



Faculty Senate Newsletter

Volume 22, Number 5

February

2018

FACULTY SENATE AGENDA

Wednesday, February 7, 2018

4:00 PM

397 Gira CCIT

I. APPROVAL OF THE MINUTES

Faculty Senate Minutes of November 1, 2017 (Separate Blue Packet)

II. ANNOUNCEMENTS

A. Future Faculty Senate Meetings (4:00 PM in 397 Gira CCIT)

Wednesday, March 7, 2018

Wednesday, April 4, 2018

Wednesday, May 2, 2018

B. Future Faculty Assembly Meetings

February Faculty Assembly: Faculty Workload

Wednesday, February 28, 3:00 PM - 5:00 PM in 156 Gira CCIT

April/May Faculty Assembly: TBA

III. REPORTS & INFORMATION

A. Chair's Report

B. Academic Affairs Committee (AAC) Report

C. Faculty Concerns Committee (FCC) Report

D. Graduate Council (GC) Report

E. Institutional Priorities & Resources Committee (IPR) Report

F. Council of University System Faculty (CUSF) Report

G. President's Report (oral)

H. Provost's Report (oral)

I. Questions

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

VOTE REQUIRED: AAC 17-35

Summary Proposal	Rationale
<p>The Chemistry Department requests the following:</p> <ol style="list-style-type: none"> 1. Add a prerequisite of BIOL 310 Cell Biology for CHEM 455 Biochemistry I. 2. Under the Biochemistry Concentration for Chemistry Majors, add BIOL 310 Cell Biology to the Required Courses in Biology and increase the hours to 19. 3. Remove the required electives from the Biochemistry Concentration for Chemistry Majors. 4. Under the Professional Concentration for Chemistry Majors, add BIOL 310 Cell Biology to the Required Courses in Other Departments and change the hours from 8 to 12. 	<ol style="list-style-type: none"> 1. To ensure that students entering Biochemistry I have the same understanding of fundamental concepts required for Biochemistry I, and to allow introductory content to be covered more efficiently in Biochemistry I. Previous semesters have presented a Biochemistry I class with a mixture of students that had had Cell Biology and students that had not. This made it difficult to meet the needs of all students in the class. 2. To facilitate the addition of the BIOL 310 prerequisite for Biochemistry I. 3. The addition of BIOL 310 Cell Biology to Required Courses in Biology leads to 4 additional hours being required. Removing the 1-4 hours of Required Electives will keep the total number of hours required for the Biochemistry Concentration for Chemistry Majors to a minimum. 4. Professional Concentration students must take CHEM 455 Biochemistry I. Making BIOL 310 a prerequisite for CHEM 455 Biochemistry I will require the Professional Concentration students to take BIOL 310 Cell Biology.

VOTE REQUIRED: AAC 17-36

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <ol style="list-style-type: none"> 1. A change in the number of credits for EDUC 335: Teaching Frameworks, a Phase I course taught exclusively in the EC/Elem program at USMH. The course is currently 2 credits and needs to be increased to 3 credits. 2. Revisions to the course description of EDUC 422. 	<ol style="list-style-type: none"> 1. The justification for this increase relates to additional course time necessary for a new micro-credentialing module instruction that will become part of the course in the future. In addition, many students who transfer to FSU ECE program at USM-Hagerstown are transferring in with an AAT degree are only required to take a course load that equals 11 credits. One of the major requirements is that the candidate needs to be registered for a minimum of 12 credits per semester and less than 12 credits has an impact on students' financial aid. 2. The description of the EDUC 422 course requires revision, in order to accommodate the new teacher performance assessment (EdTPA), which will be housed and completed in this course during the candidate's final semester. The proposed description identifies qualities of effective teaching that are measured by the assessment. The P-9 designation in the title needs to be removed so that this course can be required by other teacher education programs that will be using this course as their capstone requirement.

VOTE REQUIRED: AAC 17-37

Summary Proposal	Rationale
<p>The College of Business requests the following:</p> <ol style="list-style-type: none"> Proposes to remove the minimum “C” grade requirement for all courses to satisfy the minor in Management. Change of course description, frequency of offering, and number of credits for MGMT 494 – Internship in Management, going from 3 or 6 to 1-12, variable, repeatable for maximum of 12 credits. Change in the requirements for the Hospitality Management concentration, giving a local internship option to the required 12 credit study abroad component at Vanung University, and also adding GEOG courses (Geography of Tourism, Tourism Planning) to the list of electives. Change in the list of electives for the General Management concentration, adding Hospitality Management courses. Change in the list of electives for the Small Business/ Entrepreneurship concentration, adding Hospitality Management courses. A proposal to remove the minimum “C” grade requirement for all courses to satisfy the minor in Small Business/ Entrepreneurship. Change in requirements for the Global Business concentration, deleting INTR 491, the concentration capstone course, changing required hours in the concentration from 18 to 15, and expanding elective hours in the concentration from 9 to 12. 	<ol style="list-style-type: none"> The Management Department wishes to adopt the standard university rule requiring that a student have only an overall GPA of 2.0 in all courses taken to satisfy the minor. Adoption of this rule will allow a student to offset a poor grade in one course with a better grade in a different course. The proposed change is necessary to enable a related proposal, MGMT 2017-4. However, the change to variable credits is otherwise useful and aligns with the experiential learning goal of the university. The requirement to travel to our partner university in Taiwan has acted as a barrier to enrollment into the concentration. Adding a local option is needed to maintain the viability of the program. The change would give students flexibility among the management concentrations, allowing a student to start in Hospitality Management but switch to General Management without penalty. The change would give students flexibility among the management concentrations, allowing a student to start in Hospitality Management but switch to Small Business/ Entrepreneurship without penalty. The Management Department wishes to adopt the standard university rule requiring that a student have only an overall GPA of 2.0 in all courses taken to satisfy the minor. Adoption of this rule will allow a student to offset a poor grade in one course with a better grade in a different course. Beginning Fall, 2018, the department will no longer have faculty with expertise to teach the concentration capstone. Since adjunct faculty are not permitted to teach capstone courses, there is little alternative but to delete the INTR 491 requirement. The overall business capstone course, MGMT 485, remains and is not affected.

VOTE NOT REQUIRED: AAC 17-39

Summary Proposal	Rationale
<p>The Department of Physics and Engineering requests the following:</p> <ol style="list-style-type: none"> Change in Catalog Description/Prerequisites/Frequency: ENME 271, Numerical Methods in Mechanical Engineering 	<ol style="list-style-type: none"> With the change at UMD requiring their students to take the Aerospace Engineering programming course, the department curriculum committee discussed options for meeting this requirement for ME students at Frostburg. After some discussion, the department curriculum committee determined it may be best to modify the ENME 271 Numerical Methods course to include C++ content.

<p>2. Change in Existing Program’s Requirements: Electrical Engineering – Course Description – Remove the leading paragraph in the section for Electrical Engineering</p> <p>3. Engineering BS at Cecil College – update the name of the program coordinator</p>	<p>2. The leading paragraph should be deleted since this program no longer exists.</p> <p>3. There has been a change in the name of the Coordinator for the BS program at Cecil College.</p>
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VOTE NOT REQUIRED: AAC 17-40

Summary Proposal	Rationale
<p>The Department of English requests the following: Addition of a section of IDIS 350: The Slave Narrative</p>	<p>To be included as a component in a study abroad experience in the Dominican Republic during Intersession 2018.</p>

VOTE REQUIRED: GC 17-7 (PART III ALSO APPROVED BY IPR)

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following:</p> <p>I. Courses</p> <ol style="list-style-type: none"> 1. Delete Course <ol style="list-style-type: none"> a. REED 518 2. Change in Title and Credits <ol style="list-style-type: none"> a. REED 617 will become REED 517 to allow it to be cross-listed as REED 417 b. EDUC 565 will increase from 1 to 3 credit hours c. EDUC 663 will increase from 2 to 3 credit hours <p>II. Change in Existing Program’s Requirements</p> <ol style="list-style-type: none"> 1. Praxis II/OPI/WPT has changed from a progression requirement to a requirement to be taken before graduation, not necessarily passed. 2. The OPI/WPT passing score has been changed from Advanced Low to Intermediate High <p>III. Suspension of USMH Program</p> <ol style="list-style-type: none"> 1. The department requests that the USMH option of the MAT Secondary program be suspended 	<p>REED 518 - The State of Maryland has changed what is required in reading courses for prospective teachers, and all required reading strategies and information are covered in REED 617, which remains a required course. REED 518 was a second reading course that will no longer be required for initial certification, but will be retained in the college for reading specialists and teachers pursuing their Advanced Certificates.</p> <p>REED 417/517 - Allows the college to decrease the number of sections of this course required.</p> <p>EDUC 565 – to allow more time to learn and apply current instructional techniques to the classroom. It will also move from the summer session to intersession to allow the students to complete Practicum I before taking it. This will give students a better idea of classroom contexts for technology.</p> <p>EDUC 663 - to allow for more instruction in classroom management, a vital aspect of teaching.</p> <p>Praxis II/OPI/WPT – for consistency with other initial certification programs and to reflect state requirements and remove barriers.</p> <p>Suspend MAT Secondary at USMH due to low enrollment.</p>
<p>IPR Addendum:</p>	<p>IPR recommends this program have the resources to explore the cause of low enrollment in the MAT-S at USMH considering the number of students enrolled at HCC and the population of the region. IPR has strong reservations about the discontinuance of programs at USMH. IPR recommends if the</p>

Department of Educational Professions wishes, the department should have the proper resources to explore the feasibility of relaunching a revised MAT-S program at USMH.

VOTE NOT REQUIRED: GC 17-8

Summary Proposal	Rationale
<p>The Department of Educational Professions requests the following changes:</p> <p>Change in Course Frequency EDUC 640</p>	<p>The EDUC 640 course was previously required as a core course for all M.Ed programs. This change was made for the 2016-2018 catalog, but the frequency of the offerings for this course were not changed. The proposal would change the frequency in the course description to variable, with it offered at least once a year.</p>

VOTE REQUIRED: GC 17-9

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following for the M.Ed. in School Counseling:</p> <p>Courses 1. Change of Catalog description /Prerequisite/Frequency</p> <p>Change SCCO 693 grading format Pass/No Pass to letter grade, A, B, C, or F</p> <p>II. Change Existing Program Requirements:</p> <p>1. Increase from 45 to 48 credits via addition of 3 credits of elective</p> <p>2. Change in credits. Add three-credit elective course SOCI 542 to School Counseling 45-credit Program.</p> <p>III. Identify accepted elective: The following courses will be accepted as electives: EDAD 628 School Law EDUC 558 Educational Technology for Teachers REED 540 Children’s Literature SOCI 542 Juvenile Delinquency SPED 562 Introduction to the Education of Exceptional Children Other elective courses may be selected with approval from the Program Coordinator</p>	<p>SCCO 693</p> <p>a. Letter grade option provides internship supervisors improved ability to assess and quantify students’ applied knowledge, professional dispositions, skill strengths and weaknesses.</p> <p>b. Provides distinction among interns for field placement performance.</p> <p>Informs future employers about applicant’s strengths and competence as a potential school counselor.</p> <p>c. Eliminates administrators’ need to provide written confirmation of ‘P’ course grade as ‘C or better’ for districts’ reimbursement</p> <p>SOCI 542</p> <p>a. School Counseling Program literature states alignment with Council of Accreditation for Counseling Related Education Programs, which requires minimum 48-credit School Counseling Master’s program.</p> <p>b. Adding a three-credit elective course substantiates required minimum credits which will align with CACREP recommendations.</p> <p>Electives:</p> <p>a. Using M.Ed. approved graduate program courses and SOCI 542 Juvenile Delinquency course as electives provides academic enrichment opportunities for students’ professional development.</p>

VOTE REQUIRED: GC 17-10

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following for the M.Ed. Curriculum & Instruction Technology Track:</p>	<p>Technology is the only track which requires 12 credits instead of 9. To increase uniformity among the tracks in the program</p>

<p>1. Change Requirements for M.Ed. Curriculum & Instruction Technology Track a. Change required credits from 12 to 9. b. Restructure course sequence in Technology Track</p> <p>2. The above change will also decrease the program degree requirements from 33-36 to 33 credits.</p>	<p>and increase enrollment in the technology track, the required credits will decrease to 9.</p> <p>The courses within the technology track will be streamlined to reflect current content and trends within the field of technology. Students will progress through a 3-course sequence, as in the other Curriculum & Instruction tracks. These courses will consist of EDUC 558, EDUC 635 and EDUC 645. The remainder of the courses will be removed from the track.</p>
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VOTE REQUIRED: GC 17-11

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following for the M.Ed. Special Education Concentration:</p> <ol style="list-style-type: none"> 1. Decrease required credit hours for the degree from 39-42 to 36 2. Add practicum course experience – New Course SPED 696 Practicum in Special Education (3 cr.) 3. Decrease special education core course requirements from 24 to 21 credits (this will happen via the elimination of one course from the program requirements, moving another to the elective options and increasing 3 courses (SPED 602, 603, 604 from 3 credits to 4 credits) 4. Decrease Elective requirement from 3-6 credit to 3 credits 5. Add new course SPED 607 Teaching Students within the Autism Spectrum. This course was being taught as a 590 Special Topics course but has been taught for many semesters and will be transitioned to a SPED course as a result. 6. Identify approved electives 7. Delete courses: SPED 510, SPED 563 8. Change course description: SPED 506, SPED 551, SPED 552, SPED 581, SPED 582, SPED 601, SPED 602, SPED 603, SPED 604, SPED 691 	<p>The Department of Educational Professions, in the College of Education at Frostburg State University (FSU) is proposing curriculum revisions to the Special Education Concentration in the M.Ed. Program, in order to update the program to respond to current trends in the field and align to the Council for Exceptional Children standards.</p> <p>The M.Ed. Special Education concentration also requires revisions in order to provide an opportunity to provide clinical practice through the completion of practicum hours in special education settings. These revisions provided an opportunity to add 6 hours of practicum while decreasing the overall course credits from 39/42 to 36.</p> <p>This also created an opportunity to update language in the course descriptions and program to stay current with the changes that have occurred nationally in special education.</p> <p>These changes to the program will not require any new resources or faculty. The current faculty will be able to supervise the practicum hours due the overall decrease in workload due to the reduction in credits.</p>

V. NEW BUSINESS

CUSF SURVEY OF SENATE CHAIRS ON THE STATE OF SHARED GOVERNANCE

VI. ADJOURNMENT

REPORTS TO THE FACULTY SENATE

CHAIR'S REPORT

I hope that your spring semester is off to a good start. I wanted to use my first report in 2018 to update you on some things that I have been or will be working on.

Faculty Workload: The two most important goals of the process leading to our current workload policy were 1) to replace guidelines that enabled abuse and exploitation with a policy that everyone agreed to and everyone would follow, and 2) to eliminate full-time faculty members teaching overloads without additional compensation. Briefly, all was well. However, in just two short years we have returned to the two situations we had hoped to prevent: the policy is not being followed as written and faculty are once again teaching unpaid overloads. I encourage everyone in one of these situations to report to the Faculty Workload and Compensation Subcommittee.

Many of you know or have heard rumors that the provost is proposing a different way of thinking about instructional workload based on credit hours generated and full-time equivalent students taught. This is not a done deal with details set in stone, and I aim to have as many faculty involved in discussions about this proposal as possible. To that end, I am inviting all faculty to a Faculty Assembly on Workload on Wednesday, February 28, from 3:00 PM – 5:00 PM in room 156 Gira CCIT.

Faculty Morale: One message that I heard from the faculty morale survey and the subsequent assembly on the topic is that many faculty are confused or frustrated by the hiring process for faculty. At the end of last semester, I met with representatives from HR about these concerns and to learn more about the process. We discussed the possibility of an open meeting or forum with faculty about the hiring process so that concerns and frustrations can be shared, but also so that education about the process can occur. I hope for something like this to happen later this semester.

Shared Governance and Administrator Evaluations: By March 10, I will be reporting to CUSF (Council of University System Faculty) on the State of Shared Governance at Frostburg State University during calendar year 2017. This feedback will be incorporated into a report to the Chancellor. To help me prepare this report, I will be soliciting direct feedback from Faculty Senators at the February 7 Faculty Senate Meeting. I will also consult relevant feedback from the faculty morale survey. Finally, I will be sending out the administrator evaluation surveys in mid-February instead of their typical time later in the semester to get more timely feedback.

Advising: I am co-chairing an advising task force along with Jay Hegeman. The task force is predominantly faculty: Janet Mattern (Educational Professions), Michael Monahan (Management), Michael Flinn (Computer Science), Heather Gable (Nursing), Jennifer Puffinburger (student), Beth Stallings (CAAR), and Vickie Mazer (Graduate Services). Many of you participated in an advising town hall / brainstorming session in January. Thank you for your thoughtful and honest responses. If you did not have the chance to participate and want to, there will be additional opportunities coming up.

Canvas: I want to give a shout out to Beth Kenney, Director of Technology Services, and Rita Thomas and Justin Keel in Instructional Design and Delivery for the way they led the process leading up to adopting Canvas. More than 200 members of the campus community attended demos or provided feedback last year about Blackboard, Canvas, Desire2Learn, and Moodle. Following that, a committee of 13 faculty, 3

students, and three staff reviewed the four products over the fall semester of 2017, leading to the decision announced this past December. As both an observer and then participant in the selection process, I am happy to share that the needs of faculty and students in regards to teaching and learning were among the most important considerations. Other factors included support and functionality for in-person and online courses, accessibility, learning curve for users, integration with other software, support for learning outcomes assessment, implementation and setup concerns, support from the vendor, and cost.

A group of faculty, including myself, are piloting Canvas in one or more courses this semester. One of us is chronicling his experience publically, and all of us are involved in this pilot so that we can become resources for the rest of the campus. As you begin planning for your summer and fall courses, please know that you can reach out to both the pilot group and to the Instructional Design and Delivery folks for assistance.

ACADEMIC AFFAIRS COMMITTEE

Wednesday, December 13, 2017

4:00 pm

Compton 237

Attending: Travis English, Chair; Gerry Snelson; Jodi Ternent, Office of the Registrar; Jackie Durst; Hongqi Li; Daniel Filer; Melody Kentrus; Joseph Hoffman, Dean of CLAS; and Doris Santamaria-Makang, Office of the Provost/Academic Standards Committee; Lea Messman-Mandicott, Director of the Library (Ex Officio member)

Department Representatives: Dwane Dean, College of Business; Jodi Welsh, College of Education (Educational Professions)

Excused: JoAnna Shore, Secretary; Nazanin Tootoonchi

- I. Call to order at 4:01
- II. The 11/8/2017 minutes were approved without amendment.
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: MHEC regulations regarding existing programs being converted to online programs have changed, now requiring only a letter of notification to MHEC rather than the traditional full proposal. This change applies only to existing programs; new programs, whether online or otherwise, still require a proposal and the approval of MHEC.
 - b. Dean's Council-Dr. Joe Hoffman: 1) Spring enrollments are down 350 from where they were last year at this time. 2) Retirement celebration for Joe at the Gin Mill on Friday, December 15. Come get soused!
 - c. Registrar's Office-Ms. Jodi Ternent: Hoping grades are submitted on time...

- d. [UUCR](#)-Dr. Melody Kentrus: No report.
- e. AAC Chair-Dr. Travis English: The proposal from the Registrar’s office regarding the rescheduling of final exams was tabled at Senate and sent back for further review. Hopefully the Senate debate will help to clarify some of the issues that may emerge from the codification of this policy.

IV. New Business:

17-35	<p>The Department of Chemistry requests the following:</p> <ul style="list-style-type: none"> 5. Add a prerequisite of BIOL 310 Cell Biology for CHEM 455 Biochemistry I. 6. Under the Biochemistry Concentration for Chemistry Majors, add BIOL 310 Cell Biology to the Required Courses in Biology and increase the hours to 19. 7. Remove the required electives from the Biochemistry Concentration for Chemistry Majors. 8. Under the Professional Concentration for Chemistry Majors, add BIOL 310 Cell Biology to the Required Courses in Other Departments and change the hours from 8 to 12. 	<p>Rationale:</p> <ul style="list-style-type: none"> 1. To ensure that students entering Biochemistry I have the same understanding of fundamental concepts required for Biochemistry I, and to allow introductory content to be covered more efficiently in Biochemistry I. Previous semesters have presented a Biochemistry I class with a mixture of students that had had Cell Biology and students that had not. This made it difficult to meet the needs of all students in the class. 2. To facilitate the addition of the BIOL 310 prerequisite for Biochemistry I. 3. The addition of BIOL 310 Cell Biology to Required Courses in Biology leads to 4 additional hours being required. Removing the 1-4 hours of Required Electives will keep the total number of hours required for the Biochemistry Concentration for Chemistry Majors to a minimum. 4. Professional Concentration students must take CHEM 455 Biochemistry I. Making BIOL 310 a prerequisite for CHEM 455 Biochemistry I will require the Professional Concentration students to take BIOL 310 Cell Biology. 	<p>Vote Required; approved</p>
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<p>17-36</p>	<p>The Department of Educational Professions requests the following: 1. A change in the number of credits for EDUC 335: Teaching Frameworks, a Phase I course taught exclusively in the EC/Elem program at USMH. The course is currently 2 credits and needs to be increased to 3 credits. 2. Revisions to the course description of EDUC 422.</p>	<p>Rationale: 1. The justification for this increase relates to additional course time necessary for a new micro-credentialing module instruction that will become part of the course in the future. In addition, many students who transfer to FSU ECE program at USM-Hagerstown are transferring in with an AAT degree are only required to take a course load that equals 11 credits. One of the major requirements is that the candidate needs to be registered for a minimum of 12 credits per semester and less than 12 credits has an impact on students' financial aid. 2. The description of the EDUC 422 course requires revision, in order to accommodate the new teacher performance assessment (EdTPA), which will be housed and completed in this course during the candidate's final semester. The proposed description identifies qualities of effective teaching that are measured by the assessment. The P-9 designation in the title needs to be removed so that this course can be required by other teacher education programs that will be using this course as their capstone requirement.</p>	<p>Vote Required; approved</p>
<p>17-37</p>	<p>The College of Business requests the following: 1. Proposes to remove the minimum "C" grade requirement for all courses to satisfy the minor in Management. 2. Change of course description, frequency of offering, and number of credits for MGMT 494 – Internship in Management, going from 3 or 6 to 1-12, variable, repeatable for maximum of 12 credits. 3. Change in the requirements for the Hospitality Management concentration, giving a local internship option to the required 12 credit study abroad component at Vanung University, and also adding GEOG courses (Geography of Tourism, Tourism Planning) to the list of electives. 4. Change in the list of electives for the General Management concentration, adding Hospitality Management courses.</p>	<p>Rationale: 1. The Management Department wishes to adopt the standard university rule requiring that a student have only an overall GPA of 2.0 in all courses taken to satisfy the minor. Adoption of this rule will allow a student to offset a poor grade in one course with a better grade in a different course. 2. The proposed change is necessary to enable a related proposal, MGMT 2017-4. However, the change to variable credits is otherwise useful and aligns with the experiential learning goal of the university. 3. The requirement to travel to our partner university in Taiwan has acted as a barrier to enrollment into the concentration. Adding a local option is needed to maintain the viability of the program. 4. The change would give students flexibility among the management concentrations, allowing a student to start in Hospitality Management but switch to General Management without penalty.</p>	<p>Vote Required; approved</p>

	<p>5. Change in the list of electives for the Small Business/ Entrepreneurship concentration, adding Hospitality Management courses.</p> <p>6. A proposal to remove the minimum “C” grade requirement for all courses to satisfy the minor in Small Business/ Entrepreneurship.</p> <p>7. Change in requirements for the Global Business concentration, deleting INTR 491, the concentration capstone course, changing required hours in the concentration from 18 to 15, and expanding elective hours in the concentration from 9 to 12.</p>	<p>5. The change would give students flexibility among the management concentrations, allowing a student to start in Hospitality Management but switch to Small Business/ Entrepreneurship without penalty.</p> <p>6. The Management Department wishes to adopt the standard university rule requiring that a student have only an overall GPA of 2.0 in all courses taken to satisfy the minor. Adoption of this rule will allow a student to offset a poor grade in one course with a better grade in a different course.</p> <p>7. Beginning Fall, 2018, the department will no longer have faculty with expertise to teach the concentration capstone. Since adjunct faculty are not permitted to teach capstone courses, there is little alternative but to delete the INTR 491 requirement. The overall business capstone course, MGMT 485, remains and is not affected.</p>	
<p>17-38</p>	<p>The Department of Music requests the following:</p> <p>1. Modify the Program Requirements for Music Major and Music Minor:</p> <ul style="list-style-type: none"> a. Remove MUSC 415 (Piano Proficiency Exam, 0 cr.) from the list of Core Requirements b. Remove MUSA 101 (Student Recital Attendance 4/3.5 cr.) from the list of Core Requirements c. Remove MUSC 117 the list of Core requirements <p>2. Modify the Requirements for the Teaching Certification Option:</p> <ul style="list-style-type: none"> a. In Core Courses adjust total credits to 48 b. Change MUSC 352 to MUSC 452 and MUSC 353 to MUSC 453 c. Add MUSC 552, Choral Music Methods K12, and 	<p>Rationale: 1. According to the 0-credit course policy, MUSC 415, Piano Proficiency Exam will be deleted from the Core requirements of all music majors. All music students will still be required to complete the Piano Proficiency Exam and subsequently placed into groups. The catalog should still reflect the requirement. The removal of MUSA 101 Student Recital Attendance has already been approved through governance but was not deleted from the catalog in Fall of 2016. To ensure a sequential nature of MUSC 110 to the music history sequence we request MUSC 117 to be removed from the list of Music History and Literature courses.</p> <p>2. The total credits must change to 48, due to the increase of Aural Musicianship credits and removal of Student Recital Attendance. MUSC 352, and MUSC 353 have moved to the 400 level and Graduate level courses, MUSC 552, and MUSC 553 created to the proposed of the 4+1 BS/MAT degree.</p> <p>3. Modifications to the instrumental performance track rebalance the areas of study and remove elective courses so they may be offered less frequently. These changes also will help equalize requirements in the Vocal Performance Concentration and aide in the university's efforts for increased efficiencies</p>	<p>Tabled until February</p>

	<p>MUSC 553, Instrumental Music Methods K12</p> <p>3. Modify the Program Requirements for the Instrumental Performance track:</p> <ul style="list-style-type: none"> a. Adjust Supplementary Requirements from eight to three credits b. Remove MUSA 104, 105 and MUSC 340 from Supplementary Requirements list c. Add MUSC 319 to Supplementary Requirements list d. Adjust Other requirements credits requirement from seven to eleven credits e. Add MUSC 401 Post Tonal Analysis to Other Requirements (required) list f. Remove MUSC 358, MUSC 410, and MUSC 407 from the list of Other Requirements (select five hours) g. Adjust <i>And select four hours from to and select five hours from</i> h. Add <i>Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i> <p>4. Modify the Program Requirements for Summary for Requirements for the Music Industry Concentration</p>	<p>in course offerings. A completed minor or 15 credits outside of the major is currently a requirement in PAWS but is not listed in the 2017-2018 catalog.</p> <p>4. President Nowaczyk charged the Music Department to redesign the Music Industry Track to better serve the needs of our students and prepare them for the workforce. We are removing credits from the track to achieve efficiencies. MUSC 365, Computer Music will be resurrected to give the students more experience with new technologies and software. MUSC 494, Music Industry Practicum is an experiential course that will provide hands-on experience putting their skills to practice in Music Department events. Rather than specialize in either Business Administration or Mass Communication, Music Industry students will gain a broader understanding with the new list of courses outside of the major.</p> <p>5. Electives MUSC 214 Jazz Theory & Analysis, MUSC 311 Jazz History and MUSC 410 Conducting II will be removed to help achieve greater efficiencies by offering some of the courses less often. The addition of the ensembles was an oversight when the track was originally created. Students should have the option to participate in University Chorale (MUSC 319), Guitar Ensemble (MUSC 336) and Vocal Jazz Ensemble (MUSC 370) as Music Studies major. Completed a minor or 15 credits outside of the major has been a requirement since the inception of the track but was not listed in the catalog.</p> <p>6. Modifications to the Vocal Performance Concentration aim to help equalize requirements in the Instrumental Performance Track. To streamline the course offerings so that they are relevant to students in this track.</p> <p>7. MUSC 102, Tonal Analysis I, will be replaced with MUSC 169, Music Theory for Musical Theatre to better serve the specific need of students in the minor. MUSA 125 and 325, Private Instruction: Musical Theatre</p>	
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	<ul style="list-style-type: none"> a. In Core Courses adjust total credits to 48 b. Adjust total amount of credits in Advanced Course to 18-21 hours c. Remove MUSC 310, MCOM 465, and MUSC 492 from Advanced Courses list d. Add MUSC 356 Computer Music Technologies, and MUSC 494 Music Industry practicum From Advance Courses list e. Add (<i>MUSC 494: 3 hours must be begun after Sophomore Evaluation is completed prior taking MUSC 495</i>) f. Adjust total credits to 15-18 in Courses Required in Other Departments list g. Adjust total credits from Courses Required in Other departments to 15-18 h. Add the following list of courses: BUAD 100, ECON 200, MKTG 361, COSC 120, MCOM 213, MCOM 313, MCOM 465, and RECR 384 to Courses Required in Other departments list 	<p>Voice will be focused on repertoire from musical theatre, and help student prepare using a more specific pedagogic approach with more appropriate repertoire.</p> <p>8. Currently student pursuing the Jazz Studies Minor can receive credit for any type of private instruction. This change will specify Private Instruction: Jazz (MUSA 122 and 362) for the lesson requirement. Students have been already taking private instruction in Jazz, this will clarify the requirement. The removal of both improvisation courses is based on keeping the minor at 24 credits (MHEC regulation.)</p>	
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	<p>5. Modify the Program Requirements for Summary for Requirements for the Music Studies Track</p> <ul style="list-style-type: none"> a Remove MUSC 214, MUSC 311 and MUSC 410 form the Supplementary Requirements list b Add MUSC 319, MUSC 336, MUSC 370 to the Supplementary Ensemble Requirements list. c Add <i>Complete a minor of the student's choosing or a minimum of at least 15 credits outside of the music major.</i> <p>6. Modify the Program Requirements for the Vocal Performance Concentration</p> <ul style="list-style-type: none"> a. Create <i>Select 2 hours from</i> list with MUSC 346 (move from required list), MUSC 305, MUSC 356 and MUSC 499 <p>7. Modify the Program Requirements in the Musical Theatre Minor</p> <ul style="list-style-type: none"> a. Remove MUSC 102 and MUSA 116 and 365 from Music Courses list b. Add MUSC 169, Music Theory for Musical Theatre and MUSA 125 and 325 Private instruction for Musical Theatre. <p>8. Modify the Program Requirements for the Jazz Studies Minor</p> <ul style="list-style-type: none"> a. Remove MUSA 116-123 <i>and/or</i> MUSA 356-363 from Private Instruction list 		
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	<ul style="list-style-type: none"> b. Add MUSA 122 and MUSA 362 to Private Instruction list c. Remove Beginning and Advanced Improvisation from Music courses list. 		
17-39	<p>The Department of Physics and Engineering requests the following:</p> <ul style="list-style-type: none"> 1. Change in Catalog Description/Prerequisites/Frequency: ENME 271, Numerical Methods in Mechanical Engineering 2. Change in Existing Program's Requirements: Electrical Engineering – Course Description – Remove the leading paragraph in the section for Electrical Engineering 3. Engineering BS at Cecil College – update the name of the program coordinator 	<p>Rationale:</p> <ul style="list-style-type: none"> 1. With the change at UMD requiring their students to take the Aerospace Engineering programming course, the department curriculum committee discussed options for meeting this requirement for ME students at Frostburg. After some discussion, the department curriculum committee determined it may be best to modify the ENME 271 Numerical Methods course to include C++ content. 2. The leading paragraph should be deleted since this program no longer exists. 3. There has been a change in the name of the Coordinator for the BS program at Cecil College. 	No Vote Required
17-40	<p>The Department of English requests the following: Addition of a section of IDIS 350: The Slave Narrative</p>	<p>Rationale: To be included as a component in a study abroad experience in the Dominican Republic during Intersession 2018.</p>	No Vote Required

V. Adjournment at 4:35

Respectfully submitted,

Travis English, Chair, AAC

FACULTY CONCERNS COMMITTEE

Wednesday, December 13, 2017

Meeting Room: CCIT 161. Meeting Time: Wednesday December 13, 2017 4:00 pm

Attendance: A. Bena (Faculty Development & Sabbatical/PRL), S. Brill (CLAS), J. Browne (CLAS), T. Bogart (CLAS), N. Buta (COE), J. Dunmyre (FCC Chair), S. Henry (LIB), R. Larivee (Chairs Council), J. Lombardi (FCC Vice-Chair), M. Murtagh (Promotion and Tenure/Permanent Status), B. Norris (Faculty Senate Chair), J. Odone (CLAS), K. Rock (CUSF), R. Schrum (CUSF), T. Sigerstad (COB), V. Williams (reporting for D. Moorehead, Handbook)

Excused: Dan Moorehead, John Lombardi, Tianna Bogart

I. Call to Order

II. Approval of the Minutes of Wednesday, Nov 8, 2017.

Minutes approved as amended by consensus.

III. Reports

- a. **Chair's Report:** J. Dunmyre reported that the Faculty Workload & Compensation Subcommittee was rather in a holding pattern regarding workload due to USM policies in development. Although faculty have made a lot of changes to workload policies, the newest policies have not been signed off by the President, and, as such, Administration is not following the newest policies.
- b. **University Chairs' Council:** R. Larivee reported that enrollment management was discussed at the most recent council meeting. Wray Blair, Associate Vice President of Enrollment Management, attended the meeting and reported that new people had been hired for recruiting. There was a lot of optimism about that.
- c. **Council of University System Faculty:** K. Rock reported from the Nov. 15 meeting, which was held jointly with the Council of University System Staff (CUSS) and the University System of Maryland Student Council (USMSC): The Chancellor talked about inclusion, although there were no new major agenda items. On Dec. 14, a faculty panel discussion will be held in Baltimore on academic integrity. There will be a system-wide symposium scheduled in the spring on diversity. Academic integrity and diversity are currently two major topics of concern with the Board of Regents.
- d. **Promotion and Tenure / Permanent Status Subcommittee:** M. Murtagh reported that the subcommittee met on Dec. 8 to review and discuss 22 applications. In an effort to get the word out applicants before finals week, Murtagh sent out letters to the applicants and the provost regarding the subcommittee's decisions.

Murtagh added that Karen Keller and Jennifer Flynn will be his designees for reporting to the

FCC in the spring while he is on sabbatical. The subcommittee will also look into ways to streamline the awards process in the spring.

e. **Faculty Development and Sabbatical / Professional Leave Subcommittee:**

A. Bena reported that the subcommittee had met with the Provost and the deans [on Nov. 20](#) to discuss the eight sabbatical applications. The subcommittee had submitted their rankings by [Nov. 1](#) to the Provost for the eight applications. During the meeting on Nov. 20, the deans, the Provost, and the subcommittee discussed the applications. Of the eight applications, the Provost was comfortable putting only three to five of them forward to the President to approve. The meeting participants re-ranked the applications based on discussions. Letters have gone out notifying the applicants of the sabbatical decisions. T. Lambert, chair of the subcommittee, received copies of the notification letters by email and only four sabbatical applications were recommended by the Provost to the President for approval. The four applicants who received recommendations differ from the top four rankings that were a product of the meeting with the Provost, the deans, and the subcommittee [on Nov. 20](#), but are in line with the initial recommendations from the subcommittee [on Nov. 1](#) to the Provost.

The subcommittee is concerned about the low rate of sabbaticals being recommended for approval and how that might affect faculty morale. The subcommittee is also concerned that the applicants who received recommendations from the Provost differed from the ranked list that was a product of the meeting [on Nov. 20](#) between the deans, the Provost, and the subcommittee. The subcommittee is also concerned that the letters from the Provost to the applicants specified the reason for not granting sabbaticals was due to low rankings from the subcommittee. The subcommittee is responsible for ranking the applications, and does not have another opportunity to provide additional recommendation on which ones should be granted. In the past, all sabbatical applications have been granted, and without knowing that this would not be the case for this round of applications, the subcommittee was not suggesting that applications not be approved by ranking them lower in the list. It was suggested that perhaps the system used to pass rankings on to the Provost could be modified in the handbook to include a mechanism for the subcommittee to indicate which sabbatical applications are considered “highly recommended”, “recommended if budget allows”, and “not recommended” in addition to the ranking order, rather than just a numbered list.

Much FCC discussion ensued regarding discrepancies in the sabbatical review and recommendation process. N. Buta asserted that FCC should make the deans aware of the issue regarding the applications being re-ranked during the [Nov. 20](#) meeting and then those ranking being disregarded as the deans are the other party in the sabbatical negotiations. B. Norris plans to look further into this issue. The Faculty Development and Sabbatical/Professional Leave Subcommittee is planning to review handbook wording to clarify the sabbatical process for future applicants and reviewing bodies.

- f. **Faculty Handbook Subcommittee:** Virginia Williams reported in the absence of D. Moorehead and stated that the subcommittee is currently reviewing the entries in Section B of the Handbook, “Faculty as Instructor.” Most of the entries in this section match the current policy; approximately one-third of the entries required revisions. The subcommittee contacted different offices on campus, such as PASS and the Library, asking that they review the text related to their services. The subcommittee is waiting for some offices to respond to that request. Some of the services connected with the Academic Success Network are not included

in this section. The subcommittee will contact the directors of those services to ask them to write a brief entry for the section.

IV. Old Business: None!

V. New Business

Discussion Item:

Dustin Davis would like to meet with members of FCC to discuss and clarify who is responsible

for setting course schedules and who is responsible for setting curricular priorities.

D. Davis asked about who sets the semester class schedule. R. Larivee replied that class scheduling was the responsibility of the chairs. D. Davis agreed that this was stated on page B-5 in the current handbook, but added that there was also handbook wording on page E-26 stating that department faculty members collectively set curricular priorities. Davis asserted that the handbook should clarify what is meant by curricular priorities and the role of the chair in the scheduling process.

Much discussion ensued. B. Norris pointed out that text for class schedules on handbook page B-5 was the most explicit wording of this policy. J. Dunmyre suggested adding wording such as “deviations from catalog must be done in consultation with faculty.” M. Murtagh noted that the issue at hand seems to be hiring fewer adjuncts and assigning tenured faculty to teach more lower-level courses without being consulted. T. Sigerstad agreed and stated that this is a consequence of moving toward a performance model. R. Larivee asserted that deans and chairs need a little more flexibility to generate student credit hours due to a budget crunch while transitioning to this new model.

It was suggested that D. Davis recommend slight handbook wording revisions to clarify what is meant by curricular priorities.

Discussion Item for Next Meeting: R. Larivee proposed that we put issues regarding student cell phone use on the agenda for next time.

VI. Adjournment: 5:55 PM. R. Larivee moved to adjourn; T. Sigerstad seconded the motion; **All in favor.**

VII. Next meeting: February 14, 2018 - CCIT 245 at 4pm

GRADUATE COUNCIL
Monday, December 11, 2017

The Graduate Council (GC) met on Monday, Dec 11, 2017, 4:00 – 5:00 PM.

Present: Matt Ramspott, Sunshine Brosi, Natalia Buta, Mike Murtagh, Pam Williams, Shoshanna Brassfield, Jamelyn Tobery-Nystrom, Jennifer Bishoff, Eyad Youssef, Vickie Mazer, Kara Platt, Jodi Ternent, David Zheng, Yan Bao, Doris Santamaria-Makang, Nick DeMichele, Trina Redmond-Matz

Absent: Glenn Thompson

Minutes recorded by: M. Ramspott (GC Secretary)

1. Call to Order

- Meeting was called to order by D. Zheng (GC Chair)

2. Approval of Minutes

- Approval of minutes from Nov 13, 2017. Motion to approve: P. Williams, seconded by J. Tobery-Nystrom Minutes approved by unanimous vote.

3. Reports/Announcements

- Bill Childs is no longer on Graduate Council. The vacancy needs to be filled.
- M. Murtagh is stepping down from Graduate Council, will be replaced by T. Redmond-Matz
- P. Williams will need a substitute for the February meeting, possibly March as well.
- Dr. Throop (Provost) had planned attendance today but had to cancel due to illness. She plans to attend the next Grad Council meeting (February).

Report from V. Mazer:

Enrollment

- Strong concern about graduate student enrollments. Applications are down.
- Part of the issue is international enrollment, which is generally down.
- Graduate program coordinators are encouraged to look carefully at ways to reach out to inactive students.

USM Initiatives

- Learning outcomes assessment initiative
- Expand mentoring and other opportunities for interaction between doctoral students at the research Universities and the students at the regional comprehensives – meeting next week, she will report back.

GA Meet & Confer Report & Discussion

- Athletic Grads were well represented at the meeting
- Issues of discussion:
 1. Discussion of textbook expenses and assignment of books that are not used extensively

- Possibility of an informal library for Graduate students?
 - D. Santamaria-Makang mentioned the Educational Resources initiative being promoted by USM – grants are being offered for faculty to assist the development and adoption of Open Source materials.
2. GA's working outside of contract
 - Reminder to faculty to utilize Contingent-2 contracts for GA's working beyond their regular contracts.
 3. TaskStream software
 - Concern about the use of this expensive software since it is only used to submit one assignment
 4. Question of a meal plan for GA's
 - Not workable given existing contracts and budget
 5. Students expressed a need to be able to set up a 2-year plan of study
 - V. Mazer requested that Graduate Education needs to form a work group to participate in the advising task force

4. Old Business

- NA

5. New Business

Curricular Proposals

GC 17-7: MAT Secondary Catalog (Dr. Jennifer Bishoff)

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-7 MATSecondary

Part III. Suspension of USMH Program (Part I & II of this proposal were approved at the November meeting)

1. The USMH option of the MAT Secondary program is suspended due to low enrollment.

Motion to Approve: Y. Bao. Seconded by: N. Buta. Item **Approved** by unanimous vote.

GC 17-8: M.Ed. Course Frequency Change (Dr. Jodi Welsch):

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-8 EDUC01

The EDUC 640 course was previously required as a core course for all M.Ed programs. This change was made for the 2016-2018 catalog, but the frequency of the offerings for this course were not changed. The proposal would change the frequency in the course description to variable, with it offered at least once a year.

Discussion:

- V. Mazer expressed concern about the variable frequency impacting student planning

- J. Welsch: The Department originally wanted to specify frequency of Spring, but the COE Curricular Committee requested a change to Variable frequency to keep flexibility.
- V. Mazer suggested to make it Spring, since it is a program requirement
- M. Murtagh offered a friendly amendment to change the language to Spring

Motion to Approve, with the friendly amendment: M. Murtagh. Seconded by J. Tobery-Nystrom. Item **Approved** by unanimous vote.

GC 17-9: M.Ed. School Counseling Program (Presented by V. Mazer, on behalf of Dr. Joyce Henderson)

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-9 MEdSchoolCounseling

The Educational Professions Department requests the following changes to the School Counseling Program:

I. Courses

1. Change of Catalog description/Prerequisite/Frequency

Change SCCO 693 grading format Pass/No Pass to letter grade, A, B, C, or F

Justification for Changes:

a. Letter grade option provides internship supervisors improved ability to assess and quantify students' applied knowledge, professional dispositions, skill strengths and weaknesses.

b. Provides distinction among interns for field placement performance.

Informs future employers about applicant's strengths and competence as a potential school counselor.

c. Eliminates administrators' need to provide written confirmation of 'P' course grade as 'C or better' for districts' reimbursement

II. Change Existing Program Requirements: Increase from 45 to 48 credits via addition of 3 credits of elective

2. Change in credits. Add three-credit elective course SOCI 542 to School Counseling 45-credit Program.

a. School Counseling Program literature states alignment with Council of Accreditation for Counseling Related Education Programs, which requires minimum 48-credit School Counseling Master's program.

b. Adding a three-credit elective course substantiates required minimum credits which will align with CACREP recommendations.

III. Identify accepted prerequisite elective:

The following courses will be accepted as Prerequisite electives:

EDAD 628 School Law

EDUC 558 Educational Technology for Teachers

REED 540 Children's Literature

SOCI 542 Juvenile Delinquency

SPED 562 Introduction to the Education of Exceptional Children

Other elective courses may be selected with approval from the Program Coordinator

Justification for Changes:

a. Using M.Ed. approved graduate program courses and SOCI 542 Juvenile Delinquency course as electives provides academic enrichment opportunities for students' professional development.

Discussion:

- Question from M. Murtagh: Is there a typo in Part III? Where it says Prerequisite, shouldn't it say elective? V. Mazer: Yes, she will make the changes. Need to replace "prerequisite" with "elective" on Lines 1 and 2 of Part III.

Motion to Approve by M. Ramspott. Seconded by N. Buta. Item **Approved** with one abstention (S. Brassfield).

GC 17-10: Curriculum & Instruction Program (Dr. Jennifer Rankin)

Proposal is available at U:\Graduate Council\Senate Items\2017-18\GC 17-10 C&I

1. Change Requirements for M.Ed. Curriculum & Instruction Technology Track

a. Change required credits from 12 to 9.

Rationale: Technology is the only track which requires 12 credits instead of 9. To increase uniformity among the tracks in the program and increase enrollment in the technology track, the required credits will decrease to 9.

b. Restructure course sequence in Technology Track

Rationale: The courses within the technology track will be streamlined to reflect current content and trends within the field of technology. Students will progress through a 3-course sequence, as in the other Curriculum &

Instruction tracks. These courses will consist of EDUC 558, EDUC 635 and EDUC 645. The remainder of the courses will be removed from the track.

2. The above change will also decrease the program degree requirements from 33-36 to 33 credits.

Discussion:

- M. Murtagh: Question about the the content of the eliminated courses from the technology track.
J. Rankin: This content has been restructured and included in the changed structure.

Motion to Approve: N. Buta. Seconded by S. Brosi. Item **Approved** by unanimous vote.

GC 17-11: M.Ed. Special Ed Program (Dr. Jamelyn Tobery-Nystrom)

Proposal is available at <U:\Graduate Council\Senate Items\2017-18\GC 17-11 SPED>

The Department of Educational Professions, in the College of Education at Frostburg State University (FSU) is proposing curriculum revisions to the Special Education Concentration in the M.Ed. Program, in order to update the program to respond to current trends in the field and align to the Council for Exceptional Children standards.

The M.Ed. Special Education concentration also requires revisions in order to provide an opportunity to provide clinical practice through the completion of practicum hours in special education settings. These revisions provided an opportunity to add 6 hours of practicum while decreases the overall course credits from 39/42 to 36.

This also created an opportunity to update language in the course descriptions and program to stay current with the changes that have occurred nationally in special education.

These changes to the program will not require any new resources or faculty. The current faculty will be able to supervise the practicum hours due the overall decrease in workload due to the reduction in credits.

Summary of Changes:

1. Decrease required credit hours for the degree from 39-42 to 36
2. Add practicum course experience – New Course SPED 696 Practicum in Special Education (3 cr.)
3. Decrease special education core course requirements from 24 to 21 credits (this will happen via the elimination of one course from the program requirements, moving another to the elective options and increasing 3 courses (SPED 602, 603, 604 from 3 credits to 4 credits)
4. Decrease Elective requirement from 3-6 credit to 3 credits

5. Add new course SPED 607 Teaching Students within the Autism Spectrum. This course was being taught as a 590 Special Topics course but has been taught for many semesters and will be transitioned to a SPED course as a result.
6. Identify approved electives
7. Delete courses: SPED 510, SPED 563
8. Change course description: SPED 506, SPED 551, SPED 552, SPED 581, SPED 582, SPED 601, SPED 602, SPED 603, SPED 604, SPED 691

Discussion:

- Need to add a point #9: New Course -- SPED 700 to the executive summary section.

Motion to Approve: M. Murtagh. Seconded by M. Ramspott. Item **Approved** by unanimous vote.

6. Other New Business

- NA

7. Adjournment at 4:48 PM

Respectfully submitted by

David Zheng

INSTITUTIONAL PRIORITIES AND RESOURCES COMMITTEE
Monday, December 11, 2017

December 11, 2017

Gira Center 155

In Attendance: Michael Flinn, Greg Wood, Ben Norris, Erica Kennedy, Michael Monahan, Randall Lowe, Rebekah Taylor, Phil Allen

Excused: D. Murphy

4:00 PM – CALL TO ORDER

CHAIR’S COMMENTS

As things calm down with new and suspended program proposals, be aware that we will still have work to complete such as 3-year program reviews and survey distributions. I think that we have had a lot of great discussions and would like to continue the effort of bring concerns to the table. While there are still open discussions about several topics, it is important to remain focused on how the faculty can help the University engage in activities to promote a healthy community.

OLD BUSINESS

Can the University offer early retirements and would it save the University money?

D. Murphy reported via email:

We did discuss the idea of early retirement per the IPR request, as of now, we feel due to our budget/enrollment situation we don't have the institutional funding to go forward with this type of initiative (cost of leave payouts for non-faculty and early incentive payment).

Have the athletic graduate assistants been reduced in proportion to the academic assistants?

M. Flinn asked this question at senate, we are awaiting an answer.

Is there a way to increase winter and summer intersession pay?

M. Flinn stated that he would try to come up with something and meet with the provost to get a feel for the plan.

NEW BUSINESS

Report from PACIE representative, Greg Wood

Please review December 2017 minutes for report and discussion.

Report from Faculty Workload Subcommittee, Rebekah Taylor

RT—The Faculty Workload Subcommittee didn't meet last month.

While there was not a report, there was some discussion about workload. *Please review December 2017 minutes for report and discussion.*

Proposals**Suspension of the MAT-S at USMH, Department of Education**

Jenny (from Education): Discusses suspension of program

Enrollment has been low at Hagerstown, have been sending people to Hagerstown for 2-3 students, which is not worth it. We hope to grow enrollment here. We will still offer the program, but students will have to come here. We can still do placements in schools in counties near students (closer to Hagerstown). We are looking to move more classes online.

Discussion –

The department would like to update the program locally and then send it back to USMH.

The discussion of the suspension resulted in speculation that FSU is choosing to withdraw from USMH. There was strong concern over the lack of students attending FSU programs at USMH as there are several thousand students at HCC.

If this is the intent of the administration, why are we placing our PA program at the facility?

Please review December 2017 minutes for full discussion.

Vote Required: motion passes 6 in favor, 0 opposed, 2 abstentions

Addendum linked to the suspension of MAT-S at USMH:

IPR recommends this program have the resources to explore the cause of low enrollment in the MAT-S at USMH considering the number of students enrolled at HCC and the population of the region. IPR has strong reservations about the discontinuance of programs at USMH. IPR recommends if the Department of Educational Professions wishes, the department should have the proper resources to explore the feasibility of relaunching a revised MAT-S program at USMH.

Adjournment (5:19 pm)

Dr. Michael B. Flinn
IPR Chair – 2017/18
Computer Science & Information Technologies
Frostburg State University
Frostburg, MD 21532

COUNCIL OF UNIVERSITY SYSTEM FACULTY

COUNCIL *of* UNIVERSITY
SYSTEM FACULTY

CUSF Report from December 15, 2017 Meeting at University of Baltimore

- Welcome and brief history of the University of Baltimore given to participants by President Curt Schmoke. Offered insight into initiatives for the University of Baltimore including combining the programs at Baltimore Community College, University of Baltimore, and Coppin State University mirroring the model of the City University of New York (CUNY). Discussions included combining majors, collaboration and interdisciplinary teaching models to improve student enrollment and enhance the efficiency of the campuses. Also spoke on research conducted on issues with the city: developed a plan out of the Jacob Franz Institute to investigate indicators of poverty, and what investments would have to be made to move people out of poverty; a dual enrollment program with the public schools to assist students with completing their programs; and working on resolving the opioid crisis. Answered questions regarding “free tuition” announcements on city radio: Community College of Baltimore will let anyone graduating from Baltimore City public schools attend with free tuition. This initiative is called the Mayor's Scholars program. Money will be made available to pay for the remainder of tuition not covered by the Pell Grant. At this time, Coppin State University will accept these students to degree completion for free.
- Senior Vice Chancellor for Academic and Student Affairs, Joann Boughman spoke on the importance of inclusion and diversity across all campuses; the increasing opioid crisis and measures being implemented to combat the issue; budget cuts and budgetary concerns; improving communication; and continuing discussions regarding the Ombudsperson to support campuses (Chancellor's Council).
- Dr. Robert Kauffman offered a brief introduction into the issue of Academic Misconduct and the importance of discussion and Board of Regents interest into the issue.
- Educational Policy Committee Panel members (Elizabeth Brunn (UMUC), Sabrina Fu (UMUC), Ronna Schrum (Frostburg State University), Mary Crowley-Farrell (UMUC), Julie Simon (University of Baltimore) presented a PowerPoint presentation and demonstration of examples of student academic misconduct, research, and the severity of the issue across campuses to the participants. Discussion, question and answer session included. Meeting participants offered examples/personal experiences and insight into interventions to decreasing the problem.
- Dr. Robert Kauffman and Joann Boughman presented the topic and issue to the Board of Regents at the meeting on December 16, 2017.
- CUSF representatives engaged in group activities:

- Dr. Sunshine Brosi, Legislative Affairs committee
 - Dr. Kelly Rock, Faculty Concerns Committee (topic of promotion and tenure, pay equality, furloughs)
 - Dr. Ronna Schrum, Educational Policy Committee (topic of academic dishonesty continued): waiting feedback from Board of Regents to determine direction for the project.
- As of January 1, 2018, Dr. Kelly Rock will also serve on the Educational Policy Committee

Adjourned at 1:40pm

Respectfully submitted,

Dr. Ronna Schrum, DNP, RN, CRNP

CUSF Representative

FACULTY SENATE MINUTES

Wednesday, December 6, 2017

4:00 PM

397 Gira CCIT

Senators in Attendance: P. Allen, A. Bena, D. Blankenship, T. Bogart, S. Brassfield, S. Brill, J. Browne, N. Buta, S. Duncan, J. Dunmyre, J. Durst, T. English, D. Filer, M. Flinn, S. Henry, E. Kennedy, H. Li, R. Lowe, M. Monahan, B. Norris, J. Odone, M. Ramspott, K. Rock, J. Shore, G. Snelson, T. Sigerstad, N. Tootoonchi, G. Wood

Excused: J. Lombardi, M. Ramspott, R. Schrum

Absent: S. Brosi

Also in Attendance: M. Michael, R. Nowaczyk, D. Zheng

The meeting was called to order at 4:02 p.m. by B. Norris.

I. Approval of the Minutes

Faculty Senate Minutes of November 1, 2017 (Separate Blue Packet)

Correction to the Minutes: Ronna Schrum was present at the November 1, 2017 Senate meeting, not excused as indicated in the minutes.

II. Announcements

A. **Future Faculty Senate Meetings (4:00 PM in 397 Gira CCIT)**

Wednesday, February 7, 2018

Wednesday, March 7, 2018

Wednesday, April 4, 2018

Wednesday, May 2, 2018

B. Future Faculty Assembly Meetings (4:00 PM in 226 Compton)

February Faculty Assembly: TBA – We may not have this one. B. Norris will let us know.

April/May Faculty Assembly: TBA – This one will provide an opportunity to hear and discuss year end reports from faculty governance.

III. Reports & Information

- A. [Chair's Report](#) (pages 17-19)
- B. [Academic Affairs Committee \(AAC\) Report](#) (19-23)
- C. [Faculty Concerns Committee \(FCC\) Report](#) (23-25)
- D. [Graduate Council \(GC\) Report](#) (25-29)
- E. [Institutional Priorities & Resources Committee \(IPR\) Report](#) (29-32)
- F. [Council of University System Faculty \(CUSF\) Report](#) (32-34)
- G. President's Report (oral)

New Residence Hall and Other Renovations: The President shared a presentation on the new residence hall which included conceptual drawings and layouts. The new building's design is in the style of a modified H layout, six stories high and will include a pedestrian-only quad area, which can be opened to traffic on move-in days, etc. The exterior of the building will consist of white cement tile and corrugated metal on the upper floors, the first floor is designed with brick to match Cambridge. The current cost estimate is at 33 million dollars, metal panels and tiles will help keep the cost down. Windows will be offset throughout the building. The designers are trying to keep as many trees in the area as possible. The residence hall will have a 20 x 30 meeting room and a kitchen on the first floor. Laundry facilities, a common study lounge area with flat-panel television, and small study areas similar to those in CCIT will be included on each floor. The resident director living quarters will be on the first floor and can be heated and cooled separate from the rest of the building. There are three types of units planned for the building priced differently to accommodate different price points. Unit A consists of two separate single rooms that share a common bath in the middle. Unit B is a four bedroom arrangement with two baths shared. Unit C is a three person suite with one single room and one double room and a shared bathroom, and it is priced the lowest. The new hall will accommodate 431 students and will be the largest on campus, bigger than Edgewood. The hallways on each floor will be a different color, and the design overall will have a slightly industrial look with exposed piping, LED lighting similar to what is used in CCIT, solid wood doors with laminate on them, etc. The first floor will also have an optic flame fireplace called Timplex that uses no gas and produces no heat.

Question: Is it LEED certified?

RN: No, it will not be LEED certified. We couldn't afford to go that route in terms of cost. We have already cut 8 million dollars from the design, originally it was over 40 million dollars. We're still making some changes, but as of right now it won't be LEED certified.

Question: Will it contain a computer lab?

RN: There will not be a lab, but there are study rooms.

Question: How does this building design appeal to millennials in terms of what they're seeking from dorms?

T. Bowling: It's not like Edgewood, it doesn't have a kitchen in each suite, but it certainly meets current student interest in having their own bedrooms and not sharing bathrooms with large number of individuals. In terms of amenities, it does have study lounges, a kitchen on the ground floor, and a multi-use room for programming. It doesn't have as many of the bells and whistles as some of the high end halls being built elsewhere, but it meets the more pressing needs and interests of our students.

Question: What year student will this be for?

TB: We haven't worked that out yet. How we have the room lottery set up is preference is given to their class and number of credit hours completed, so by default it will end up being largely upper classman. By the time this is built this will be the first year students who are sophomores will be required to live on campus.

RN: We will start seeing some of this work being done in the spring. Some on-site testing has already been completed, and those temporary buildings will be coming down in the spring.

Question: Any additional parking?

RN: Parking will be on the other side, nearest the creek. We're shifting it to the back side.

Question: What is the next building to be built after this?

RN: The education and health sciences building, but it's not in the queue yet.

Question: As this fairly large building goes online, will other buildings be deactivated?

RN: We're currently renovating Annapolis, then we'll be renovating five other buildings. The renovations are not at the same level as this new construction. The biggest change you'll see if you're in Annapolis and Cumberland, they're creating separate bathroom and shower areas for privacy, like a suite, not gang-style showers. They're also putting in new heating, I'm not sure about AC, but there's new LED lighting and new study spaces and renovated common spaces. We're not redesigning the entire buildings, but we're hoping Annapolis will be online for fall 2018. I've asked facilities to do at least one room so that we can show prospective students and parents when they come to campus.

Question: In terms of cost savings ideas and initiatives, have we considered scaling back on the Lyric building and moving staff back to campus?

RN: We've had discussions, but we have a two year lease currently which we will honor. We want to be a good corporate citizen with the city, and it's a big building to have empty on Main Street. It's a possible discussion for the future, but we would also need to consider where to put these staff and offices and if renovations would be needed in order to move them back to campus.

Budget: The President discussed the budget with the Chancellor. The university is still half a million dollars short. The Chancellor agreed we could take the money out of the fund balance as a one-time action to cover the deficit. There are rumors of furloughs and lay-offs. The university does not want to do that, so we'll be continuing to look for opportunities for cost savings, but right now the plan has been laid out to transfer money from our fund balance to cover the shortfall. There are no indications that there will be any other budget reductions from the state. Revenues are on track.

News from the Provost: Dr. Throop was attending a Middle States meeting and could not be present for Faculty Senate. The President provided an update from her office. Enrollment for winter intersession is up 200 students from last year to 950. Spring enrollment data is not yet available for new students and transfers, waiting on the census data. There have been several questions regarding holds. With regard to medical holds, a lot of those were students missing immunizations. They are violating policy by being on campus without proof of immunizations. Staff are working with those students to get holds cleared and students registered. For students with financial holds, those with upwards of \$500 have been asked to meet with someone to set-up a payment plan. Debt collection has gone up a little. The university is very sensitive to students' financial needs and staff are working to reach out to those with holds to see how to help get them cleared and registered.

Middle States: The Commission website has been updated, and the university no longer has a warning. The Commission would like the university to complete a monitoring report a year from now which is standard when an institution comes off of a warning. Annual reports will also be completed. Middle States has changed the process for accreditation as has been mentioned. The university will be up for accreditation again in 2025, and will be asked to provide annual reports on progress which was not done previously. Sara Beth Bittinger and Dr. Throop are working on what those reports will look like and what the expectations will be. The President would like to thank everyone who worked on Middle States.

Strategic Plan: The President is still working on those goals and action items along with Tom Bowling, Steve Simpson, and Karen Keller.

Vacancy and Search Updates: The three dean searches are currently ongoing with several interviews taking place on campus this week and next week. There will be opportunities for faculty and staff to meet with candidates. The search for a new Vice President of Administration and Finance has a short list of six candidates. Brad Nixon is leading the search committee which will include faculty, staff, and students. Phone interviews are planned for before the holidays and the committee hopes to bring two or three candidates to campus after the first of the year.

Regional Development: The Greater Cumberland Committee (TGCC), which is more regional than the name denotes, works on projects that impact Cumberland but also the surrounding area and expand into WV and PA. For example, they're involved with work on the Route 220 extension and the Route 219 extension with various government officials, etc. TGCC is interested in moving their offices to the university campus. This was announced last week at their annual meeting and the university agreed to find space for them and they will rent the space from FSU. They only need two offices, it's a three-person team, and it presents the university with an opportunity to build

relationships with them and involve students and faculty in their projects. The TGCC feels they would be more central at the university, closer to Garrett County, and that there is a synergy at the university that is not present in Cumberland. TGCC also wants to work with faculty and students. The President has asked Dr. Singh to think about space, maybe something in an academic building. This will present the university with more opportunities to hold meetings and events on campus, to showcase student and faculty and staff work, and to connect with the community.

Local government officials Edwards, Buckel, and McKay approached Dr. Nowaczyk regarding what they could be doing for the university. Frostburg Target Industry Analysis, funded by ARC and the city, focused on what the region should be doing to increase economic well-being, with the conclusion that FSU should be a prominent player in development of the region. The university has assets and experiences, and should take the lead on regional development. Gov. Hogan committed \$300,000 to FSU to fund an Office of Regional Development and Engagement. There will be a national search for someone to head this office, the advertisement will be out in the next few days. The position will begin July 1 as long as the funding comes through from the state. The administration is sensitive to faculty sentiment regarding vice-presidents on this campus, however it will be advertised as a vice-president position because of the level of experience required. ARC is committing money to this office as well, and it will be an opportunity to help the university attract students.

The state is also interested in committing more money to this region for broadband services.

Question: Regarding GA reduction, are athletics GAs being reduced as well?

RN: No, GA reduction is all on the academic side currently. Funding for athletics GA's is completely separate and comes from the athletic fees.

Question: Where are we with Pullen renovations?

RN: They are coming along really well.

TB: From what we're hearing, completion should be the end of January, close to the beginning of the semester.

RN: They're ahead of schedule. We'll try to get an update out.

H. Provost's Report

The Provost was not in attendance due to a Middle States meeting. The President provided an update from Dr. Throop during his oral report.

I. Questions

No additional questions.

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>

Summary of Voting/Discussion:

AAC 17-31: Passed

AAC 17-32: Passed, see note regarding inaccuracy in description

AAC 17-33: Passed, see discussion

AAC 17-34A: Passed with a friendly amendment, see discussion

AAC 17-34B: Passed

AAC 17-34C: Did not pass after call to question, tabled and sent back to Academic Standards Subcommittee, No - 10, Yes – 15, Abstain – 3, did not have 2/3 majority to pass

FCC 17-02: Passed

GC 17-4: Passed

GC 17-5: Passed

GC 17-6: Passed

VOTE REQUIRED: AAC 17-31 - PASSED

Summary Proposal	Rationale
<p>The Women’s Studies Program requests the following:</p> <p>The Women’s Studies Steering Committee would like HIST 434 to be added to the list of elective courses students can take to meet the minor requirements in Women’s Studies.</p>	<p>This is a new course being offered in the History Department that will generate more options and flexibility for students as they complete their graduation requirements. Its relevance to the Women’s Studies Program is explained by the title and content of the course.</p>

VOTE REQUIRED: AAC 17-32 (Also Approved by IPR) – PASSED

Note: There is an inaccuracy in the final paragraph- the current health sciences major did not come from the previous health sciences administration program.

Summary Proposal	Rationale
<p>The Department of Kinesiology and Recreation requests the following: The suspension of the Health Promotion Minor.</p>	<p>In 2000, FSU entered into a 2+2+2 arrangement with Allegany College of Maryland and West Virginia University. FSU’s role was to develop a health promotion concentration within the existing Exercise and Sport Science program to prepare students interested in a broader-based health and wellness education beyond the traditional fitness or personal trainer profession.</p> <p>WVU made changes to its Master’s in Community Health Promotion becoming a Master’s in Public Health which would require significant changes to the Exercise and Sport Science program and the Health Promotion concentration. The 2+2+2 program was discontinued and Health Promotion became a minor broadening the option for students outside Exercise and Sport Science interested in health professions NOT as a school health educator or medical professional.</p> <p>Subsequently FSU expanded the Health Science Administration program to a Health Sciences program preparing students to enter a variety of health/medical fields. As a result, Health Promotion minor enrollment has declined. Additionally, the Health Promotion minor has been taught and managed by one faculty member who retired in Spring 2017 at a time when the Department of Kinesiology and Recreation has need for additional faculty in other, expanding programs.</p>

VOTE REQUIRED: AAC 17-33 - PASSED

Discussion: There was discussion regarding the policies defining capstone courses. It was pointed out that all capstone courses must be credit-bearing and must be approved by UCCR. The proposal had already passed UCCR and AAC.

Summary Proposal	Rationale
<p>The Department of Political Science requests the following: changes to Political Science Capstone.</p>	<p>The capstone experience is designed to allow students to demonstrate their ability (1) to conduct research in a major field of Political Science, (2) to demonstrate their ability to present their research findings in well-constructed, informed, and informative written format, and (3) to demonstrate their ability to engage in verbal presentations that are clear, coherent, and informative. We propose that students have three options from which to choose to demonstrate their proficiencies. (1) A one credit guided tutorial-based research option focused on individual classroom based interaction between student and instructor. (2) & (3) engage students in experiential based learning through either participation in POSC 435, Model Organization of American States, or POSC 492, the POSC internship program. All three options would require students to produce a written research project and a presentation of the results of their research.</p>

VOTE REQUIRED: AAC 17-34-A (ALSO APPROVED BY GC AS GC 17-3) – PASSED FOLLOWING A MOTION FOR A FRIENDLY AMENDMENT

Discussion: Clarification was provided regarding the exact details and specific language used in this proposal as well as how matriculation occurs. It was clarified that a student would not be denied an undergraduate degree in the case that they enrolled in the graduate program, took graduate courses, and then decided not to matriculate into the graduate program. At this time there is only one program that will be affected by this change, but there may be more in the future. Currently-enrolled students will have the option to opt out of the change and graduate credits will be used to fulfill electives. A friendly amendment was proposed to adjust the language and punctuation slightly to better reflect the desired change. The friendly amendment passed

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following: Change to Undergraduate Catalog language regarding “Enrollment of</p>	<p>In anticipation of combined bachelor’s/master’s programs being proposed by various departments, an update to the language of the “Enrollment of Undergraduates in Graduate Courses” policy (<i>Undergraduate Catalog, pp. 25/26</i>) is needed to clarify the definition of a combined bachelor’s/master’s program.</p>

<p>Undergraduates in Graduate Courses” Policy, primarily to update the number of credits eligible for dual enrollment from 7 to 9.</p>	<p>USM policy refers to 9 credits as the typical amount of dual enrollment.</p>
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VOTE REQUIRED: AAC 17-34-B - PASSED

<p>Summary Proposal</p>	<p>Rationale</p>
<p>The Academic Standards Subcommittee requests the following:</p> <p>Elimination of Item #14 (fulfillment of all financial obligations to the University) as an Undergraduate Degree Requirement in Undergraduate Catalog.</p>	<p>The university has not enforced this requirement for years, if ever. In addition, the University System of Maryland does not support such a requirement. In the Higher Education Fiscal 2018 Budget Overview (Department of Legislative Services Office of Policy Analysis, January 26, 2017), “USM stressed emphatically that “no student, at any (USM) institution, will be denied a degree due to an outstanding financial commitment.”</p> <p>Lastly, there is nothing in the COMAR regulation on Baccalaureate Degrees, 13B.02.02.16, or the USM Policy Degree and Curricular Requirements, III-7.00, that compels the university to have this as a degree requirement.</p>

VOTE REQUIRED: AAC 17-34-C – DID NOT PASS, TABLED AND SENT BACK TO ACADEMIC STANDARDS SUBCOMMITTEE AFTER A CALL TO QUESTION DID NOT PRODUCE 2/3 MAJORITY

VOTE: NO – 10, YES – 15, ABSTAIN - 3

Discussion: There were concerns regarding the language used in the proposal, which exam would be selected to be rescheduled, incorporation of a specified time frame within which the rescheduled exam must occur and when grades should be posted, inclusion of a deadline for a student to request an exam to be rescheduled, how this proposal differs from current practice, etc. It was noted that the President and the Provost are inundated with emails every semester requesting exams to be rescheduled for those with multiple exams on the same day, however the Registrar did not have data readily available on how many students this might involve. Faculty pointed out that asking for an exam to be rescheduled could be intimidating for students, and a formalized process would allow students to feel more comfortable making that request. There were multiple disagreements due to the extremely complex nature of this proposal. Lacking consensus and following a call to

question, the proposal did not have a 2/3 majority to pass and was tabled for further discussion and review at the committee level.

TABLE IT

Summary Proposal	Rationale
<p>The Academic Standards Subcommittee requests the following:</p> <p>The Registrar’s Office is proposing an institutional procedure to allow students who are scheduled for three or more exams in one day to request to reschedule at least one of the exams without penalty.</p>	<p>To provide some flexibility for students who are prone to intense stress and anxiety when faced with multiple exams on the same day. This will make an informal practice a formal policy with an accompanying procedure.</p>

Wording in the Catalog

Academic Regulations & Procedures

Rescheduling Final Exams

Students who have three or more final exams scheduled in one day and who would like to request to reschedule one exam must follow the procedures outlined on the Final Exam Rescheduling Regulations/Procedures Form (in Registrar’s Website) no later than the last day of class for the current Fall/Spring semester.

VOTE REQUIRED: FCC 17-02 – PASSED

AWARDING EMERITUS STATUS FOR DR. AHMAD TOOTOONCHI

October 18, 2017

To: Dr. Justin Dunmyre, Chair of Faculty Concerns Committee
 From: Dr. Mike Monahan, Chair, Department of Management
 Re: Awarding Emeritus status to Dr. Ahmad Tootoonchi

At the September 12, 2017 Department of Management meeting, the faculty voted with acclamation to grant faculty emeritus status to Dr. Ahmad Tootoonchi.

After serving the Department and University with distinction for 28 years, Dr. Tootoonchi retired in June 2017. Dr. Tootoonchi was a valued, contributing member of our department for nearly three decades. He was a good role model for our profession, a mentor to new faculty, and a positive contributor in the domains of teaching, service, and scholarship. Ahmad had consistently received exemplary student evaluations and was rated “Outstanding” in Teaching, Professional Achievement, and Service.

Much of Ahmad Tootoonchi’s teaching performance was in the areas of Leadership and Organizational Behavior. Dr. Tootoonchi co-authored a book titled Guiding Principles for Leadership and Professional Success (Pearson Prentice Hall, 2016). He has also published numerous papers in refereed publications and made several presentations at national and international conferences. He has also been the recipient of various awards and grants, including the Outstanding Faculty Award for Teaching from the College of Business in 1997 and from Frostburg State University in 1998, and again in 2003.

Dr. Tootoonchi remains professionally active as Track Chair, Program Chair, and Organizer of national and international conferences for the Academy of Business Administration, Atlantic Marketing Association, and International Academy of Business Disciplines. He is the founder and Chief Editor of the Journal of International Business Disciplines (www.jibd.org) and the International Journal of Interdisciplinary Research (www.ijir.net). Currently, he serves on the Board of Directors of the International Academy of Business Disciplines.

However, it is in the domain of service is where Dr. Tootoonchi probably made his greatest contributions to FSU. He was the Chair of the Department of Management, Associate Dean of the College of Business, and Dean of the College of Business. During his administrative time in the College of Business, Dr. Tootoonchi played an integral role in the college’s initial accreditation and subsequent reaffirmations by AACSB International. At the University level, he served as Interim Provost and Vice President for Academic Affairs.

Finally, Dr. Ahmad Tootoonchi is the embodiment of an educator. He gives freely of himself and his time, encourages others to do well, exemplifies a positive up-beat manner, and is a champion of students.

It is with great pleasure, I ask the Senate to grant Faculty Emeritus status to Dr. Ahmad Tootoonchi.

VOTE REQUIRED: GC 17-4 (ALSO APPROVED BY IPR) – PASSED

Summary Proposal	Rationale
<p>The College of Business requests the following:</p> <ol style="list-style-type: none"> 1. New Courses: <ul style="list-style-type: none"> ● MGMT 621 Foundations of Analytics ● MGMT 622 Data Management ● MGMT 623 Data Analysis ● MGMT 624 Predictive Analytics ● MGMT 625 Prescriptive Analytics 	<p>In an effort for continuous improvement in the MBA program to update curriculum and to design a program that meets the needs of today’s student working toward building careers in the field of business/management, the College of Business is seeking to move away from a generalist MBA program by adding three areas of concentration: Business Analytics, Health Care Management, and Management. There will be no change to the overall number of credits</p>

<ul style="list-style-type: none"> ● MGMT 631 Health Care Management and Finance ● MGMT 632 Health Care Policy, Law and Ethics ● MGMT 633 Principles of Population Health Management ● MGMT 634 Health Care Information Management Systems <p>2. Change of Course Name/Number</p> <ul style="list-style-type: none"> ● BUAD 507 Essentials: Accounting and Finance will be replaced by ACCT 507 Essentials: Accounting ● BUAD 508 Essentials: Management and Marketing will be replaced by MKTG 508 Essentials: Management and Marketing <p>3. Change of Description/Prerequisite/Frequency</p> <ul style="list-style-type: none"> ● ECON 511 – change of course description ● ACCT 546 – change of prerequisite ● FINA 610 – change of prerequisite ● MGMT 542 – change of prerequisite ● MGMT 620 – change of prerequisite ● MKTG 640 – change of prerequisite ● ACCT 540 – change of frequency of offering due to teach out requirements ● BMIS 607 – change of frequency of offering due to teach out requirements <p>4. Change in Program Requirements: MBA</p> <ul style="list-style-type: none"> ● Change in GRE/GMAT requirements and waiver eligibility <p>5. Change in Program Requirements: Combined BS in Accounting / MBA Option.</p> <p>6. New Concentrations: MBA</p> <ul style="list-style-type: none"> ● Management ● Business Analytics ● Health Care Management 	<p>required for the MBA degree. It will remain as a 36-42 credit hours' program.</p>
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VOTE REQUIRED: GC 17-5 – PASSED

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following changes to the EdD program:</p> <ol style="list-style-type: none"> 1. Delete Courses <ul style="list-style-type: none"> ● EDLP 911 Dissertation 1 ● SPED 712 Advanced Special Education Law and Procedures ● SPED 713 Supervision of Special Education Programs ● SPED 714 Special Education Funding and Grant Writing 2. Change of Course Name/Number/Credits/Description <ul style="list-style-type: none"> ● EDLP 912 Dissertation 3. Change in Program Requirements: EDD in Educational Leadership <ul style="list-style-type: none"> ● Delete the Special Education Specialization ● Eliminate policy on applicants being subject to professional licensure ● Change language for doctoral candidacy ● Reduce 3-credit enrollment requirement in semester of defense to 1 credit 	<p>Changes to EDLP 911 & 912:</p> <p>One course for dissertation with a 1-12 variable, repeatable credit requirement will allow students to take dissertation credits as needed related to their progress and financial aid needs. Currently students are required to take 6 credits in their first dissertation semester and they may not be at the point in their development and therefore exhaust their credit hours more quickly than are needed and as a result are paying more to stay continuously enrolled than is necessary. This will also be a step toward a more cost efficient model for the students.</p> <p>Special Education Specialization:</p> <p>These courses were already folded into the P-12 Leadership specialization, but 713 and 714 have not been offered due to low demand. Key content will be combined into EDLP 743 Educational Law, Policy and Ethics</p> <p>Degree Candidacy:</p> <p>Adjust to current practice of advancing students to degree candidacy after passing the comprehensive exam and completing 39 credits</p> <p>EDLP 912 Enrollment for defense semester:</p> <p>Students can opt for variable credits throughout the program to better manage credits through the program. Consideration of elimination of the 3 credit requirement in the semester of defense would align with this change.</p>

VOTE REQUIRED: GC 17-6 (ALSO PASSED BY IPR) – PASSED

Vote: YES – 27, ABSTAIN – 1

Summary Proposal	Rationale
<p>The Educational Professions Department requests the following:</p> <p>A new 18-credit “Post-Master’s Certificate in Educational Leadership”, using courses from within our university’s approved M.Ed. Education Leadership program, and requiring nothing new by way of resources.</p> <p>CUIN 651 <i>Instructional Design for Understanding</i></p> <p>EDAD 611 <i>Educational Organization and Leadership</i></p> <p>EDAD 628 <i>School Law</i></p> <p>EDAD 644 <i>Public School Finance</i></p> <p>EDSU 643 <i>Supervision and Human Resources</i></p> <p>EDAD 693 <i>Practicum I</i></p>	<p>This proposal is specifically designed to provide a pathway to certification for those candidates who (1) who currently hold active certification as licensed teachers, who are certification eligible, or who otherwise meet the requirements under COMAR 13A.12.04.04.B.(2) and; (2) and also hold master’s degrees from accredited institutions of higher education.</p> <p>This certificate-qualifying program will utilize the state - approved courses of the M.Ed. <i>Educational Leadership</i> program. The courses will be additionally aligned with the learning outcomes of the standards and elements of the <i>Professional Standards for Educational Leaders-2015</i> and the <i>Maryland Instructional Leadership Frameworks (PSELs/MdILFs)</i>, all in accordance with recently-adopted COMAR regulations (see MSDE Update, enclosed). This proposal comes to university and state officials in direct response to statements of request <i>and</i> requirement from MSDE’s Division of Educator Effectiveness (see letter, enclosed).</p>

V. NEW BUSINESS

DISCUSSION: CUSF 17-01 – CUSF CONSTITUTION AMENDMENT

Current CUSF Constitution requires review and discussion of proposed amendments to the CSUF constitution at each constituent campus.

Discussion: There were questions regarding the current CUSF membership, what the constitution governs, and what the roles of the CUSF representatives are. This is not a voting item. The proposed amendment would decrease the potential for amendments to be voted on that would be detrimental to one particular institution. A

vote on this amendment will take place at the next CUSF meeting, however anyone with a concern regarding this amendment can provide feedback to B. Norris or R. Kauffman, current chair of CUSF.

Proposed Constitutional Amendment by the Rules and Membership Committee

Rationale and Notes:

- 1) Recommendation of the Rules and Membership Committee
- 2) Taking the motion to the individual campuses is not necessary since the individual campuses are represented by their Council members.
- 3) The BOR remains in control of any changes.
- 4) The addition of “at two different meetings” is standard practice and folds item (3) into item (1)

Proposed changes:

ARTICLE IV

Section 1. Amendment.

Amendments to this constitution may be proposed either by a constituent institution or by a member of the Council. Adoption of amendments will occur according to the following procedures: (1) ~~initial approval by a two-thirds vote of the Council~~ **at two different meetings;** (2) ~~referral of the proposed amendment to the faculty governing bodies of the constituent institutions for consideration and comment;~~ (3) ~~final approval by a two-thirds vote of the Council;~~ and (4)(2) acceptance by the Board of Regents.

As Needed: New Business: Faculty Workload Discussion

Discussion: Concerns were aired regarding faculty workload and current precedent being set by the ongoing situations in which faculty members are teaching course without compensation. B. Norris expressed the same concerns to the Provost recently. There are additional issues brought on by the fact that the faculty workload policy does not cover non-tenure-track faculty members. Contracts should specify the number of courses to be taught, if that’s different then it’s a violation of institutional policy. The practice of multi-year contracts has been brought up, however the Provost is reluctant to move to that. B. Norris encouraged faculty members to take the discussion to their departments and colleagues, but tenure-track and non-tenure-track. B. Norris also remind faculty that both full-time non-tenure-track and part-time non-tenure-track faculty are welcome to participate in shared governance. He also remind faculty that a proposal that makes its way to Senate and is voted on and approved means that the President and Provost must respond.

VI. ADJOURNMENT

The meeting was adjourned at 5:50 p.m.