn. Semi is used because a lot of activity has transpired prior to the Convene and because the Convene is not the end but can be viewed as the beginning of a new phase where academic integrity is disseminated to the campuses. I will note that I was one of the members of the organizing committee and a co-presenter during the concurrent sessions.

I will let the contingency from FSU speak on the success of the Convene, what they learned and the next steps regarding implementing it at FSU. The FSU contingency included: Shoshan Brassfield,

Director, Center for Teaching Excellence; Carl Crowe, Director of Student Conduct and Community Standards/Interim Director of Resident Life; Ben Forest, President of SGA; John Lombardi, CUSF representative; Mike Mathias, Interim Associate Provost; and Ben Norris, Faculty Senate Chair.

Respectfully Submitted, Robert Kauffman

FSU's CUSF Representatives for the 2018-2019 Academic Year are:

- John Lombardi (Communication)
- Kelly Rock (Nursing)
- Robert Kauffman (Kinesiology & Recreation)

The CUSF meeting schedule for the remainder of the 2018-2019 Academic Year is below. This year there will not be a meeting at FSU

Month	Schedule of CUSF Council Meetings for 2018-2019 Academic Year	Location
April	Friday, April 12	Salisbury
May	Thursday, May 16	Towson
June	Tuesday, June 18 (optional)	UB



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February 15, 2019

Dear Members of the Frostburg State University Community:

The Department of English and Foreign Languages would like to nominate Dr. Mary Anne Lutz to the join the ranks of the University's other distinguished Professors Emeritus.

Dr. Lutz joined the English Department faculty in 1988. Early in her career, as a member of the Faculty Senate, she was elected to serve as chair of the Academic Affairs committee. For her department, she accepted the responsibilities of the chairmanship of the English Curriculum Committee and has held the post since, even in this, her final year as a full-time faculty member. She shepherded through governance the innovations that made our literature curriculum a trans-Atlantic one that unites the literatures of two continents. Her understanding of Frostburg's curriculum proposal process and her keen sense of what it means to really excel in our discipline has helped shape our students into successful majors who go on to prosper in a number of careers.

Part of her work with students has focused on her commitment to our Capstone process, which has been in place for many years. Our portfolio process of revision is based on best practices. She is a gifted teacher, whose students remain in touch with her. She is the long-time advisor for the English Honorary, Sigma Tau Delta, and has given 18 years of service to this international organization. Through her mentorship in Sigma Tau Delta, she helped students with projects like the annual Banned Books reading and for years has organized our Career Expo.

We recognize her contributions across the University to her long service on the Women's Studies Steering Committee since its inception in 1990 and as one of the first trained members of the National Coalition Building Institute, on campus since 1994.

Her research has been a vital part of her life as a professor. She has remained current in her field, exploring the picturesque in literature and the works of Washington Irving and of Sir Walter Scott. I particularly want to note her recent scholarship on Washington Irving and the treatment of Muslim characters and content.

Dr. Lutz has been a valued member of this department, and we will be very sorry to see her retire. The Department would like to request that Frostburg State University honor the long and successful career of Dr. Mary Anne Lutz with recognition of her status as Professor Emeritus.

Regards,

Dr. Sydney Duncan
Chair, Department of English and Foreign Languages

FSU Department of History

To: Justin R. Dunmyre, Chair, Faculty Concerns Committee

From: *Sally A. Beniece*, Chair

Date: 18 February 2019

Re: Recommendation of Emeritus Status for Paul J. Charney

The Department of History recommends that our longtime colleague, Dr. Paul J. Charney, be awarded emeritus status upon his retirement in June 2019. Dr. Charney will retire as Associate Professor of History after twenty years at Frostburg State University. Throughout those twenty years, he consistently demonstrated his commitment to teaching, service and professional development.

Dr. Charney has regularly taught History courses already in the catalogue when he arrived: HIST 100 The Contemporary World in Historical Perspective (retitled from The 20th-Century World thanks to him) and its Honors variant (HIST 111); World History (HIST 113 and 114); U.S. Diplomacy (HIST 428); Seminar in History (HIST 485); Writing and Research in History (HIST 299); Colonial Latin America (HIST 303 and 304); and History of Mexico (HIST 450).

In addition to teaching existing History courses, Dr. Charney has developed new courses in his areas of specialization for our department: Latin American Revolutions (HIST 455), Native Peoples of the Americas (HIST 418), and African Slavery in the Americas, which he taught as a Special Topics History course (HIST 489/490) and Honors Seminar (IDIS 491). He also participated in a Learning Community linking his HIST 100 course with an ORIE 101 section for students with reading challenges.

Above average numbers and positive responses from students have characterized Dr. Charney's teaching. He has consistently encouraged students to develop critical thinking and writing skills, made students accountable for assigned readings and held students to high grading standards. Over the years, he has emphasized more student participation in Honors and upper-division sections while continuing to challenge students with his signature common-thread essay, which involves finding a thesis within a diverse set of readings.

Dr. Charney has maintained an active record of publications during his time at FSU. He has published four articles/book chapters. His most recent publication is "'Networks of Trust': Debtors and Creditors in the Wills of Indian Nobles and Commoners in the Lima Valley, 1596-1607," in *Dead Giveaways II: Native Wills from the Colonial Americas; Dead Giveaways in the New World*, eds. Jonathan Truitt and Mark Christensen (Salt Lake City: University of Utah Press, 2016). His previous publications include "'For My

Necessities': The Wills of Andean Commoners and Nobles in the Valley of Lima, 1596-1607," *Ethnohistory* 59, no. 2 (2012): 323-352. Each article was the product of one of his two sabbaticals (in 2006-07 and in 2015). His book *Indian Society in the Valley of Lima, Peru, 1532-1824* was published by University Press of America (Lanham, MD) in 2001. He has also peer-reviewed articles for journals in his field and published a number of book reviews.

While at FSU, Dr. Charney presented twelve conference papers based on primary research. Most recently, he presented "Reconstituting Ayllus in the Late Seventeenth Century Community of Laja, Alto Peru" at the Rocky Mountain Council for Latin American Studies 65th Annual Conference in Reno, Nevada in April 2018 and "The Return of Don Juan Choque Mamani: Rebuilding a Community in Late 17th Century Omasuyos, Alto Peru" at the American Society for Ethnohistory 63rd Annual Meeting, in Winnipeg, Manitoba, Canada in October 2017. Moreover, he has made seven on-campus presentations on topics in his area of expertise, colonial Latin American and Native American/Amerindian history.

Dr. Charney's service to the department and the university is extensive. In the History Department, he served regularly on the Assessment Committee, the Recruitment and Retention Committee, the annual Evaluation Committee and the Renewal/Review Committee, as well as various search committees. He served as chair of the department from 2008 to 2014 and as interim chair in fall 2015. During his two terms as chair, Dr. Charney oversaw program review and curricular reform and advised no fewer than 30-40 majors every year.

For the College of Liberal Arts and Sciences, Dr. Charney served on: the Department of Foreign Languages Renewal Committee in 2010; Foreign Languages Sabbatical Committee in 2009; African American Studies Steering Committee in 2004-06; CLAS Curriculum Committee in 2002-05 and again in 2007-09; and the Foreign Languages Search Committee in 2004.

Dr. Charney's university service includes membership in the following bodies: Faculty Handbook Subcommittee in 2016-18; Faculty Senate in 2010-14; Faculty Concerns Committee in 2011-14; Middle States Commission on Higher Education in 2004-2005; International Educational Council in 2004-2005; Tenure and Promotion Subcommittee in 2001-02 and again in 2004-05; and Academic Standards Subcommittee in 2000-2001. He served as chair of the Faculty Development and Sabbatical Subcommittee in 2007-09.

Because Dr. Charney has been for the past twenty years an active and dedicated member of the scholarly community, of our department and of the university community as whole, we, his History colleagues, are very pleased to nominate him for emeritus status upon his retirement in June 2019.

Dr. Kathy Powell, Professor Emeritus Proposal

In 1992, after a failed attempt at Council on Social Work Education [CSWE] accreditation for the social work program at Frostburg State University, then president Catherina Gira turned to a junior faculty member Kathleen Powell, and personally requested that she take over the accreditation effort. Kathy reluctantly took on a daunting task, and in 1994 the social work program was granted full accreditation with CSWE. The initial accreditation is for four years, and in 1998 Kathy Powell was successful in our first reaffirmation of accreditation, which is valid for eight years. Satisfying accreditation standards twice in four years is a heavy burden, and to make it much more difficult, the accreditation standards went through a major revision in the meantime. This means Kathy dealt with two very different accreditation standards in four years.

Dr. Kathleen Powell is retiring at the end of the Spring 2019 semester, after 28 years of service to the university and from a social work program that has been accredited for 25 years thanks to her initial effort and continuing support. During the intervening years she stepped down as department chair but never slowed down in her commitment to the department and to being a life-long learner. In 2007 she began fulfilling a long-term goal and returned to school to earn a Ph.D. in Social Work at the University of Maryland. She continued to teach full-time while completing her Ph.D., which she defended in 2013. Like much of her life, her dissertation revolved around her commitment to Frostburg, which examined relationships between Frostburg the university and Frostburg the city. Her dissertation, *In the Shadow of the Ivory Tower: Neighborhood Relations in a College Town*, is the product of an entire career involved with town-gown relationships.

A short list of her accomplishments and contributions include the following.

- Kathy has received two Faculty Achievement Awards from FSU – University and Community Service (2001) and Teaching (2005). In 2003, she was recognized as the Outstanding Service-Learning Faculty Member at FSU.
- In 2006, she was the co-recipient of the Distinguished Program Award from the Maryland Association for Higher Education for her work with the Frostburg State University Community Outreach Partnership Center funded by a \$384,000 three-year grant from the U.S. Department of Housing and Urban Development.
- She has served on numerous University and Community committees and boards including the Steering Committee for the FSU Faculty Senate (1993-1995), the City of Frostburg's Town-Gown Committee (2003-2005), and the FSU Ad-Hoc Committee on Faculty Workload, and the Board of Directors of the Maryland Chapter of the National Association of Social Workers (1994-1996), among others. She has served in leadership roles on many of these committees including Chairing FSU's Undergraduate Education Initiative's Subcommittee on Co-Curricular and Experiential Education (2002-2003), Chairing the Board of Directors of Archway Station (1996-2000) and the Allegany County Human Resources Development Commission (2005-2006), and Chairing the Allegany County Board on Homelessness (2000-2006).

- She provided training for many human service agencies and for the last three years, has served as the local evaluator for two addictions prevention grants awarded to the Allegany County Health Department.
- Kathy is a licensed clinical social worker in the state of Maryland, and every two years, completes 40 continuing education hours as part of her license renewal. Her social work practice career, which pre-dates her academic career, spanned 15 years in the field of gerontology.
- She was part of the committees that established the Leadership Studies and African American Studies Minors, and for many years, she taught in the Leadership Studies Minor. She has also taught two Honors Seminars in her career at FSU.
- In the last 10 years, she has published six articles in peer-reviewed journals and presented eight papers at professional conferences.
- She is consistently nominated by students as a faculty member who has been particularly influential in their college career. Her teaching evaluations are stellar even though she teaches courses that students rate as the more difficult courses in the social work curriculum. She has taught across the curriculum having taught in every curricular area except one. There are only four required courses in social work major that she has not taught in her career at FSU.

Dr. Powell continues to be active as she prepares to retire. This Spring, her final semester, she will be presenting with Dr. Kara Rogers Thomas at the Appalachian Studies Association Conference at the University of North Carolina, Asheville. Additionally, she has an article that has been conditionally accepted to a special issue on Eco Social Work for the *Journal of Community Practice*. The article is coauthored with Dr. Ann Bristow, Professor Emeritus of Psychology at FSU; and Dr. Francis Precht, Professor of Geography at FSU. It is based on her experiences in the anti-fracking campaign in Maryland, which was the focus of her last sabbatical.



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March 7, 2019

Dear Dr. Dunmyre and members of the Senate Faculty Concerns Committee,

The library faculty have voted unanimously to endorse recommending Emerita status to Pamela Williams. Pam has announced her retirement as of May 1, 2019.

Pam joined the Lewis J. Ort Library in 1985 as a Reference/Bibliographic Instruction Librarian. Since that time, she has held the positions of Head of the Reference Department, Head of Reference, Media, Maps & Documents, and finally Associate Director for User Services: Reference, Media, Maps, Documents, and Special Collections. She was also promoted to the terminal rank of Librarian IV in 2002. As Associate Director, Pam supervised up to five professional librarians, two Library Technical Assistants and many student workers.

In addition to her B.A. in English/Education from St. Joseph College and her M.L.S. in Library Science from Kent State University, Pam also earned her M.A. in Modern Humanities from Frostburg State University.

As the supervisor of many early-career librarians, Pam has taken special pride in her role as a mentor, guiding her faculty as they developed professional skills that resulted in promotion and permanent status at Frostburg or as nationally competitive candidates if they chose to move on to new positions. Pam also served as a practicum supervisor for graduate students in the fields of Library Science and Education.

Pam has served our students, the University, and the profession through many significant contributions. She initiated new services to improve our research assistance services by launching the LibRef email service in 2001 and joining Maryland's *AskUsNow* Virtual Reference Service in 2012. She also established a Research Consultation Service in 2012 which allows students to schedule appointments for in-depth, one-on-one research assistance with a librarian. Pam expanded a library faculty's duties to include the responsibilities of the Coordinator of Instruction for First-Year Students in 2009. One of her notable contributions as a Reference Librarian has been through providing research and editorial assistance to Joseph A. Murray's *Alexander Hamilton: America's Forgotten Founder* (New York: Algora Publishing, 2007).

Pam has provided significant service to the community and the University as well. She has authored Mineral County Historical Society Mini-Grants to the West Virginia Library commission for Nancy Hanks Lincoln Symposium in 2008 and production and distribution of its DVD in 2010. She also contributed to the digitization of the *Frostburg Mining Journal*. As a result, this historic newspaper is freely available online through the Library of Congress *Chronicling America Collection*. Pam served as the secretary of FSU's Faculty Senate and as a member of the Senate Steering Committee from 1996 through 1999. She



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also served on many additional University Committees, including the FSU Chairs' Council Taskforce, FSU Faculty Evaluation and Tenure Taskforce, and many search committees.

We thank you for considering Pam for Emerita status. This is a well-deserved honor, and a wonderful opportunity to express our appreciation for all that she has done over the years for our students, her colleagues, the University, and the community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Seán Henry'.

Dr. Seán Henry: Library Webmaster, Coordinator of Library Instruction

A handwritten signature in blue ink, appearing to read 'Theresa Mastrodonato'.

Dr. Theresa Mastrodonato: Coordinator of Library Instruction for First Year Students, Reference Librarian III

A handwritten signature in blue ink, appearing to read 'Lisa A Hartman'.

Ms. Lisa Hartman: Reference Librarian III, Government Documents Coordinator

SSC 19-01

Charter of the Frostburg State University Faculty Senate

Proposal:

Update the Charter of the Frostburg State University Faculty Senate, Article II Members and Officers, §3 Faculty Senate Steering Committee and §4 Officers' Duties, to include duties assigned over time to the Chair of the Faculty and the Faculty Senate Steering Committee that are not reflected in the current charter.

Rationale:

The Faculty Senate Steering Committee has taken on four additional duties not reflected in the current charter:

1. Serve as the Institutional Nominating Committee for the Regents Faculty Awards
2. In consultation with the Provost, appoint members and fill vacancies to the Institutional Review Board
3. Administer and distribute results of the annual faculty morale survey
4. Review and make recommendations to the President on the acceptability of candidate for the Faculty Athletics Representative

The Chair of the Faculty is requested as a member of the following bodies not currently, and the duties of the Chair should be updated to include them:

1. Serve as one of the three faculty representatives on the University Advisory Council (replaces membership on the President's Cabinet)
2. Serve as an ex officio member of the Assessment and Institutional Effectiveness Council
3. Serve as an ex officio member of the University Council on Retention
4. Serve as an ex officio member of the FSU Foundation Board of Directors
5. Serve as an ex officio member of the Faculty Concerns Committee

PROPOSED CHANGES

Red: Additions; Yellow highlight and struck through: deletions

Section 3. Faculty Senate Steering Committee

A Steering Committee will consist of the officers of the Faculty Senate along with the Chairs of the following University Committees:

- Academic Affairs Committee
- Faculty Concerns Committee
- Institutional Priorities and Resources
- Graduate Council
- Chairs' Council

The purpose of the Senate Steering Committee is to:

1. Assist, according to provisions specified in this charter, in the nominations and election process;
2. Review and recommend policies and procedures on matters related to Senate operations;
3. Assist the Chair when the Senate is not in session in the expediting of business in every way compatible with the rights of the members;
4. Serve as the Institutional Nominating Committee for the Regents Faculty Awards;
5. In consultation with the Provost, appoint members and fill vacancies to the Institutional Review Board;
6. Administer and distribute results of the annual faculty morale survey;
7. Review and make recommendations to the President on the acceptability of candidate for the Faculty Athletics Representative;
8. Foster coordination and communication between Senate committees, and;
9. Be responsible for overseeing the nomination and election process in cases of a Presidential Recall.

The Steering Committee may at its discretion invite Chairs of other committees to join. Jurisdictional disputes will be referred to the Steering Committee and, if necessary, determined by majority vote of the Steering Committee. (In case of a tie, the Chair of the Faculty will assign jurisdiction.) The Steering Committee will meet at least once each month during the academic year, or when called to do so by the Chair of the Faculty or his/her designee.

Section 4. Officers' Duties

- a. Based on provisions set forth in the charters of the University Faculty and of the Faculty Senate, the Chair of the Faculty will:
 - (1) Act as the principal spokesperson for the University Faculty.
 - (2) Prepare agendas for meetings of the Faculty Senate and the University Faculty.
 - (3) Maintain the minutes of all meetings of the University Faculty and Faculty Senate. Distribute those minutes to the faculty.
 - (4) Ensure the agendas and minutes are distributed to all interested parties, including student government, in a timely manner.
 - (5) Convene and preside over meetings of the University Faculty, the Faculty Senate, and the Faculty Senate Steering Committee.
 - (6) Sit on the Institutional Priorities and Resources Committee.
 - (7) Serve as an ex officio member of the Faculty Concerns Committee.

(8) Represent the University Faculty as an ex officio member of:

- a. The Assessment and Institutional Effectiveness Council
- b. The University Council on Retention
- c. The FSU Foundation Board of Directors

(9) Receive responses to University Faculty or Faculty Senate actions from the President of the University

(10) Appoint, according to provisions specified in this charter, a Nominations and Elections Committee to oversee Faculty elections.

(11) Assign jurisdiction of an issue to the most appropriate committee in the event that the Faculty Senate Steering Committee is unable to reach a decision.

(12) Vote on matters before the Faculty Senate in the event of a tie.

(13) Call special meetings of the Faculty Senate Steering Committee and of the Faculty Senate.

(14) Rule on parliamentary procedure for use in Faculty Senate meetings and may appoint a Parliamentarian to advise on rules of procedure.

(15) Fill by appointment faculty vacancies on Faculty Senate, Committee, Subcommittee, and Advisory Groups (in accordance with Article III, Section 5, b-7).

(16) Sit on the ~~President's Cabinet~~ University Advisory Council, and if unable to attend, send a representative in his/her place.

(17) Receive the same stipend amount as Department Chairs.

FACULTY SENATE MINUTES

Wednesday, March 6, 2019

4:00 PM

Lane Center Atkinson Room

Senators present: P. Allen, A. Ashraf., S. Brassfield, S. Brill, N. Buta, J. Dunmyre, J. Durst, J. Earles, T. English, D. Filer, M. Flinn, S. Hay, S. Henry, H. Hurst, R. Kauffman, E. Kennedy, J. Lombardi, R. Lowe, M. Murtagh, B. Norris, J. Odone, R. Raesly, K. Rock, D. Rushton, C. Schrader, G. Snelson, S. Stephenson, B. Weber, W. Weatherholt.

Absent (excused): H. Currie, J. Browne

Absent: D. Blankenship, J. Shore

Administrators attending: President Nowaczyk, Provost Throop

The meeting was called to order at 4:05 p.m.

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of February 6, 2019 (Distributed electronically)

II. ANNOUNCEMENTS

A. Future Faculty Senate Meetings (4:00 PM in Lane Center Atkinson Room)

Wednesday, April 3, 2019

Wednesday, May 1, 2019

B. Future Faculty Assembly Meetings

March Faculty Assembly: Last Week of March – Low Performing Programs

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

A. Chair's Report (Distributed electronically): Will be bringing forward a proposal to amend Chair of Faculty charge under Faculty Senate charter next meeting.

B. Academic Affairs Committee (AAC) Report (Distributed electronically)

C. Faculty Concerns Committee (FCC) Report (Distributed electronically)

D. Graduate Council (GC) Report (Distributed electronically)

E. Institutional Priorities & Resources Committee (IPR) Report (Distributed electronically)

F. Council of University System Faculty (CUSF) Report (Distributed electronically)

G. **President's Report (oral)**

1. Strategic Planning: An open session will be held to exchange information and receive feedback. The President went through the Strategic Plan with the Chancellor last week.

2. Budget and state level events: FSU is doing fine with our internal budget. The State had a surplus that they had used and are now worried that they may have overspent; also, they are concerned about a possible future recession. We won't know anything more until April when the

legislature gets closer to finalizing the budget. FSU held a good reception for legislators in Annapolis where we received many positive comments and compliments about the university. The President will be going down for two days; one is a meeting on capital budget. This time next year the design for the Education and Health Sciences building will be completed and we hope to have \$5 million to start construction before July 1 next year. Later in the week, the President will participate in a USM meeting with delegates and senators from this region. One policy change will be going through the state system to add to the sick leave policy to include "safe leave" for victims of domestic violence or abuse.

3. Education and Health Sciences Center: The President showed a slide presentation of the architectural design of the exterior of the building and how it will integrate into the campus. Construction is projected to start in April of next year.

H. Provost's Report (oral)

1. DVMT: The Provost is working with Enrollment Management and the Math Department about reconfiguring DVMT 095. There may be a pilot of the new course next year. Development is ongoing.

2. Department visits: The Provost has now visited all departments to discuss their visions for the future and will prepare a summary to share.

3. Budget: We are aiming to have next year's budget projected within next few weeks; it looks like we are in relatively good shape. There is a faculty salary survey that is going out. Data needs to be collected before any decisions can be made.

4. Tenure-track portfolios: We are continuing to explore online solutions for faculty evaluations. We are having conversation with Portfolium to see whether we can adapt that for faculty as well as students.

5. New majors: Work continues with the development of Construction Management & Criminal Justice as new majors.

6. Recognition: The Provost gave a positive recommendation to the Theatre Department's production of "Five by Ives." She also praised the performance of the U.S. Army Blues Band at FSU's Jazz Festival.

IV. OLD BUSINESS

Supporting Documents for all proposals can be found on the U: Drive (\\FSUNAS1) at:

AAC: <U:\\AAC\\Senate>

FCC: <U:\\Faculty Concerns Committee\\Senate>

GC: <U:\\GC\\Senate Items>

IPR: <U:\\IPR Committee\\Senate>

Supporting documentation is also available at <https://frostburg.sharepoint.com/sites/facultysenate>

VOTE REQUIRED: GC 19-1

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ol style="list-style-type: none"> 1. Change in Existing Program's Prerequisite Requirements <ol style="list-style-type: none"> a. Add the following courses as required prerequisites for the MSAT Program: Biology with lab Physics with lab Chemistry with lab General/Introduction to Psychology <i>Annotation: The program determines the classes that meets these standards and supports the program's curricular plan.</i> 	<ol style="list-style-type: none"> 1. Rationale: CAATE recently released the updated <i>2020 Standards for Accreditation of Professional Athletic Training Programs</i>. One of the standards requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. This standard will take effect July 1, 2020. To prepare for this mandate, the program would like to update the prerequisite courses now to be published in the new FSU 2019 course catalog.

MOTION CARRIED.**VOTE REQUIRED: GC 19-2**

Summary Proposal	Rationale
<p>The Department of Educational Professions (M.Ed. interdisciplinary program) requests the following:</p> <ol style="list-style-type: none"> 1. catalog language change from requirement of courses from two different departments to use of a focus area, 2. change capstone requirement to EDUC 700 and reduce required capstone credits to three, and 3. add courses (HIED 600, HIED 601, HIED 602) to catalog that were previously taught as special topics courses 	<ol style="list-style-type: none"> 1. Limiting the student to taking courses from two departments limits the students' ability to take courses that will develop them professionally within the College of Education. Most of the Education courses fall within the department of Education Professions but the courses are in various concentration which are their own discipline. Therefore, the definition of discipline should not be limited to departments but be limited to developing courses within an area of focus which aligns with the various available M.Ed. concentrations. 2. There is a need to assure that students have a research component as required by CAEP. Eliminating the option of 6 credits of Elective coursework and requiring 3 credits of EDUC 700 will satisfy the CAEP requirement. 3. Many of the students entering the M.Ed. Interdisciplinary program are looking to enter into Higher Education. These courses were developed and taught one time as EDUC 590 courses

	and are now being requested to be placed in the catalog list of courses to offer to students seeking this focus area.
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MOTION CARRIED.

VOTE NOT REQUIRED: AAC 18-25 (THE FACULTY SENATE ALREADY APPROVED AN AMENDMENT TO ADD THE HIGHLIGHTED LANGUAGE AT THE NOVEMBER 7, 2018 MEETING)

Summary Proposal	Rationale
<p>The Registrar's Office requests the following: The Registrar's Office recommends changes to the section on "Academic Standards" and "Academic Regulations & Procedures" in the Undergraduate Catalog:</p> <ol style="list-style-type: none"> 1. Changing the definition of an FX grade, and <p>Removing the deadline for when a W or WF can be assigned after the withdraw period each term.</p>	<p>The suggestion for the revision was presented at the Faculty Senate on October 2018, to clarify how (and that) and "FX" grade applies to online instruction, and may be awarded in an online class. The proposed suggestion went back to Academic Standards Subcommittee for review and approval. The Academic Standards Subcommittee approved the revision as suggested, and is submitting the following amended statement to Academic Affairs.</p> <p>FX Failure for non-attendance (if you never attended class or stopped attending during the term without officially withdrawing, or, for an online class, if you never logged in and participated or if you stopped performing course activities, without officially withdrawing. An FX grade will affect your GPA the same as an F grade. Failure to pass the course because you did not take the final exam or complete other course requirements will be recorded as an F grade rather than an FX.)</p>

NO ACTION REQUIRED.

VOTE NOT REQUIRED: AAC 19-01

Summary Proposal	Rationale
<p>The Department of Visual Arts requests the following:</p> <ol style="list-style-type: none"> 1) revised catalog language for the Art and Design Major. Add the following statement to program requirements. Page (77) of the 2017-2019 undergraduate catalog. Current language: <ul style="list-style-type: none"> • You must successfully pass the Studio Focus Review (ART 291) and Senior Review (ART 491). 	<p>1) Because of limitation in PAWS, the phrase, "concurrent enrollment in ART 291 during second advanced course" is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced studio course in their chosen focus area.</p>

<p>Proposed language:</p> <ul style="list-style-type: none"> - You must successfully pass Studio Focus Review (ART 291- <u>concurrent enrollment in second advanced studio course</u>) and Senior Review (ART 491 - <u>concurrent enrollment in ART 411</u>) <p>The Department of Visual Arts' Curriculum Committee is proposing revised catalog language for the following Art and Design advanced studio course descriptions (ART 402, ART 407, ART 414, ART 421, ART 432, ART 435, and ART 440.</p> <p>Page (161) of the 2017-2019 undergraduate catalog.</p> <p>Current language: Prerequisites: concurrent enrollment in ART 291 and second advanced course.</p> <p>Proposed language: Prerequisite: (current Introductory studio course), <u>delete any reference to "concurrent enrollment in ART 291 and second advanced course."</u></p> <p>2) revised catalog language for the following Art and Design advanced studio course descriptions (ART 402, ART 421, ART 432, ART 435, and ART 440.</p> <p>Currently, there are four advanced studio courses (ART 407, ART 414, ART416, and ART 452) which have such language; the other five advanced studio courses should likewise be enabled.</p> <p>Page (161) of the 2017-2019 undergraduate catalog.</p> <p>Current language: Prerequisites: (Introductory studio course); concurrent enrollment in ART 291 and second advanced course.</p> <p>Proposed language: Prerequisite: (Introductory studio course); <u>or permission of instructor.</u></p>	<p>2) (ART 18-02 and 03) The description changes for 402, 407, 414, 421, 432, 435, and 440 are intended as updates.</p> <p>Frequencies and course numbers are not being changed. The exclusion of "concurrent enrollment in ART 291 during second advanced course" in the descriptions is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced studio course in their chosen focus area. For courses 402, 421, 432, 435, and 440 the phrase, "or permission of instructor" is being included to afford students with demonstrated skills to enroll in an advanced course to further develop their expertise.</p>
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NO ACTION REQUIRED.

VOTE NOT REQUIRED: AAC 19-04A

Summary Proposal	Rationale
<p>The Department of Geography requests the following: 1] <u>Change in pre-requisites</u> of GEOG 275 Fundamentals of Geographic Data Handling</p> <p>2] <u>Change in course title</u> of GEOG 470 Soil and Water Engineering</p>	<p>The Department of Geography seeks to change the course descriptions and/or titles of three of its courses. This proposal will change the MATH requirements for one course and better describe another course.</p>

VOTE NOT REQUIRED: AAC 19-07

Summary Proposal	Rationale
The Department of Nursing Requests the following: To meet both state and accreditation requirements students in the Bachelor of Science in Nursing program must complete specific general education courses under the General Education Program core and natural and social sciences.	This proposal clarifies the text in the catalog to allow for tracking of these required courses for the Bachelor of Science in Nursing by the Registrar's Office through the PAWS system. This will alleviate the manual tracking of these courses within the Department of Nursing and ensure that students graduate meeting all nursing-specific GEP requirements.

NO ACTION REQUIRED.**VOTE REQUIRED: AAC 19-08**

Summary Proposal	Rationale
The Department of Kinesiology and Recreation requests the following: <ol style="list-style-type: none"> 1. Add two new courses: ADSP 348 Adaptive and Inclusive Adventure Sports and ADSP 342 Fitness and Nutrition in Adventure Sports 2. Change in Program Requirements: change in the total required number of credits from 49 to 61; addition of several required courses: ASI 110 Backcountry Living Skills; RECR 201 Introduction to Recreation and Parks (or ASI 101); RECR 382 Program Planning (or ASI 200); RECR 394 Environmental Interpretation; Remove ADSP 480 as a required course. 3. Change of catalog descriptions for the following courses: ADSP 330, ADSP 340, ADSP 350, ADSP 360, and ADSP 382 4. Revise bullet points for program description 	These changes are a result of deficiencies identified by the new faculty hired in the program based on discussions with students.

AFTER A DISCUSSION PERIOD, MIKE MURTAGH MOVED TO CALL THE QUESTION. TRAVIS SECONDED THE MOTION TO CALL THE QUESTION. PASSED WITH ONE OPPOSED. MOTION ON AAC 19-08 PASSED WITH ONE OPPOSED AND ONE ABSTENTION.

VOTE REQUIRED: AAC 19-09

Summary Proposal	Rationale
The Department of Kinesiology and Recreation requests the following: To offer an already existing course as a GEP Group C 3 credit course: <ol style="list-style-type: none"> 1. Existing Course: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 2. Change of Catalog Description: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 3 cr. Principles of nutrition. The effect of 	Rationale: 1. For majors that only require 7 credits to fulfill their Natural Science, this 3 credit course would meet their requirements. This includes the College of Business, College of Liberal Arts Studies, and College of Education. 2. For majors that require Nutrition, either as a pre-requisite or major requirement, this course would allow those students to complete major requirements as well as a Natural Science.

<p>food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Every semester. GEP Group C.</p> <p>3. Change in Existing Program's Requirements: Exercise and Sport Science</p> <ol style="list-style-type: none"> No change in existing EXSS program. Addition of EXSS 200 as an option for Natural Sciences credits in the General Education Program – Interdisciplinary Option (IDIS 160 Science, Technology, and Society or EXSS 200 Nutrition) <p>4. Program or Substantial Modification to Program: Exercise and Sport Science</p> <ol style="list-style-type: none"> No program modifications. Course proposal to add to GEP Group C Natural Science offerings under the Interdisciplinary Option (IDIS 160 Science, Technology, and Society or EXSS 200 Nutrition) 	<p>3. For students that are not required to take Nutrition for their major, they can choose to take a Natural Science course to apply to everyday life. Students enrolled in Recreation and Park Management, Adventure Sports Management, as well as those linked in with Psychology and Sociology would find this option very appealing and beneficial to their course of study.</p> <p>4. Students currently struggle enrolling in IDIS 160 courses due to lack of availability. This leaves students waiting until they are upperclassmen to enroll. Even at this point some are forced into a 4 credit science course, instead of the 3 credit they need, due to availability.</p> <p>5. This addition to the GEP options is not predicted to affect other majors, other courses, class frequency, or staffing. This course is already in the catalog, taught by a full time contractual faculty member, and a requirement for four programs on campus. This course will reach the non-health majors and encourage them to learn more about this topic. This can be done through adopting EXSS 200 Nutrition as a Natural Science option for the GEP courses.</p> <p>6. There is no dispute that obesity, health, and nutrition are growing concerns in the country. Offering this course part of the General Education Program will offer students the opportunity to learn more about the importance of nutrition for a healthy living.</p> <p>7. Currently, transfer students are able to transfer to FSU Nutrition courses completed at a Community College as a Natural Sciences requirement in the GEP. Thus, the students taking the EXSS 200 Nutrition course at FSU should be given the opportunity to have the course counted towards their General Education Program as well.</p>
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MOTION CARRIED WITH ONE OPPOSED AND ONE ABSTENTION.

VOTE REQUIRED: AAC 19-10 (ALSO REVIEWED BY IPR)

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: changes to the Undergraduate Bachelor of Science in Athletic Training Program, the majority of which comply with updated standards from</p>	<p>Rationale: Currently, the Commission on Accreditation of Athletic Training Education (CAATE) mandates all athletic training education preparation programs transition to a master's degree by 2022. Students will have to earn a Master of Science degree in athletic training before challenging</p>

<p>the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ol style="list-style-type: none"> 1. Suspension of Program <ol style="list-style-type: none"> a. Bachelor of Science in Athletic Training 	<p>the Board of Certification exam to become a Certified Athletic Trainer; therefore, athletic training education programs will not be permitted to accept undergraduate students beginning fall 2022. To prepare for the accreditation requirements, the Kinesiology & Recreation Department has created a 2-year Master of Science in Athletic Training Program as well as a 5-year Combined Bachelor of Science in Exercise and Sport Science/MSAT Program to begin in fall 2019. These new programs have been approved by USM and MHEC. FSU's current undergraduate Athletic Training Program will need to be suspended until the final cohort graduates in spring 2021.</p>
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Motion carried with one abstention.

VOTE REQUIRED: AAC 19-11

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Changes to the Combined BS-EXSS/MSAT Program, the majority of which comply with updated standards from the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ol style="list-style-type: none"> 1. Change in Existing Program's Prerequisite Requirements <ol style="list-style-type: none"> a. Add the following courses as required prerequisites for the MSAT Program: Biology with lab Physics with lab Chemistry with lab General/Introduction to Psychology <p>Proposed Amendment: Amend AAC 19-11 to include language added as amended to GC 19-1 by Graduate Council: <i>Annotation: The program determines the classes that meet these standards and support the program's curricular plan.</i></p>	<ol style="list-style-type: none"> 1. Rationale: CAATE recently released the updated <i>2020 Standards for Accreditation of Professional Athletic Training Programs</i>. One of the standards requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. This standard will take effect July 1, 2020. To prepare for this mandate, the program would like to update the prerequisite courses now to be published in the new FSU 2019 course catalog. Listing these courses as prerequisites will not significantly affect other departments. These courses currently serve as part of FSU's required general education courses and fulfill EXSS course elective requirements. These courses are currently scheduled within the Combined BS-EXSS/MSAT Program curriculum; the only change is to list them as required prerequisites for the MSAT Program.

NATALIA BUTA MOVED TO ACCEPT THE PROPOSAL TO THE AMENDMENT INDICATED IN RED. ROBERT KAUFMANN SECONDED THE AMENDMENT. MOTION CARRIED TO AMEND THE PROPOSAL. MOTION FOR AAC 19-11 CARRIED.

VOTE NOT REQUIRED: AAC 19-12

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - Update course frequency for the following courses: PHEC 360, PHEC 361, PHEC 362, PHEC 364, PHEC 365, PHEC 366, PHEC 369, PHEC 405, PHEC 412, PHEC 420, PHEC 481 - Change of course title, credit hours, and description for PHEC 109 Aerobic Fitness - Deletion of the following courses: PHEC 115, PHEC 175, PHEC 303, PHEC 341, PHEC 401, PHEC 410, PHEC 411, PHEC 413, PHEC 435, PHEC 482, PHEC 492, PHEC 495, HEED 311, HEED 416, HEED 418, PHEC 164, PHEC 165, PHEC 166, PHEC 167, PHEC 168, PHEC 169. <p>These courses that are currently listed as Exercise and Sport Science or Health and Physical Education courses, or courses that currently do not exist in our curriculum and are not being offered.</p>	<p>The proposed changes to the Coaching Minor and the Physical Education (PHEC) courses are coming to better reflect the current course offerings in the Coaching minor, the faculty currently teaching courses in the minor, and also the PHEC courses that are currently taught in the Exercise and Sport Science and Health and Physical Education programs.</p>

NO ACTION REQUIRED.

VOTE NOT REQUIRED: AAC 19-13

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Changes in catalog description and course frequency for: HPED 103, HPED 204, HPED 205, and HPED 408.</p>	<p>These changes are coming to better reflect the course content by making changes in course description and also it identifies more specifically when the courses are offered.</p>

NO ACTION REQUIRED.

VOTE REQUIRED: AAC 19-14 (ALSO REVIEWED BY IPR)

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: Suspension of Therapeutic Recreation Concentration under the Recreation and Parks Management Major</p>	<p>The concentration in Therapeutic Recreation is being proposed for suspension due to low student enrollment and lack of faculty to support the concentration. The program requires Certified Therapeutic Recreation Professionals to teach in the program. Currently due to lack of resources, the department cannot hire new faculty to sustain the program. The concentration has no specific</p>

	resources assigned to it; the courses in the concentration have been taught primarily by adjunct faculty and as overload by current faculty. Thus, the suspension of the program will not impact in any way the resources for the program.
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MOTION CARRIED WITH ONE ABSTENTION.

VOTE REQUIRED: AAC 19-15

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - The core RPM courses: changing previously approved course numbers in the catalog; changing course frequency) - The Community Program Delivery concentration: change in requirements for the concentration - The Hospitality Management and Tourism concentration: changes in requirements for the concentration (the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College). - The Adventure Sports Management concentration: changes in requirements for the concentration. 	<p>Rationale: Group A Recreation courses - adding and deleting courses to the list of optional courses: The students need more options across the academic year to meet this group's requirements.</p> <p>Hospitality Management and Tourism: the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College.</p> <p>Adventure Sports Management: the proposed changes to the adventure sports management concentration are coming to reflect and integrate courses from the adventure sports management major)</p>

MOTION CARRIED.

VOTE NOT REQUIRED: AAC 19-16

Summary Proposal	Rationale
<p>The Department of Chemistry Requests the Following: Addition of a new IDIS 150 course: The Science of Learning.</p>	<p>In the First-Year Colloquium "The Science of Learning" students will examine the many topics that have an impact on human learning. These topics span many disciplines including biology, psychology, neurology, and human health. Students will explore the neuroscience of learning, the impact of physical and mental health on learning, and evidence backed effective learning strategies.</p>

NO ACTION REQUIRED.

VOTE REQUIRED: FCC 18-16(H)

Summary Proposal	Rationale
FCC moves that , on page B-1 of the handbook, we update references to “Instructional Design and Delivery” to refer to the appropriate name of that office, and to include the following language: “Frostburg State University Online Education Procedures, Guidelines and Information can be found at https://www.frostburg.edu/online/online-policies-and-guidelines.php .”	This motion corrects an incorrect name and provides a link to a useful resource for teaching online.

MOTION CARRIED.

VOTE REQUIRED: FCC 18-19(H)

Summary Proposal	Rationale
FCC moves that we amend the FCC charter to include the Chair of the Faculty Senate as an ex-officio, non-voting member.	<p>The Chair of FCC has noted just how very useful the Chair of the Senate has been in deliberations, as well as in capacity to seek and relay information on behalf of FCC (e.g. to the President). As such, it has been commonplace for the Chair of the Senate to attend FCC meetings. The Chair of the Senate is not, however, an official member of FCC. The Chair of FCC therefore seeks to codify the Chair of Senate's attendance at FCC.</p> <p><i>FCC Chair's note: We settled on non-voting member because it is easier to add voting later, rather than take it away. The Chair of Faculty is already a voting member of IPR, so we viewed this as a way of limiting the power of an already politically strong position.</i></p>

ROBERT KAUFMANN MOVED TO AMEND THE PROPOSAL TO READ THAT THE CHAIR BE A VOTING MEMBER (RATHER THAN NON-VOTING) OF FCC . MIKE FLINN SECONDED. AYES 16; NAYS 9 , 2 ABSTENTIONS. MOTION TO AMEND THE PROPOSAL PASSED. AMENDED MOTION ON FCC 18-19 CARRIED.

VOTE REQUIRED: FCC 18-20(H)

Summary Proposal	Rationale
FCC moves that we amend the FCC charter, on page C-28, to read “Officers shall include a Chair, Vice-Chair and Secretary. Officers shall be selected by the Committee. The Chair shall be selected at the last meeting of the academic year to serve for the next year, and other officers shall be selected at the first meeting of the academic year to serve for the remainder of that year.”	Oftentimes, newly elected members of FCC are unable to attend the last meeting of the semester, which is the time set aside in the charter for elections of officers. Last year, we elected the Chair of FCC, and then pushed the remaining officer elections to this year. The Chair of FCC seeks to codify this practice. The pertinent section of the FCC charter reads: “Officers shall include a Chair, Vice-Chair and Secretary. Officers shall be selected by the Committee at the end of each academic year and shall serve terms of one year.”

MOTION CARRIED.

VOTE REQUIRED: FCC 18-23(H)

Summary Proposal	Rationale
FCC moves that we add the body of USM Policy II-2.25 to the USM Policies and Statements section of the Faculty Handbook.	The handbook, on page A-57, gives a brief description of measures to support families in the event of birth or adoption of a new child. These measures are in accordance with USM Policy II-2.25. The handbook later goes on to provide a link to USM Policy II-2.25, which is the “POLICY ON PARENTAL LEAVE AND OTHER FAMILY SUPPORTS FOR FACULTY.” This proposal is to also include the body of USM Policy II-2.25 in the section of the Faculty Handbook titled “USM Policies and Statements.”

MOTION CARRIED.

VOTE NOT REQUIRED: FCC 19-05

Summary Proposal	Rationale
FCC is resolved that, given the number of weather-related closures, FCC will permit and encourage an extension of all deadlines relating to the annual faculty evaluation process for three class days. The only exceptions are the June 30 deadline for the provost to file the summary report on Evaluation/Merit with FCC and the June 30 deadline for the President to notify Faculty Members of Merit decision, as June 30 is the end of	This resolution was passed in response to a request for guidance from department chairs on whether they could extend evaluation deadlines given the weather-related closures.

the fiscal year. Thus, those deadlines cannot be extended. Thus, the following deadlines are extended.	
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NO ACTION REQUIRED.

VOTE REQUIRED: IPR 18/19-1H

Summary Proposal	Rationale
Faculty Workload & Compensation Subcommittee requests to modify their charter to invite the chair of Academic Department Chairs' Council to be a member of the committee.	The committee would like to invite the chair of Academic Department Chairs' Council to be a member of the committee. This would establish a direct link to the department chairs, as the chairs are the ones that directly deal with workload policy.

Motion carried.

V. NEW BUSINESS

The Chair of Faculty announced that at the next meeting a proposal will be brought forward to update the Faculty Senate charter to more accurately reflect the current duties of the Chair of the Faculty and the Faculty Senate Steering Committee. Chairs of all **four Senate committees** (AA, IPR, GC, and FCC) are requested to review the handbook language and bring forward recommended language to bring the wording into alignment with current practice, if needed. The Chair of Faculty pointed out that amending committee charters can be done in one business meeting, but that updates to the Faculty Senate Charter require a reading at one meeting and a vote at the next.

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

Faculty Workload Survey. The Faculty Workload and Compensation Subcommittee is gathering information on the application of the [Faculty Scheduled Workload Compensation Policy](#). On behalf of the Subcommittee, I ask you to take a brief survey. Click [here](#), or copy and paste the link below. The Subcommittee wants to know rather you were initially satisfied with the way your workload was calculated at the beginning of the semester (including your overload compensation, if applicable). If not, the Subcommittee wants to know about whether your issue was resolved. The survey is anonymous, but there is an option to identify yourself if you want the Subcommittee to contact you for follow-up. Only the Subcommittee members will have access to your responses.

<https://forms.office.com/Pages/ResponsePage.aspx?id=0V75uBgqRkKBBAOmdHjTo-VpsVr2VWJMqHRUWmEmxjxUQkkwTzIWUEJZU0JRNvhaNFNFRDQxU1E3TC4u>

Faculty Assembly. The second Faculty Assembly for this academic year will be held the last week of March. The Institutional Priorities and Resources Committee has been hard at work reviewing data on low performing programs at FSU and developing a process to increase faculty input in the review of low performing programs. IPR will present the results of its work, including the process developed, for feedback at this Assembly. Please note that for this purpose, IPR is using MHEC's definition of low performing programs, which provides a benchmark of number of graduates per year (5 for Bachelor's, 3 for Master's, and 1 for Doctorate) or the corresponding three-year average. I will send a separate invitation with more details once the room, date, and time are finalized.

Re-Envisioning the General Education Program. The General Education Program Review Committee has completed the information gathering phase of its GEP review, and it is launching the Re-Envisioning portion of its work with a Town Hall meeting from 4-5 PM on Tuesday, March 12, in the ARMAH. All faculty and staff received an invitation from Mike Matthias last week. An overwhelming majority of respondents on the student and faculty/staff surveys agreed that changes are needed to improve the GEP (80% on each survey). Please plan to attend this Town Hall as the GEPRC moves forward on identifying the major parameters of a re-envisioned GEP.

Excellence in Academic Advising. The conditions committees of the Excellence in Academic Advising Task Force are continuing their work on assessing the current state of academic advising at FSU. This self-study will form the basis for an action plan for improvements. Thank you to everyone involved, whether you are serving on a conditions committee or if you have provided feedback to one of the committees. Be on the lookout for an update on our progress later this month or early April.

Faculty Elections. In a few weeks, the nomination process for Faculty Senate will open, and the nomination process for committees and advisory groups will occur in April. Please respond to the call by nominating yourself to stand for election to the Faculty Senate, a Committee, Subcommittee, or Advisory Group. If you know someone else who you think should run and serve, encourage them to do so. With a few exceptions, employees whose primary classification is as faculty are eligible to stand for election to most shared governance bodies regardless of rank or status. Get involved.

ACADEMIC AFFAIRS COMMITTEEMonday, February 18th, 2019

4:15 pm

Compton 237

Attending: Travis English, Chair; Stefanie Hay; Daniel Filer; Benjamin Forrest; Gerry Snelson; Melody Kentrus, UUCR; Kim Hixson, Dean's Council; Jodi Ternent, Registrar's Office; Lea Messmean-Mandicott, Library

- I. Call to order at 4:26
- II. Approval of the 12/11/2018 minutes without amendment
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: No reporting items.
 - b. Dean's Council-Dr. Kim Hixson: No reporting items.
 - c. Registrar's Office-Ms. Jodi Ternent: The Excellence in Academic Advising Taskforce is moving along with its business. "A student survey about advising should be distributed this week, faculty should look for a request from the president."
 - d. [UUCR](#)-Dr. Melody Kentrus: Two items reviewed: 1) The inclusion of a Nutrition course in the GEP and 2) The Science of Learning as an IDIS course.
 - e. AAC Chair-Dr. Travis English: We welcomed Dr. Hixson to the committee and introduced ourselves.
- IV. Old Business:

18-25	<p>The Registrar's Office requests the following: The Registrar's Office recommends changes to the section on "Academic Standards" and "Academic Regulations & Procedures" in the Undergraduate Catalog:</p> <ol style="list-style-type: none"> 2. Changing the definition of an FX grade, and 3. Removing the deadline for when a W or WF can be 	<p>Rationale: The suggestion for the revision was presented at the Faculty Senate on October 2018, to clarify how (and that) and "FX" grade applies to online instruction, and may be awarded in an online class. The proposed suggestion went back to Academic Standards Subcommittee for review and approval. The Academic Standards Subcommittee approved the revision as suggested, and is submitting the following amended statement to Academic Affairs.</p> <p>FX Failure for non-attendance (if you never attended class or stopped attending during the term without officially withdrawing, or, for an online class, if you never logged in and participated or if you stopped performing course activities, without officially withdrawing. An FX grade will affect your GPA the same as an F grade. Failure to pass the course because you did not take the final exam</p>	<p>Vote Required by AAC, not by Senate; amendments already advanced approved by Senate.</p>
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	assigned after the withdraw period each term.	or complete other course requirements will be recorded as an F grade rather than an FX.)	
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IV. New Business:

19-01	<p>The Department of Visual Arts requests the following:</p> <p>1) revised catalog language for the Art and Design Major. Add the following statement to program requirements. Page (77) of the 2017-2019 undergraduate catalog. Current language:</p> <ul style="list-style-type: none"> You must successfully pass the Studio Focus Review (ART 291) and Senior Review (ART 491). <p>Proposed language:</p> <ul style="list-style-type: none"> You must successfully pass Studio Focus Review (ART 291- <u>concurrent enrollment in second advanced studio course</u>) and Senior Review (ART 491 <u>- concurrent enrollment in ART 411</u>) <p>The Department of Visual Arts' Curriculum Committee is proposing revised catalog language for the following Art and Design advanced studio course descriptions (ART 402, ART 407, ART 414, ART 421, ART 432, ART 435, and ART 440). Page (161) of the 2017-2019 undergraduate catalog. Current language: Prerequisites: concurrent enrollment in ART 291 and second advanced course. Proposed language: Prerequisite: (current Introductory studio course), <u>delete any reference to "concurrent enrollment in ART 291 and second advanced course."</u></p> <p>2) revised catalog language for the following Art and Design advanced studio course</p>	<p>Rationale:</p> <p>1) Because of limitation in PAWS, the phrase, "concurrent enrollment in ART 291 during second advanced course" is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced studio course in their chosen focus area.</p> <p>2) (ART 18-02 and 03) The description changes for 402, 407, 414, 421, 432, 435, and 440 are intended as updates. Frequencies and course numbers are not being changed. The exclusion of "concurrent enrollment in ART 291 during second advanced course" in the descriptions is now covered under academic advising and program requirements. Students are still expected to enroll in <i>ART 291 Focus Review</i> when they enroll in a second advanced</p>	No Vote Required
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	<p>descriptions (ART 402, ART 421, ART 432, ART 435, and ART 440. Currently, there are four advanced studio courses (ART 407, ART 414, ART416, and ART 452) which have such language; the other five advanced studio courses should likewise be enabled.</p> <p>Page (161) of the 2017-2019 undergraduate catalog.</p> <p>Current language: Prerequisites: (Introductory studio course); concurrent enrollment in ART 291 and second advanced course.</p> <p>Proposed language: Prerequisite: (Introductory studio course); <u>or permission of instructor.</u></p>	<p>studio course in their chosen focus area. For courses 402, 421, 432, 435, and 440 the phrase, “or permission of instructor” is being included to afford students with demonstrated skills to enroll in an advanced course to further develop their expertise.</p>	
19-02	<p>The Department of Geography requests the following: Suspend the Climate Science Concentration in the Geography major.</p>	<p>Rationale: We believe its status as a concentration closes off the Climate Science curriculum to too many students on campus at time in history when more professionals will need a better understanding of the field. In a separate, but related, curriculum proposal, the Department of Geography will be seeking the creation of a Climate Science minor available to all enrolled students.</p>	<p>Vote Required; passed via email on 2/22/2019</p>
19-03	<p>The Department of Geography requests the following: Create a new Climate Science minor.</p> <p><u>Proposed Climate Science Minor</u></p> <p>1. Required Core Courses: (16 hours) GEOG 103 Physical Geography (GEP Group C)</p>	<p>Rationale: Currently, even other majors in the Department of Geography (i.e. Earth Science or Environmental Analysis and Planning) need to double-major in Geography in order to complete the Climate</p>	<p>Vote Required; tabled</p>

	<p>GEOG 205 or PHSC 205 Descriptive Meteorology GEOG 330 Global Climate Change GEOG 405 Physical Climatology GEOG 469 Principles of Atmospheric Science</p> <p>2. Electives (6 hours) <i>Complete two of the following courses from two different departments:</i></p> <p>SOCI 345 Sociology of the Environment* HIST 409 World Environmental History HIST 420 Green: Environment and Economy US History POSC 450 Environmental Public Policy* PHIL 315 Philosophy and the Environment GEOG 340 Soil: Genesis, Nature and Characteristics* GEOG 360 Food Systems* GEOG 406 Management and Conservation of Natural Resources* GEOG 445 Biogeography* GEOG 473 Environmental Law</p> <p>* Prerequisite needed to enroll in these courses.</p> <p>3. Recommendations: <i>Students are encouraged to select additional course work:</i></p> <p>COSC 130 Introduction to Programming MATH 236/237/238 Calculus I/II/III PHSC 215 General Physics 1 Additional Geographic Techniques courses Additional Advanced Physical Geography courses</p>	<p>Science curriculum. Creating a Climate Science minor would also allow students from all of our departmental majors and students from other disciplines to complete the program. The Climate Science minor is a program that has relevance to many future careers and prepares citizens to understand the science connected to public policies designed to mitigate and adapt to climate change.</p>	
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19-04a	<p>The Department of Geography requests the following: 1] <u>Change in pre-requisites</u> of GEOG 275 Fundamentals of Geographic Data Handling</p> <p>2] <u>Change in course title</u> of GEOG 470 Soil and Water Engineering</p>	<p>Rationale: The Department of Geography seeks to change the course descriptions and/or titles of three of its courses. This proposal will change the MATH requirements for one course and better describe another course.</p>	No Vote Required
19-04b	<p>3] <u>Change in course title and catalog description</u> of GEOG 481 Geography Capstone; <u>Delete</u> GEOG 486 Earth Science Capstone</p>	<p>Rationale: This proposal will simplify the capstone offerings in the department.</p>	Vote Required; tabled pending review by UUCR
19-05	<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Analysis and Planning (EVAP) major.</p> <p>1] <u>Remove BIOL 409 (Plant Taxonomy) as a requirement</u> and make it an elective</p> <p>2] <u>Add additional courses as choices for the BIOL electives</u></p> <p>3] <u>Reduce the number of required GEOG courses from 14 to 11</u> and reorganize these requirements</p> <p>4] <u>Remove ENGL 338 (Technical Writing) as a requirement</u> and make it recommended</p> <p>5] <u>Remove MATH 220 (Calculus for Applications I) as a requirement</u> and make it recommended</p> <p>6] <u>Add MATH 119 as an option for the program's MATH requirement</u></p>	<p>Rationale: In its current form, the 84-88 credit degree program makes it very difficult for students to complete it in four years and makes it nearly impossible for transfer students to complete it in a timely manner. These proposed changes in the program requirements are meant to balance the rigors of an environmental analysis degree that expects a background in several sciences with the reality that the program is too credit-heavy. There is a significant mismatch between EVAP major declarations and degree completions in the major and we hope this proposal will help</p>	Vote Required; tabled

	7] <u>Add GEOG 481 Capstone as a requirement</u>	students better achieve their goals.	
19-06	<p>The Department of Geography requests the following: Change existing program requirements in the Environmental Science Concentration in the Earth Science (EASC) major.</p> <p>1] <u>Remove MATH 109 as a requirement</u></p> <p>2] <u>Change course number of GEOG 486 Earth Science Capstone to GEOG 481 Capstone</u> (connected to other set of GEOG changes)</p> <p>3] <u>Remove the requirement GEOG 488 Environmental Practicum or GEOG 492 Internship:</u> <u>Research in Geography as a requirement</u></p> <p>4] <u>Make changes to the upper-level GEOG electives</u></p> <p>5] <u>Correct course numbers and titles</u></p> <p>BIOL 305 is now BIOL 405 BIOL 314 is now BIOL 409 GEOG 405 is now Physical Climatology</p>	<p>Rationale: Modifications to the concentration are requested to reflect changes to course pre-requisites, simplify the capstone experience, correct typographical errors in the 2017-2019 Undergraduate Catalog, and to increase the number of elective course choices available to students.</p>	Vote Required; tabled

19-07	The Department of Nursing Requests the following: To meet both state and accreditation requirements students in the Bachelor of Science in Nursing program must complete specific general education courses under the General Education Program core and natural and social sciences.	Rationale: This proposal clarifies the text in the catalog to allow for tracking of these required courses for the Bachelor of Science in Nursing by the Registrar's Office through the PAWS system. This will alleviate the manual tracking of these courses within the Department of Nursing and ensure that students graduate meeting all nursing-specific GEP requirements.	No Vote Required
19-08	The Department of Kinesiology and Recreation requests the following: <ol style="list-style-type: none"> 1. Add two new courses: ADSP 348 Adaptive and Inclusive Adventure Sports and ADSP 342 Fitness and Nutrition in Adventure Sports 2. Change in Program Requirements: change in the total required number of credits from 49 to 61; addition of several required courses: ASI 110 Backcountry Living Skills; RECR 201 Introduction to Recreation and Parks (or ASI 110); RECR 382 Program Planning (or ASI 200); RECR 394 Environmental Interpretation; Remove ADSP 480 as a required course. 3. Change of catalog descriptions for the following courses: ADSP 330, ADSP 340, ADSP 350, ADSP 360, and ADSP 382 4. Revise bullet points for program description 	Rationale: These changes are a result of deficiencies identified by the new faculty hired in the program based on discussions with students.	Vote Required; passed

19-09	<p>The Department of Kinesiology and Recreation requests the following: To offer an already existing course as a GEP Group C 3 credit course:</p> <ol style="list-style-type: none"> 1. Existing Course: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 2. Change of Catalog Description: <ol style="list-style-type: none"> a. EXSS 200 Nutrition 3 cr. Principles of nutrition. The effect of food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Every semester. GEP Group C. 3. Change in Existing Program's Requirements: Exercise and Sport Science <ol style="list-style-type: none"> a. No change in existing EXSS program. b. Addition of EXSS 200 as an option for Natural Sciences credits in the General Education Program – Interdisciplinary Option (IDIS 160 Science, Technology, and Society or EXSS 200 Nutrition) 4. Program or Substantial Modification to Program: Exercise and Sport Science <ol style="list-style-type: none"> a. No program modifications. b. Course proposal to add to GEP Group C Natural Science offerings under the Interdisciplinary Option (IDIS 160 Science, Technology, and 	<p>Rationale: 1. For majors that only require 7 credits to fulfill their Natural Science, this 3 credit course would meet their requirements. This includes the College of Business, College of Liberal Arts Studies, and College of Education.</p> <p>2. For majors that require Nutrition, either as a pre-requisite or major requirement, this course would allow those students to complete major requirements as well as a Natural Science.</p> <p>3. For students that are not required to take Nutrition for their major, they can choose to take a Natural Science course to apply to everyday life. Students enrolled in Recreation and Park Management, Adventure Sports Management, as well as those linked in with Psychology and Sociology would find this option very appealing and beneficial to their course of study.</p> <p>4. Students currently struggle enrolling in IDIS 160 courses due to lack of availability. This leaves students waiting until they are upperclassmen to enroll. Even at this point some are forced into a 4 credit</p>	<p>Vote Required; passed</p>
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	Society or EXSS 200 Nutrition)	<p>science course, instead of the 3 credit they need, due to availability.</p> <p>5. This addition to the GEP options is not predicted to affect other majors, other courses, class frequency, or staffing. This course is already in the catalog, taught by a full time contractual faculty member, and a requirement for four programs on campus. This course will reach the non-health majors and encourage them to learn more about this topic. This can be done through adopting EXSS 200 Nutrition as a Natural Science option for the GEP courses.</p> <p>6. There is no dispute that obesity, health, and nutrition are growing concerns in the country. Offering this course part of the General Education Program will offer students the opportunity to learn more about the importance of nutrition for a healthy living.</p> <p>7. Currently, transfer students are able to transfer to FSU Nutrition courses completed at a Community College as a Natural Sciences requirement in the GEP. Thus, the students taking the EXSS 200</p>	
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		Nutrition course at FSU should be given the opportunity to have the course counted towards their General Education Program as well.	
19-10	<p>The Department of Kinesiology and Recreation requests the following: changes to the Undergraduate Bachelor of Science in Athletic Training Program, the majority of which comply with updated standards from the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ul style="list-style-type: none"> 2. Suspension of Program <ul style="list-style-type: none"> a. Bachelor of Science in Athletic Training 	<p>Rationale: Currently, the Commission on Accreditation of Athletic Training Education (CAATE) mandates all athletic training education preparation programs transition to a master's degree by 2022. Students will have to earn a Master of Science degree in athletic training before challenging the Board of Certification exam to become a Certified Athletic Trainer; therefore, athletic training education programs will not be permitted to accept undergraduate students beginning fall 2022. To prepare for the accreditation requirements, the Kinesiology & Recreation Department has created a 2-year Master of Science in Athletic Training Program as well as a 5-year Combined Bachelor of Science in Exercise and Sport Science/MSAT Program to begin in fall 2019.</p>	Vote Required; passed

		<p>These new programs have been approved by USM and MHEC.</p> <p>FSU's current undergraduate Athletic Training Program will need to be suspended until the final cohort graduates in spring 2021.</p>	
19-11	<p>The Department of Kinesiology and Recreation requests the following: Changes to the Combined BS-EXSS/MSAT Program, the majority of which comply with updated standards from the Commission on Accreditation of Athletic Training Education (CAATE):</p> <ol style="list-style-type: none"> 2. Change in Existing Program's Prerequisite Requirements <ol style="list-style-type: none"> a. Add the following courses as required prerequisites for the MSAT Program: <ul style="list-style-type: none"> Biology with lab Physics with lab Chemistry with lab General/Introduction to Psychology 	<p>Rationale: CAATE recently released the updated <i>2020 Standards for Accreditation of Professional Athletic Training Programs</i>. One of the standards requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. This standard will take effect July 1, 2020. To prepare for this mandate, the program would like to update the prerequisite courses now to be published in the new FSU 2019 course catalog. Listing these courses as prerequisites will not significantly affect other departments. These courses currently serve as part of FSU's required general education courses and fulfill EXSS course elective requirements. These courses are currently scheduled within the Combined BS-EXSS/MSAT</p>	<p>Vote Required; passed</p>

		Program curriculum; the only change is to list them as required prerequisites for the MSAT Program.	
19-12	<p>The Department of Kinesiology and Recreation requests the following:</p> <ul style="list-style-type: none"> - Update course frequency for the following courses: PHEC 360, PHEC 361, PHEC 362, PHEC 364, PHEC 365, PHEC 366, PHEC 369, PHEC 405, PHEC 412, PHEC 420, PHEC 481 - Change of course title, credit hours, and description for PHEC 109 Aerobic Fitness - Deletion of the following courses: PHEC 115, PHEC 175, PHEC 303, PHEC 341, PHEC 401, PHEC 410, PHEC 411, PHEC 413, PHEC 435, PHEC 482, PHEC 492, PHEC 495, HEED 311, HEED 416, HEED 418, PHEC 164, PHEC 165, PHEC 166, PHEC 167, PHEC 168, PHEC 169. <p>These courses that are currently listed as Exercise and Sport Science or Health and Physical Education courses, or courses that currently do not exist in our curriculum and are not being offered.</p>	<p>Rationale: The proposed changes to the Coaching Minor and the Physical Education (PHEC) courses are coming to better reflect the current course offerings in the Coaching minor, the faculty currently teaching courses in the minor, and also the PHEC courses that are currently taught in the Exercise and Sport Science and Health and Physical Education programs.</p>	No Vote Required
19-13	<p>The Department of Kinesiology and Recreation requests the following: Changes in catalog description and course frequency for: HPED 103, HPED 204, HPED 205, and HPED 408.</p>	<p>Rationale: These changes are coming to better reflect the course content by making changes in course description and also it identifies more specifically when the courses are offered.</p>	No Vote Required
19-14	<p>The Department of Kinesiology and Recreation requests the following: Suspension of Therapeutic Recreation Concentration under the Recreation and Parks Management Major</p>	<p>Rationale: The concentration in Therapeutic Recreation is being proposed for suspension due to low student enrollment and lack of faculty to</p>	Vote Required; passed

		support the concentration. The program requires Certified Therapeutic Recreation Professionals to teach in the program. Currently due to lack of resources, the department cannot hire new faculty to sustain the program. The concentration has no specific resources assigned to it; the courses in the concentration have been taught primarily by adjunct faculty and as overload by current faculty. Thus, the suspension of the program will not impact in any way the resources for the program.	
19-15	The Department of Kinesiology and Recreation requests the following: <ul style="list-style-type: none"> - The core RPM courses: changing previously approved course numbers in the catalog; changing course frequency) - The Community Program Delivery concentration: change in requirements for the concentration - The Hospitality Management and Tourism concentration: changes in requirements for the concentration (the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College). - The Adventure Sports Management concentration: changes in requirements for the concentration. 	Rationale: Group A Recreation courses - adding and deleting courses to the list of optional courses: The students need more options across the academic year to meet this group's requirements. Hospitality Management and Tourism: the changes proposed are coming to reflect the Hospitality Management curriculum currently offered at Allegany College. Adventure Sports Management: the proposed changes to the	Vote Required; passed

		adventure sports management concentration are coming to reflect and integrate courses from the adventure sports management major)	
19-16	The Department of Chemistry Requests the Following: Addition of a new IDIS 150 course: The Science of Learning.	Rationale: In the First-Year Colloquium “The Science of Learning” students will examine the many topics that have an impact on human learning. These topics span many disciplines including biology, psychology, neurology, and human health. Students will explore the neuroscience of learning, the impact of physical and mental health on learning, and evidence backed effective learning strategies.	No Vote Required

V. Adjournment at 5:42

FACULTY CONCERNS COMMITTEE

Meeting Room: CCIT 245. Meeting Time: February 27, 2019, 4:00pm

Excused from attending this meeting: Chelsea Schrader, Jamison Odone, Mike Murtagh, Se'an Henry

- I. **Call to order @ 4:01pm**
- II. **Approval of the Minutes of Wednesday, December 12, 2018 (*green paper*)** Approved by unanimous consent.
- III. **Reports**
 - a. **Chair of FCC**
Workload survey coming soon, program coordinator request form for SEF, staff who are also teaching, timeline regarding appeals and provisional faculty.
 - b. **Council of University System Faculty**
On 26 March, there will be a convene on Academic Integrity, which will happen in the BWI airport area. A webinar happened on the 21st. Faculty salary has moved up to the regents and is being acted upon. CUSF has been active and is moving right along. A proposal is moving through related to faculty reporting suspected drug abuse by students.
 - c. **University Chair's Council**
Brief update on salary equity data gathering.
 - d. **Promotion and Tenure / Permanent Status**
Brief report on upcoming faculty achievement awards.
 - e. **Faculty Development and Sabbatical / Professional Leave Subcommittee** Committee received 3 request for publication assistants grants. They were funded.
 - f. **Faculty Handbook Subcommittee**
We have been looking at adopting software to manage the handbook. Top candidate is Confluence.
- IV. **Orders of the day:**
 - a. **Special orders**
 1. **It was unanimously approved that we adopt a timed agenda for this meeting.**

Discussion concluded on FCC 18-13/a/b(H) at 5:00, and scheduled business began at 5:30.

 - b. **Unfinished business**
 1. **FCC 18-13a/b(H): Update to grievance committee in faculty governance section of handbook**
 2. **FCC 18-16(H): Corrections and Information on Instructional Design and Delivery**
 3. **FCC 18-23(H): Including the Policy on parental leave and other family supports for faculty into the policies section of handbook**
 4. **FCC 18-19(H): Update the FCC charter to include Chair of Faculty Senate as ex-officio member of FCC.**

5. **FCC 18-20(H): Update the FCC charter to change timing of elections of officers.**
6. **FCC 18-21(H): Update the handbook to use they/them/their language.**
7. **FCC 18-22(H): Correcting a typo in Handbook Subcommittee Charter**

c. Scheduled business

1. **FCC: 19-01: Open discussion: professional behavior and tenure/promotion/annual evaluations**
2. **FCC: 19-02: Open discussion: inflation in faculty evaluation numbers ; meanwhile, faculty survey says we are overworked**
3. **FCC: 19-03: Open discussion: FSU: a world of experiences, no longer a world of different annual evaluations?**
4. **FCC: 19-04: Sabbatical report criteria and MD SOAR**

d. Unscheduled business

v. Business scheduled for the March FCC meeting

- a) **FCC 18-12(H) Updating faculty handbook regarding electronic device sage VI.**

Adjournment @ 6:03pm



Business for the Senate floor:

FCC 18-16(H) : FCC moves that, on page B-1 of the handbook, we update references to “Instructional Design and Delivery” to refer to the appropriate name of that office, and to include the following language: “Frostburg State University Online Education Procedures, Guidelines and Information’ can be found at https://www.frostburg.edu/online/online_policies-and-guidelines.php.”

FCC 18-23(H): FCC moves that we add the body of USM Policy II-2.25 to the USM Policies and Statements section of the Faculty Handbook.

FCC 18-19(H): FCC moves that we amend the FCC charter to include the Chair of the Faculty 11 Senate as an ex-officio, non-voting member

Chair’s note: We settled on non-voting member because it is easier to add voting later, rather than take it away. The Chair of Faculty is already a voting member of IPR, so we viewed this as a way of limiting the power of an already politically strong position.

FCC 18-20(H): FCC moves that we amend the FCC charter, on page C-28, to read “Officers shall include a Chair, Vice-Chair and Secretary. Officers shall be selected by the Committee. The Chair shall be selected at the last meeting of the academic year to serve for the next year, and other officers shall be selected at the first meeting of the academic year to serve for the remainder of that year.”

This report respectfully submitted by Justin Dunmyre, with heroic secretarial work by Jen Browne.

GRADUATE COUNCIL

The Graduate Council (GC) met on Monday, February 18, 2019 @4pm.

Present: Ali Ashraf, Jennifer Bishoff, Natalia Buta, Alli Graf, Heather Hurst, Kenneth Levitt, Vickie Mazer, Rich Raesly, Trina Redmond-Matz, Brad Rinard, Tom Serfass, Pam Williams, Eyad Youssef,

Absent: Mike Flinn, Kris McGhee, Kara Platt, Doris Santamaria-Makang, Jodi Ternent, Jamelyn Tobery-Nystrom, David Zheng

Minutes recorded by Rich Raesly, Secretary

Call to Order

- Meeting was called to order at 4:03 PM by Natalia Buta (Graduate Council Chair)

Approval of Minutes

- Motion to approve: A. Ashraf, seconded by P. Williams
- **Minutes approved by unanimous vote**

Chair Report – N. Buta

- There have been no meetings of the committee established to assess graduate assistantships.
- We need to look at the Faculty Handbook regarding Graduate Council and make any needed changes.

Graduate Services Report – V. Mazer

- Enrollment – Spring headcount enrollment for Graduate Education is higher than Spring 2018 by 36 heads. This is primarily due to an increase in the M.Ed. concentrations Educational Leadership (+13), Computer Science (+28), and addition of the new concentrations in Nursing FNP and PHMP (=13). These program increases have offset some of declines in other programs which range from 1 to 8, with Nondegree and Ed.D. programs having the largest headcount declines with 8 and 7 headcount respectively.
- Research Symposium - Schedule for Tuesday, May 7. Please make sure all faculty in your areas are aware of the date and encourage student participation.
- Educational Leadership Certificate will not be admitting students until summer. We previously reported that this program was approved by MHEC but it was brought to our attention that it also needed Middle States approval as it is considered a new degree level. This application has been submitted and we hope to hear soon.
- Catalog Supplement- As you know we are doing a one-time supplement to accommodate the new PA program, AT program changes, Nursing program changes, and MAT music program changes. The need for a supplement was due to the issues which surround the timing of accreditation and or MSDE approval. This supplement will come out in the near future as soon as we hear from MHEC on the submitted Nursing changes. All other program approvals have been received. All changes in programs from this point forward will be included in the 2020

catalog. Next year is the Graduate catalog year and if you are making program changes that are going to require outside approval, you should get those changes submitted through your departments before the end of the semester so as to make the deadlines.

- V. Mazer recently met with representatives from the Office of Finance and Budget to discuss graduate assistant wages prior to meeting on topics related to graduate assistantships. There was agreement to pay graduate assistants \$10.10 per hour at the current number of graduate assistantships.

Associate Provost Report

- No report from the Associate Provost's office. D. Santamaria-Makang was unable to attend the meeting.

Old Business

- None

New Business

- GC 19-01 (Department of Kinesiology and Recreation); MS in Athletic training: Proposal to add four required courses (Biology w/ lab, Chemistry w/ lab, Physics w/ lab, and General (Introductory) Psychology) to meet accreditation requirements of the Commission on Accreditation of Athletic Training Education.
- Discussion of GC19-01 focused on whether the lab science courses need to be major's courses as opposed to non-major's courses (e.g., General Physics I (PHYS 215) vs. Cosmic Concepts (PHSC 100) with an associated lab (PHSC 101))
- R. Raesly - Motion to support GC 19-01 pending review of accreditation requirements regarding required lab science classes by Department of Kinesiology and Recreation and revision of the language regarding these requirements as necessary. P. Williams - second
- **Motion passed by unanimous vote**
- GC 19-02 (Department of Education Professions, M.Ed Interdisciplinary Program. Three changes were requested: 1) catalog language change from requirement of courses from two different departments to use of a focus area, 2) change capstone requirement to EDUC 700 and reduce required capstone credits to three, and 3) add courses (HIED 600, HIED 601, HIED 602) to catalog that were previously taught as special topics courses
- B. Rinard – Motion to accept GC 19-02. E. Youssef – second
- **Motion passed by unanimous vote**
- V. Mazer notified the Graduate Council that changes were made to the graduate program in Counseling Psychology (and voted on) at the Faculty Senate meeting on 6 February 2019. Specifically, PSYC 692 (Advanced Seminar in Counseling) is currently in the Graduate Catalog and will be substituted for PSYC 590.

The next meeting will be held 11 March 2019.

Meeting Adjourned

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE**February 15, 2019****Gira Center 157****3:00 pm**

Attending—Mike Flinn, Randy Lowe, Erica Kennedy, Ben Norris, Phil Allen, Bill Wetherholt, Denise Murphy, Diane Blankenship, Brent Webber

DB—update from AIEC—The primary focus involved an update about the strategic plan. They are working to review programs coming up.

MF—Workload and Compensation subcommittee-We are looking for a tool to come up with to see if programs are being compensated properly.

PROPOSALS**Suspension of the Undergraduate Bachelor of Science in Athletic Training Program: department representation, Dr. Natalia Buta**

NB--Recently the master's program in Athletic Training was approved. This was needed for accreditation in the future. Students will need to have master's level training in order to sit for certification. Universities will no longer have undergraduate programs in athletic training. The plan is to finish current students by spring 2021 and phase out undergraduate program.

Vote Required: Unanimous, proposal passes

Recreation and Parks Management Program Suspension of Therapeutic Recreation Concentration: department representation, Dr. Natalia Buta

NB: Students had not been happy with online classes and the department also had difficulty in finding adjuncts for this program. The main issue is low enrollment—classes had very few students, and don't have any full time faculty with a background in TR. We want to suspend it for now and then see if there is any interest in the future, which we don't foresee.

Vote Required: Unanimous, proposal passes
Further discussion found in Minutes of February 2019.

DISCUSSION**Low performing programs process**

Currently, faculty are not included in the decisions for suspension of a low performing program. In collaboration with the Provost's office, we are developing a process which the faculty would be included in the review of low performance programs. The process is almost complete, and we are planning on presenting the process for discussion as a faculty assemble before it is moved to faculty senate for consideration.

Further discussion found in Minutes of February 2019.

Discussion relating to adjunct policy

MF- Leon Wyden, VP for Admin & Finance, has new policy stating anyone in his division cannot teach for Frostburg State University. The adjunct professors have expressed morale concerns to various members of the faculty. In addition, it is difficult to find adjuncts at the adjunct rate. Leon declined an invitation to join IPR to discuss this policy.

DII

For April—try to bring Leon and/or Troy to discuss scholarship model linked to athletics.

Vote to adjourn—4:23 pm (seconded by Phil)

Next meeting, Friday, 3/15/2019 @ 3pm in Gira 155 (Please note time change for Spring 2019)

COUNCIL OF UNIVERSITY SYSTEM FACULTY

FSU's CUSF Representatives for the 2018-2019 Academic Year are:

- John Lombardi (Communication)
- Kelly Rock (Nursing)
- Robert Kauffman (Kinesiology & Recreation)

The CUSF meeting schedule for the remainder of the 2018-2019 Academic Year is below. This year there will not be a meeting at FSU

Month	Schedule of CUSF Council Meetings for 2018-2019 Academic Year	Location
March	Wednesday, March 13	UMCES, Baltimore
April	Friday, April 12	Salisbury
May	Thursday, May 16	Towson
June	Tuesday, June 18 (optional)	UB