

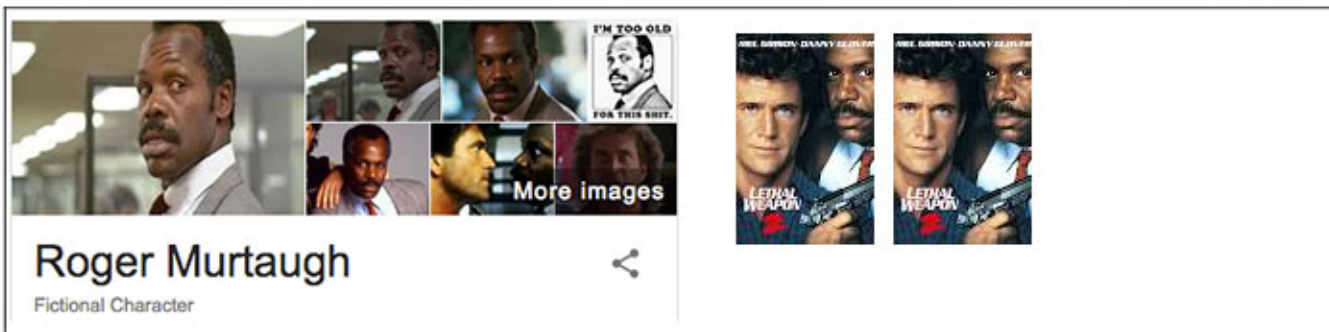
Faculty Senate Newsletter

Volume 21 Number 8.
APRIL 2017

A Thank You To Mike Murtaugh--Outgoing Faculty Senate Chair

(from outgoing Vice Chair, Jamison Odone)

With a quick google search of the name “Murtaugh” and I was instantly met with my previous favorite person with the surname Murtaugh--gritty detective and certified Lethal Weapon, Roger Murtaugh! (As played by noted thespian Danny Glover in the screenshot below)



Now, how best to say thanks to Mike Murtaugh for serving as our Chair Of Senate? How best to thank him for his accomplishments as chair and how best to thank him for showing me the senate ropes...? I shall use the plot of Lethal Weapon 1 to try...

Mike, if the town of Frostburg was being overrun by a murderous gang of drug smuggling crime lords and literally on the brink of erupting into total chaos or complete collapse... we would call you in to fix the job over ol' Roger Murtaugh any day of the week! And since Mike has virtually no internet no internet presence...I had to take a screen shot from the news coverage of President Nowaczkk's inauguration and alter his title a bit... Thanks Mike!



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Chair's Report to the Faculty Senate.

And so, the end is near...

With all due respect to ol' blue eyes (that's Frank Sinatra for our younger faculty – though actually Paul Anka wrote "My Way" it will always be Sinatra's song...) as I sit here writing my last monthly Chair's report, I can't believe my time as Chair is coming to an end. Where have the last 4 years gone? I initially thought I would talk a bit about all the accomplishments of these last four years, but that is way too self-indulgent. Instead, I will write about two things I wish I had been able to accomplish...

Regrets, I've had a few...

Faculty Pay:

While USM policy is for all system schools to seek faculty pay at the 85th percentile, as compared to other schools in our Carnegie Class, the last set of numbers I saw had FSU in the 20-29 percentile range across the academic ranks. I have not seen comparisons in a while, but again, last I saw, we were last in the system. Though there has been some improvement in initial salaries, that improvement in combination with the lack of raises has led to issues of compression and inversions. I have developed an outline of a plan for this, and when I have shared it, it has always been well-received, but unfortunately, during my 4 years, we have never had a year where finances were not a big issue. So I thought I would share it here and possibly, if people think this might be workable, these ideas can help us to move forward in the future.

For all practical purposes, we have a minimum salary for initial hiring at the Assistant Professor level of \$55,000. Let's assume a 3% COLA each year (and no merit), then once the person is tenured and promoted to Associate Professor, they would be making approximately \$65,672. Then they are eligible for Full Professor in another 7 years, at 3% COLA a year (still no merit), that would put them at approximately \$80,768. So part of this proposal would be to create a minimum salary for each of the faculty levels (we would need to do the same thing for Library Faculty): Assistant Professors \$55,000; Associate Professor \$65,672; Professor \$80,768.

This system, once fully engaged, would not cost the university any money as long as there were even minimal raises (3% COLA per year), for if faculty had been receiving those, when the faculty member was promoted, they would already be making that minimum salary. However, it would provide two "reset" points for those who had not received even basic COLA, removing the issues of compression and inversion. In the past (it is becoming a distant past) an equity study would be done every so often and people's salaries would be adjusted. Thus, those who are not below the minimum would still be helped in receiving more appropriate pay.

Now obviously FSU could not even dream of financing something like this all at once. So I would propose that every year we put some money into this process. In bad times, maybe just \$10,000, in good times, much more. But each year whatever funds are added, they would be divided into 4 equal parts, each part used to address the three types of minimum salaries (Assistant Professors, Associate Professors, Full Professors and those comparable to Library Faculty), and the Equity Study. When one of these four is fully addressed, then all money would be divided between the remaining three and so on.

PINS:

When I first became Chair of Faculty I contacted all the Department Chairs and asked if I could come to one of their department meetings. Most welcomed me and it was very valuable in my work of representing all faculty. I mostly I focused on what they felt got in the way of being able to be the teachers they wanted to be. By far

and away the biggest, most consistent complaint I heard was about the mysteries of PINS, how was it decided who would get them, when were those decisions made, etc.

Not long after, the Provost at the time asked Cindy Herzog and I to co-chair the Ad Hoc Study Committee on Academic Programming. We had top talented people who worked very hard, we met bi-monthly for about a year and wrote a 53-page report. In this report, we had 35 recommendations, with 5 we considered to be of highest priority. One of these top recommendations addressed PINS and is still the recommendation I would make today. To understand it I need to provide some background. By using a number from the literature as to how many student credits generated would equal a full-time faculty member, Rob Smith and I (mostly Rob!) created a table. The accuracy of this number was irrelevant; it was simply used as an anchor for comparison. With it, we (again mostly Rob) created a table of all the departments which would show by how much a department was *relatively* under or over staffed (again, this is not a true over or understaffing, it is simply a comparison point).

We recommended that the discussion of who received the available PINS would begin with those in highest need according to the table discussed above. Then special needs and other considerations would be taken into account (for example, someone may retire from a department which has lesser need, but they were the only member with a type of expertise essential for the integrity of the department). Once the decision was made, the Provost would send an email to all faculty and staff stating how many PINS were available, how many were requested and then include a table listing each that were approved with the reason for the approval. When a department of lesser need (according to the table) was granted a PINS, there would be a clear statement concerning the overriding factors. We felt this would allow for transparency and clear communication of the process. People would be able to see who receives PINS and most importantly why.

Final Thoughts:

Well there you have it, the two things I regret not having been able to address during my time as chair. I hope sharing my thoughts on them will lead to good conversations, and dare I dream, to movement towards solutions.

I want to thank the many, many, many people who worked so hard these past four years to help make FSU a better place. The support of so many faculty, staff, and administrators has made this a wonderful experience, and I thank you. In addition, a special thank you to those who would still pick up the phone even knowing it was me who was calling, and would allow me to talk them into serving on one more committee or work on yet another project. Thank you, thank you all. One thing that makes this easier is knowing how good of a job our Chair-Elect Ben Norris will do. Ben you have my full support!

In closing, instead of stealing from Sinatra, I will steal from another source...

So long, and thanks for all the fish!

Mike

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Next Senate Meeting.

- A. **Future Faculty Senate Meetings (Date, Time, Room)**
None for 2016-2017
- B. **Future Faculty Assembly Meetings (Date, Time, Room)**
Meeting #3 TBA

Faculty Senate Agenda.

May 3, 2017; 4:00 P.M.

Atkinson Room, Lane Center

- II. APPROVAL OF THE MINUTES:
Faculty Senate Minutes of April 5, 2017 (Separate Blue Packet)

- III. ANNOUNCEMENTS:
 - A. **Future Faculty Senate Meetings (Date, Time, Room)**
None for 2016-2017
 - B. **Future Faculty Assembly Meetings (Date, Time, Room)**
Meeting #3 TBA

- IV. REPORTS & INFORMATION:
 - A. Chair’s Report (Pages 9-10)
 - B. AAC Report (Pages 11-13)
 - C. FCC Report (Pages 14-16)
 - D. GC Report (Pages 16-17)
 - E. IPR Report (Pages 17-19)
 - F. CUSF Report (Page 19-20)
 - G. Administrators Reports
 - H. Questions for Administrators

- V. OLD BUSINESS:

Supporting Documents for all AAC, GC, or FCC proposals can be found at
<U:\AAC\Senate> or <U:\GC\Senate Items> or <U:\Faculty Concerns Committee\AY 13-14 - to Senate>

Vote Required:

- AAC 17-16

17-16	<p>The Department of Music requests the following changes to address curricular needs:</p> <ul style="list-style-type: none"> I. Remove MUSA 101: Student Recital Attendance from the list of core requirements for the Music 	<p>Rationale: MUSA 101: Student Recital Attendance</p> <p>I. <i>Rationale:</i> This program requirement is going to be imbedded in all Private Instruction courses in the Music Department, and we will no longer need a separate course to monitor it. Removal of</p>	<p>Vote Required; passed</p>
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	<p>Major and the Music Minor</p> <p>II. Change Course Credits</p> <p>a. MUSC 104, 105, 206, 207: Aural Musicianship I-IV</p> <p>i. Change credits from 1 credits per semester to 2 credits per semester.</p>	<p>this course for the core requirements reduces the core requirements in our department by 3.5-4.0 credits, based on the track of study.</p> <p>II. These lecture classes currently meet 2 days per week and have a significantly large amount of work for students and instructors alike. Under the new workload guidelines, these courses cannot remain at 1 credit if they continue to meet 2 days per week.</p>	
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• AAC 17-17

17-17	<p>The Department of Geography requests the following changes:</p> <ul style="list-style-type: none"> • <u>Addition</u> of a new course (GEOG330: Global Climate Change) into the course catalog and as a new requirement for the Climate Science Concentration. • <u>Renamed</u> the Advanced Human Geography category to Human-Earth Relationships • <u>Revision of</u> (added, deleted, or corrected) the course list in the Human-Earth Relationships, Advanced Physical Geography, and Geographic Techniques categories • <u>Revision</u> of the Prerequisite/Recommended courses for GEOG405 and GEOG469 • <u>Renamed</u> GEOG 469 from Principles of Atmospheric Dynamics to <i>Principles of Atmospheric Science</i>, an update of the course description, and the revision of the prerequisite/recommended courses. Proposing to make this course a hybrid of the old GEOG469 and GEOG429 courses. • <u>Deletion of</u> GEOG 429: Synoptic Climatology and removal from the requirements of the Climate Science Concentration and the course catalog 	<p>Rationale: Upon becoming more familiar with the current and changing demographic of students at FSU and post-graduation demands of Geography Majors, the changes to the Climate Science degree reflects a more modern approach to the Climate Science field. In addition, the change will better match current faculty experience and expertise. The changes include a shifting and addition of course options under the elective categories, a deletion of the atmospheric – surface water interaction requirement, melding together two required courses into one, and the addition of a new</p>	<p>Vote Required; passed</p>
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	<ul style="list-style-type: none"> Reduction in hours required for the concentration by <u>Removal</u> of the atmospheric – surface water interaction course from the required Climate Science Courses (GEOG 335 Oceanography Or GEOG 430 Surface Water Hydrology). 	course: Global Climate Change.	
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Revision to AAC16-35

AAC 16-35	The Music Department requests a modification to AAC 16-35 such that THEA 105 be used instead of THEA 104.	<p>Original as submitted:</p> <ul style="list-style-type: none"> Ensemble/Experiential Learning Requirement: (2 hours) <i>Students choose from:</i> MUSC 321: Opera Workshop 1 cr. THEA 104: Theatre 1 cr. (Only musical productions will be counted for THEA 104.) Students may not fulfill their MUSC 321 and THEA 104 (musical) requirements during the same semester. <p>Requested Change:</p> <ul style="list-style-type: none"> Ensemble/Experiential Learning Requirement: (2 hours) <i>Students choose from:</i> MUSC 321: Opera Workshop 1 cr. THEA 105: Performance Practicum 1 cr. (Only musical productions will be counted for THEA 105.) Students may not fulfill their MUSC 321 and THEA 105 (musical) requirement during the same semester.
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• FCC 16-19 (H)

Agenda Item	Summary	Proposal	Action
FCC 16-19(H)	Discussion – Student Evaluation Instrument response rate	<p>Faculty Assembly has charged FCC to discuss a number of strategies to improve the response rate.</p> <p>FCC proposed revising the instructions to faculty to encourage a number of activities to improve response rate.</p> <p>Additional ideas were developed and will be reported to the Faculty in May. Implementation of these ideas will require additional work.</p>	Approved Unanimous

**FCC 16-19(H)
Student Evaluation Instrument
Instructions for Faculty**

Proposed changes begin line

Rationale

FCC determined that the existing instructions for faculty are too restrictive and discourage faculty members from encouraging and facilitating student completion of SEI surveys. This proposal encourages faculty members to use various strategies to facilitate completion so long as those strategies do not involve rewarding or punishing students regarding completion.

Original Handbook Copy

Instructions for Faculty:

Any strategies used to increase the completion rate must be used by the entire institution (i.e., individual faculty members may not offer course incentives to increase completion rates). It is suggested that faculty encourage their students verbally or via email to complete the evaluation.

Proposed Changes Clean Copy

Instructions for Faculty:

Faculty members are encouraged to increase student response rate through one or more of the following methods:

1. setting aside class time when the instructor will not be present for students to complete the evaluation on their electronic devices;
2. communicating the value of the student evaluation of instruction (e.g., by providing examples of how student feedback is used to improve instruction);
3. periodically encouraging and reminding students to complete the surveys; and/or
4. providing information to students about completion rates for course sections.

Faculty members are invited to be creative in adopting other strategies to increase student response rate as long as these strategies do not involve either rewarding or punishing students, such as offering extra credit, waiving or dropping assignments, giving prizes or parties, or withholding grades.

- FCC 16-20

Agenda Item	Summary	Proposal	Action
FCC 16-20	Emeritus nomination for Dr. Martha Dolly from the Department of English and Foreign Languages.	Dr. Dolly is retiring after 34 years of service at FSU teaching courses in both English and Foreign Languages She was an early adopter of online education and remains an innovator in her use of educational technology. She developed an English as a Second Language course and has written a textbook on rhetoric. She advises the United Campus	Approved Unanimous

		Ministry group, and is active in the community supporting English language learners among immigrants to our region. She is well-regarded by her students and colleagues and has been described as “part of the department's heart and soul.”	
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Department of English
 101 Braddock Road
 Frostburg, MD 21532-1099
 T. 301.687.4221
 F. 301.687.3099

March 16, 2017

Dear Faculty Concerns Committee:

Dr. Martha Dolly is retiring after this semester, and our department voted unanimously to award her emeritus status.

She has been with us since 1983 and was converted to a tenure-track position in 1987. For thirty-four years, she has taught in our department, and according to one of our veteran faculty members, “I have never known of, nor even heard of, a student or a colleague who didn’t like Martha Dolly!”

She has been instrumental in teaching students in multiple majors: English, foreign languages, and education. She has been a wonderful mentor to many students through the years. In the classroom, she is known for her patience and compassion, as well as for the broad range of her expertise. Moreover, Martha has been a pioneer in online learning. She was one of our department’s first instructors to deliver course material fully online, and she will continue to render this service once she retires. Whenever she can, she incorporates the newest tools to be a more effective teacher in the online environment, such as recently integrating Voice Thread and Blackboard Collaborate.

Martha has been valuable to the department because she has adapted to our needs in teaching language courses when we have needed someone else to teach them. She created the ESL course as our student population became more diverse. She brings her Second Language Acquisition students to West Side Elementary School to observe the Chinese Immersion Program, which is a significant collaboration between our department and the community.

In terms of professional development, she regularly presents her research at conferences. In addition, she wrote a textbook for her field. She updated the textbook last year and is now using her very own *On Purpose: A Writer’s Guide to Rhetorical Situation* in her online writing classes.

Martha has a long history of service to our department, has been an extremely gracious colleague to all of us all these years, and has been a great teacher to all her students. Among her noteworthy contributions, top of the

list might be her service to the larger community. Martha is very active as faculty advisor to United Campus Ministry, a role she has played for 20 years. As our ESL expert, she has been a campus and community leader in helping to establish instruction sessions for international students and recent immigrants to Cumberland. In the earlier 1990s, as Bosnian and other families were being resettled in western Maryland, Martha arranged tutoring and conversation groups. This also led her to create a new course ENGL 418: Second Language Acquisition. Students in that course were able to assist in the tutoring.

More recently, in the past 7 years or so, Martha started Exploring ESL in Western Maryland, a group whose goal is to support recent immigrants (e.g., from China and Mexico) in the region. This group partnered volunteers from FSU, ACM, the public schools, the health department, and the larger community. Dr. Martha Dolly has quietly served the needs of non- native English speakers on campus and in the community, as well as those preparing to teach them, for several decades.

One of her colleagues notes, “I would like to think that she has earned the emeritus status as being an unsung but vital part of the department's heart and soul. She volunteers when no one else steps up, and she is a strong but friendly presence in virtually everything the department does. And, it would be my hope that she continues guiding the department, even if a little less directly, as an emeritus faculty member.” His comment is one that the entire department feels, and we have no doubt that she deserves this honor. We thank her for her commitment to our department, the university, and the community.

Sincerely,

Dr. Amy Branam Armiento
 Chair, Department of English and Foreign Languages

- **GC 16-5**

Title	Executive Summary	Proposal
GC 16-5 <i>Proposal for CLAS PSYC</i>	The MS Program in counseling Psychology changed the required internship credits from 12 to 14 credits and students are now required to take the National Counselor Examination. Both of these changes assist in the accreditation review that will occur in 2017-2018.	Passed: 1. Catalog copy to require a minimum of 14 credits of internship across two semesters. 2. Require students to take the National Counselor Examination.

- **IPR S17-02(H): See separate pink packet for further information**

IPR - S17-02(H)	IPR Requests the following:	Rationale:	Vote Required
	Change to <i>Faculty Scheduled Workload and Compensation Property Instruction</i>	The changes to the workload policy seek to clarify already accepted policies. For example, the three-letter course code (e.g. ILL, STU, PMI, etc.) to identify the type of course being delivered were	Passed

		<p>confusing. The new wording is accompanied by easy-to-follow tables. In addition, example calculations are presented through-out the document to further mitigate confusion.</p> <p>One change: Restoring Banking within an academic year</p>	
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No Vote Required

- **AAC 17-18**

17-18	<p>The Sustainability Studies Steering Committee requests the following changes:</p> <p>Current Description: SUST 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Group practicum project. 3 hrs lecture, two Saturday group projects required. Also offered as IDIS 155. Every semester.</p> <p>Proposed Description: SUST 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Two group practicum projects are required. Also offered as IDIS 155. Every semester.</p> <p>Current Description: IDIS 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Group practicum project. 3 hrs lecture, two Saturday group projects required. Also offered as SUST 155. Every semester.</p> <p>Proposed Description. IDIS 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Two group practicum projects are required. Also offered as SUST 155. Every semester.</p> <p>Current Description: SUST 455 Seminar in Sustainability Studies 3 cr. Exploration of environmental, economic, and social equity issues relating to sustainability. Individual</p>	<p>Rationale: This is a request to revise the course description for SUST 155, IDIS 155 and SUST 455. The description change removes the word “Saturday” from the course descriptions. Group projects are required in the courses, but students have frequently requested alternative scheduling to avoid the Saturday activity. Instructors have generally provided such options. Including the reference to Saturday activities in the course description probably discourages some students from enrolling. Since by practice, the Saturday activities are not required, this is unfortunate and not productive.</p> <p>Sustainability instructors continue to require group projects or service activities, but have become flexible in when</p>	No Vote Required
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	<p>seminar project. Group practicum project. 3 hrs lecture. 2 Saturday group projects required. Spring.</p> <p>Proposed Description: SUST 455 Seminar in Sustainability Studies 3 cr. Exploration of environmental, economic, and social equity issues relating to sustainability. Individual seminar project. Two group practicum projects required. Spring.</p>	<p>such activities take place. In many cases, appropriate activities and opportunities for community service occur during the week. Instructors generally take advantage of such options. The new wording increases instructor flexibility and eliminates a disincentive for enrolling in the courses.</p>	
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- **AAC**

The Department of Educational Professions requests an amendment to a catalog change for the 2017-2019 catalog that was approved by Senate at the February 1, 2017 meeting. A statement regarding a requirement for Praxis II exams to be completed as a graduation/program exit requirement was deleted from the Elementary/Middle School Dual Certification listing (see item b). Only the time frame for the completion (before Phase III) was to be deleted from the statement, but unfortunately, the entire statement was removed. All other undergraduate education programs at Frostburg State University require the completion of these tests, as they are also required for certification in the State of Maryland. This statement has been part of previous catalogs and must remain, in order to fully prepare FSU graduates for teaching in the public schools.

Elementary/Middle School Dual Certification
2015-2017 catalog language:

Other Graduation/Program Exit Requirements (pg 73)

Successful presentation of a portfolio that meets institutional standards.

Completion of the PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education (before Phase III).

Successful completion of required field experiences in early childhood (PreK-K), primary (1-3) and intermediate (4-6) grades

Elementary/Middle School Dual Certification
2017-2019 amended catalog language:

Other Graduation/Program Exit Requirements (pg 73)

Successful presentation of a portfolio that meets institutional standards.

Completion of the PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education.

Successful completion of required field experiences in early childhood (PreK-K), primary (1-3) and intermediate (4-6) grades

VI. NEW BUSINESS

VII. ADJOURNMENT

Committee Reports

The Academic Affairs Committee (AAC) Report to the Faculty Senate.

Wednesday, April 12, 2017
4:00 pm
Compton 237

Attending: Travis English, Chair; Gerald Snelson, Vice Chair; JoAnna Shore, Secretary; Hongqi Li; Stefanie Hay; Nazanin Tootoonchi; Gerald Venezia; Jodi Ternent representing the Registrar’s Office; Melody Kentrus representing UUCR; Scott Fritz representing Dean’s Council; Lea Messman-Mandicott, Library Director (Ex-officio member)
Excused: Doris Santamaria-Makang, Office of the Provost/Academic Standards Committee;
Proposal Representatives: Tannia Bogart representing Geography, Mark Gallagher representing Music

- I. Call to order at 4:03
- II. The 4/8/2017 minutes were approved without amendment.
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: Report will be submitted in May.
 - b. Dean’s Council-Dr. Joe Hoffman (represented by Scott Fritz): 1) Textbook adoptions must be handled in a timely manner in keeping with Federal law. 2) New student-focused event at the April 22nd Open House; each college is putting together a group of students and the work that they do in order to showcase what makes Frostburg distinct.
 - c. Registrar’s Office-Ms. Jodi Ternent: No report
 - d. [UUCR](#)-Dr. Melody Kentrus: No report
 - e. AAC Chair-Dr. Travis English: No report
- IV. New Business

17-16	<p>The Department of Music requests the following changes to address curricular needs:</p> <ul style="list-style-type: none"> III. Remove MUSA 101: Student Recital Attendance from the list of core requirements for the Music Major and the Music Minor IV. Change Course Credits <ul style="list-style-type: none"> a. MUSC 104, 105, 206, 207: Aural Musicianship I-IV 	<p>Rationale: MUSA 101: Student Recital Attendance</p> <p>I. Rationale: This program requirement is going to be imbedded in all Private Instruction courses in the Music Department, and we will no longer need a separate course to monitor it. Removal of this course for the core requirements</p>	<p>Vote Required; passed</p>
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	<p>i. Change credits from 1 credits per semester to 2 credits per semester;</p>	<p>reduces the core requirements in our department by 3.5-4.0 credits, based on the track of study.</p> <p>II. These lecture classes currently meet 2 days per week and have a significantly large amount of work for students and instructors alike. Under the new workload guidelines, these courses cannot remain at 1 credit if they continue to meet 2 days per week.</p>	
17-17	<p>The Department of Geography requests the following changes:</p> <ul style="list-style-type: none"> • <u>Addition</u> of a new course (GEOG330: Global Climate Change) into the course catalog and as a new requirement for the Climate Science Concentration. • <u>Renamed</u> the Advanced Human Geography category to Human-Earth Relationships • <u>Revision of</u> (added, deleted, or corrected) the course list in the Human-Earth Relationships, Advanced Physical Geography, and Geographic Techniques categories • <u>Revision</u> of the Prerequisite/Recommended courses for GEOG405 and GEOG469 • <u>Renamed</u> GEOG 469 from Principles of Atmospheric Dynamics to <i>Principles of Atmospheric Science</i>, an update of the course description, and the revision of the prerequisite/recommended courses. Proposing to make this course a hybrid of the old GEOG469 and GEOG429 courses. • <u>Deletion of</u> GEOG 429: Synoptic Climatology and removal from the requirements of the Climate Science Concentration and the course catalog • Reduction in hours required for the concentration by <u>Removal</u> of the atmospheric – surface water interaction course from the 	<p>Rationale: Upon becoming more familiar with the current and changing demographic of students at FSU and post-graduation demands of Geography Majors, the changes to the Climate Science degree reflects a more modern approach to the Climate Science field. In addition, the change will better match current faculty experience and expertise. The changes include a shifting and addition of course options under the elective categories, a deletion of the atmospheric – surface water interaction requirement, melding together two required courses into one, and the addition of a new course: Global Climate Change.</p>	<p>Vote Required; passed</p>

	<p>required Climate Science Courses (GEOG 335 Oceanography Or GEOG 430 Surface Water Hydrology).</p>		
17-18	<p>The Sustainability Studies Steering Committee requests the following changes:</p> <p>Current Description: SUST 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Group practicum project. 3 hrs lecture, two Saturday group projects required. Also offered as IDIS 155. Every semester.</p> <p>Proposed Description: SUST 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Two group practicum projects are required. Also offered as IDIS 155. Every semester.</p> <p>Current Description: IDIS 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Group practicum project. 3 hrs lecture, two Saturday group projects required. Also offered as SUST 155. Every semester.</p> <p>Proposed Description. IDIS 155 Introduction to Sustainability Studies 3 cr. Introduction to sustainability as a field of study and a career. Consideration of environmental, economic, and social equity aspects of sustainable living. Two group practicum projects are required. Also offered as SUST 155. Every semester.</p> <p>Current Description: SUST 455 Seminar in Sustainability Studies 3 cr. Exploration of environmental, economic, and social equity issues relating to sustainability. Individual seminar project.</p>	<p>Rationale: This is a request to revise the course description for SUST 155, IDIS 155 and SUST 455. The description change removes the word “Saturday” from the course descriptions. Group projects are required in the courses, but students have frequently requested alternative scheduling to avoid the Saturday activity. Instructors have generally provided such options. Including the reference to Saturday activities in the course description probably discourages some students from enrolling. Since by practice, the Saturday activities are not required, this is unfortunate and not productive.</p> <p>Sustainability instructors continue to require group projects or service activities,</p>	<p>No Vote Required</p>

	<p>Group practicum project. 3 hrs lecture. 2 Saturday group projects required. Spring.</p> <p>Proposed Description: SUST 455 Seminar in Sustainability Studies 3 cr. Exploration of environmental, economic, and social equity issues relating to sustainability. Individual seminar project. Two group practicum projects required. Spring.</p>	<p>but have become flexible in when such activities take place. In many cases, appropriate activities and opportunities for community service occur during the week. Instructors generally take advantage of such options. The new wording increases instructor flexibility and eliminates a disincentive for enrolling in the courses.</p>	
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V. Adjournment at 4:28

Respectfully submitted,
Travis English, Chair of AAC

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Faculty Concerns Committee Report to the Faculty Senate.

The Faculty Concerns Committee (FCC) met April 12, 2017 and approved the minutes of the March 8, 2017 meeting.

Attendance: S. Brill (CLAS), J. Browne (CLAS), N. Buta (COE, Development & Sabbatical/PRL), J. Dunmyre (CLAS), K. Hall (CUSF), S. Henry (LIB), R. Larivee (Chairs), M. Michael (CLAS), D. Moorehead (Handbook), M. Murtagh (Chair of Faculty), B. Norris (CLAS), A. Shah (COB).

Absent: None

Excused: A. Duncan (Promotion & Tenure/PS)

Vacancies: one (CUSF)

Reports:

A. Chair’s Report:

B. Norris reported that the Faculty Workload & Compensation Subcommittee had revised the Faculty Scheduled Workload & Compensation Policy to clarify the instructional workload calculation for each course component based on the FSU Credit Hour Policy. These revisions did not change any calculation.

B. Norris also reported that he will be ineligible to serve as Chair of FCC next year since he will be Chair of the Faculty. Returning members are encouraged to consider running for one of the three committee offices: Chair, Vice Chair, and Secretary.

B. Norris encouraged subcommittee chairs to hold meetings in May for the purpose of electing

officers. Subcommittee chairs were also encouraged to invite newly elected members to the May meetings.

B. Academic Department Chairs Council.

R. Larivee reported that the Chairs Council met with Drs. Nowaczyk and Offstein. Dr. Nowaczyk is seeking feedback on using data to evaluate program and department productivity. He wants to know what information chairs need, and he wants help from chairs interpreting the data that he has. Dr. Nowaczyk is also interested in opportunities and obstacles for recruiting, particularly in terms of programs.

R. Larivee also reported that T. Russell will be stepping down as the Chair of the Council. Elections for a new Chair and executive committee will occur in the next meeting.

C. Council of University System Faculty (CUSF).

K. Hall reported that CUSF has been discussing a USM proposal to allow MOOCs from USM institutions to be taken for credit. In the future CUSF will be discussing funding for athletics and whether CUSF should have input on the way USM allocates enhancement funds.

D. Faculty Promotion and Tenure / Permanent Status Subcommittee.

No report.

E. Faculty Development and Sabbatical / Professional Leave Subcommittee.

N. Buta reported that the Subcommittee recently reviewed 35 applications for Faculty Development grants for a total of \$52,000 requested. Some discussion followed on what is done about incomplete applications and how faculty members get feedback on proposals. The next meeting will focus on Faculty Achievement Awards. N. Buta noted that the Subcommittee has a lot to do (review Sabbatical/PRL applications in the fall, Regents' Faculty awards in the fall, Faculty Development grant applications during both semesters, Faculty Achievement awards in the spring), and thus has very little time to working on improving its own operations.

F. Faculty Handbook Subcommittee.

No report.

Please refer to supporting documents on the U: Drive at <\\fsunas1\deptshares\Campus\Faculty Concerns Committee\Senate\8. 2017 May>

Old Business:

Agenda Item	Summary	Proposal	Action
FCC 16-19(H)	Discussion – Student Evaluation Instrument response rate	Faculty Assembly has charged FCC to discuss a number of strategies to improve the response rate. FCC proposed revising the	Approved Unanimous

		<p>instructions to faculty to encourage a number of activities to improve response rate.</p> <p>Additional ideas were developed and will be reported to the Faculty in May. Implementation of these ideas will require additional work.</p>	
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New Business:

Agenda Item	Summary	Proposal	Action
FCC 16-20	Emeritus nomination for Dr. Martha Dolly from the Department of English and Foreign Languages.	Dr. Dolly is retiring after 34 years of service at FSU teaching courses in both English and Foreign Languages She was an early adopter of online education and remains an innovator in her use of educational technology. She developed an English as a Second Language course and has written a textbook on rhetoric. She advises the United Campus Ministry group, and is active in the community supporting English language learners among immigrants to our region. She is well-regarded by her students and colleagues and has been described as “part of the department's heart and soul.”	Approved Unanimous
IPR S17-02(H)	Revision of the Faculty Scheduled Workload & Compensation Policy for clarity	The Faculty Workload and Compensation Subcommittee (of IPR) updated the section of the workload policy pertaining to assignment of instructional workload to clarify the calculation of workload for all currently recognized course types at FSU and the calculation of overload compensation.	Non-voting item reported to FCC

The next meeting of the FCC will be May 10, 2017 at 4 PM in room 109 of the Lane Center.

Respectfully submitted,
Benjamin N. Norris, Chair

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Graduate Council Report to the Faculty Senate

The Graduate Council (GC) met on Monday, April 10, 2017 and approved minutes of March 13, 2017 meeting.

Reports

GC Chair’s report – We continue to have a generally light Fall semester. There was only one curricular proposal on the April agenda. GA policy, particularly contract ending dates, was discussed.

Provost’s Advisory Council Report – There have been no meetings of PAC this semester.

Office of Graduate Services Report – Enrollment continues to be a concern in most graduate programs. Hooding was discussed with another change in direction.

Old Business:

Discussed GA policy on contract ending dates. Information had been gathered from other system schools and some history from what we had done in the past. It appears that our current first day of class to last day of class was the most generous approach in the system and we resolved to change and instructed the OGS to make future GA contract dates be the first day of class and the last day of finals, still one of the most generous time periods in the system.

New Business:

The following proposal was discussed and approved by the Graduate Council:

Title	Executive Summary	Proposal
<p>GC 16-5 <i>Proposal for</i> CLAS PSYC</p>	<p>The MS Program in counseling Psychology changed the required internship credits from 12 to 14 credits and students are now required to take the National Counselor Examination. Both of these changes assist in the accreditation review that will occur in 2017-2018.</p>	<p>Passed: 1. Catalog copy to require a minimum of 14 credits of internship across two semesters. 2. Require students to take the National Counselor Examination.</p>

Next Graduate Council Meeting is scheduled for Monday May 8, 2017. ***Proposals for catalog changes are due on Monday, May 1, 2017 by 12:00 noon. Proposals received after the deadline will be automatically placed on the following academic year’s monthly agenda.***

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Institution Priorities & Resources Committee Report to the Faculty Senate.

Institutional Resources and Priorities Committee
Report to the Faculty Senate
April, 2017

IPR convened on April 10, 2017 at 4:00pm in Gira 155

Attendance

All Present

General Comments

None

Proposal Reviews

None

Other

Faculty Workload Proposal

Rebekah Taylor explained the variety of class types with three letter codes. These three letter

codes have created confusion in work load policy. The revised workload policy clarifies how to calculate workload for faculty.

A proposal to add an amendment for workload banking within the same academic year as presented. The issue had strong support but the question is how to best get it done. Should it go back to the Workload committee and go to the Provost and Deans for input or straight to Senate.

Motion to accept the amendment with the understanding that it will go back to the subcommittee so that it can be on the Senate agenda for the May meeting. Motion to approve the Faculty Workload proposal with the workload banking within the academic year was seconded and approved.

Vote Required: Unanimous

Discussion

In the spirit of retaining knowledge year-over-year in IPR, M. Flinn asked if there were any issues, or suggested research, that should be passed on for IPR to work on for the next year?

Suggestions included: review of the programs, discussion with Chairs for issues, financial priorities, ways to address faculty salaries which has not been possible due to the institutions financial condition, PIN allocation, proper amount of advertising, the regional tuition rate- what is the return and online learning- is it financially wise?

Future Business

- a. May - We will be looking at the programs approved in 2012-2013: *Dual Elementary/Middle School Program, Minor in Jazz Studies*
- b. Review faculty priorities report from several years ago. The report, and accompanying priorities list, needs to be located distributed to the committee. The purpose of the report was show the faculty's priorities for when/if there were a surplus of funds to allow the University to address faculty resource concerns. (Tentative Spring 2017)

Meeting adjourned at 4:55pm

On this sunny day,

Dr. Michael B. Flinn
IPR Chair – 2016/17
Computer Science & Information Technologies
Frostburg State University
Frostburg, MD 21532

IPR - S17-	IPR Requests the following:	Rationale:	Vote Required
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02(H)	Change to <i>Faculty Scheduled Workload and Compensation Property Instruction</i>	<p>The changes to the workload policy seek to clarify already accepted policies. For example, the three-letter course code (e.g. ILL, STU, PMI, etc.) to identify the type of course being delivered were confusing. The new wording is accompanied by easy-to-follow tables. In addition, example calculations are presented through-out the document to further mitigate confusion.</p> <p>One change: Restoring Banking within an academic year</p>	Passed
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CUSF Report to the Faculty Senate

This report covers CUSF's activity since March 23rd, the submission of the last report. Since the end of March, CUSF has had one ExCom meeting and one Council meeting. The April Council Meeting occurred at Towson University. The following are a sampling of the activities conducted by CUSF since the last report.

- **April 20th Meeting** – CUSF held their April meeting at Towson University. Originally, Kim Schatzel, President, was not planning to attend and Maggie Reitz, Assistant Provost, planned to attend in her place. However, both were able to attend and both welcomed CUSF to the Towson campus. As part of the Changing Professoriate Series, Chad Muntz, Director of Institutional Research, presented a good number-crunching presentation on *The Changing Student*
- **Survey of Senate Chairs on the State of Shared Governance** – Each year, the faculty conducts a survey of senate chairs on the state of shared governance within the system. The results are used by the Chancellor in his yearly evaluation of the presidents. To be effective, the results need to be finalized by the beginning of April. The report was completed and submitted prior to the Chancellor's yearly evaluation of the Presidents. In general, the state of shared governance on the campuses is healthy.
- **Board of Regents Faculty Awards Ceremony** – This year the BOR honored 16 faculty in the USM with Regents Faculty Awards during a breakfast at UMCP on April 21st. There are 14,000 faculty in USM making these faculty exceptional. Categories include Excellence in Teaching, Mentoring, Public Service, and Scholarship, Research or Creative Activity. **THIS YEAR FSU HAD NO REGENT AWARDS. THIS IS UNACCEPTABLE.** There is no excuse for it. In a University that professes to be a teaching institution, there is no excuse for not having candidates in teaching or mentoring. Here are five reasons why FSU should submit recipients for Regents Awards each year. 1) Academically, the University is defined by it faculty. By implication it suggests lack of excellence at FSU. 2) It is a marketing tool. Building on the first point, the Regents Award as well as the Outstanding Faculty recipients should be plastered on the website indicating the quality of FSU's programs. It aids in recruitment. It helps define who we are. 3) Help make your President look good in front of his peers. I am not being petty here either. We need to make it easy for our

administrators to look good in front of their peers and others. Regent Awards help do this. 4) Help your President make FSU look good in front of the Regents and the rest of the world. This should be self-evident. They make a definitive statement regarding the quality of this institution. 5) It rewards outstanding faculty for being outstanding. Yes, this should be the first reason. We need to find out ways to reward the outstanding work that our faculty is doing. It acknowledges outstanding faculty. It is good for students and the academic program because students study under the tutelage of faculty. It is good for the institution because it helps to define our institution as a quality institution. We need to make a concerted effort to utilize this program. It makes everyone a winner (i.e. faculty member, program, and institution).

- **Ombudsman Resolution** -- The following is an evolving situation. It involves the development of a joint resolution by the student, staff and faculty Councils. Currently, it is working its way through the System, the Chancellor's Council, etc.

The current resolution has three points. Be it resolved that: 1) Each USM institutions will make available to the students, staff and faculty ombudsman services. 2) Where possible these services will be consistent with the recommended policies and practices of the International Ombudsman Association or a similar association. 3) Each USM institution will develop an implementation plan. The plan will be reviewed by the Chancellor or his designated appointee. The Chancellor will review the ombudsman services provided as part of his yearly evaluation of the Presidents as specified under Section III of BOR policy: VII - 5.00.

Respectfully Submitted: April 25, 2017
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

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Faculty Senate Minutes.

FACULTY SENATE MINUTES

April 5, 2017; 4:00 P.M.

Atkinson Room, Lane Center

Present: S. Henry, E. Kennedy, T. English, T. Russell, G. Snelson, M. Monahan, T. Sigerstad, A. Shah, H. Li, S. Brill, J. Lombardi, G. Wood, S. Hay, M. Michael, J. Dunmyre, N. Tootoonchi, M. Flinn, B. Norris, J. Odone, M. Murtagh, L. Hartman

Excused: J. Nichols, J. Browne, F. Ammer, T. Bogart, M. Ramspott, J. Shore

Absent: N. Buta, G. Venezia

VIII. APPROVAL OF THE MINUTES:

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

Minutes approved.

IX. ANNOUNCEMENTS:

A. **Future Faculty Senate Meetings (Date, Time, Room)**

May 3, 2017 4:00 Atkinson Room, Lane Center

B. **Future Faculty Assembly Meetings (Date, Time, Room)**

Meeting #3 TBA

X. REPORTS & INFORMATION:

A. Chair's Report (Pages 12-13)

- Congratulations to Ben Norris, who will be chair of faculty for Fall 2017 – Spring 2019
- Senate nominations ends Tues April 11, please consider re-enlisting if your term is up.
- Middle States – The Gen. Ed. Review went very well. Thank you to those who had a role in that. Middle States were very pleased with it. They see our Gen. Ed. program potentially being one of distinction across the nation.
- It is important that we continue with this motivation towards a quality Gen. Ed. program. Assessment needs to be a part of our life.
- Liz Throop, our new provost, was in the area last week and met with some faculty. It is a good sign that our new provost is already reaching out to us.

B. AAC Report (Pages 13-20)

C. FCC Report (Pages 20-23)

D. GC Report (Pages 23-25)

E. IPR Report (Pages 25-26)

F. CUSF Report (Page 27)

G. Administrators Reports

President's Report

- Budget
 - At the state level, there were four meetings over last month at state legislature about operating and capital budgets. The legislature recommended additional \$1 million for planning money for the education & health sciences building.
 - Presidents had a briefing this afternoon about the state budget. The system asked for a 5% tuition increase. The Governor recommended a 2% increase, and he would buy down the other 3%. The Legislature agreed with the 2% increase, but recommended that the remaining 3% come from the fund balance (the reserve). The USM system has a reserve balance that for every \$1 of bond money, we have approximately \$1 in reserve to keep our interest rate low. The data analyst recommended that USM reduce our fund balance, and so we will reduce this to accommodate the 3%. We hope next year it will be put into the base operating budget. This has happened before.
 - There was a mid-year rescission, which is now a permanent part of the budget. We are getting money but we are having to return some of it at the same time because of lower tax revenues.
 - Dr. Nowaczyk has not seen an increase for staff and faculty salaries in the budget.
 - Summary: There will be an increase in funding for the state system, and we have been approved to increase tuition 2%. From the state system viewpoint, things could have been worse. Other agencies were facing larger cuts as a result of the reduction in tax revenues.
- Middle States
 - The Standard 7 results (Institutional Effectiveness, Institutional. Assessment) were disappointing.
 - Kudos on Gen. Ed. - Middle States gave us a formal commendation on what we've done with Gen. Ed.
 - With Standard 7, there is still some confusion on where we are deficient. Middle States says that it has to do with documentation. The report will come next week. Dr. Nowaczyk is having a conversation with the Commission office about the report. We must formally respond to the report when we receive it later in April.
 - The site team recommends that we provide an additional update on Sept. 1. This is very doable in their estimation.
 - The issue is related primarily to documentation of non-academic units. The area of student learning outcomes is fine.
- Using The Registry for search for the Interim Dean of Education
 - Dr. Nowaczyk spoke with the incoming provost last Saturday.
 - We will bring candidates to campus. The candidates will have experience as deans as well as other in capacities. We will circulate their information to everyone, particularly the Education faculty. All three candidates will visit

campus all at once. The question asked will be who the best fit is for Frostburg and for the individuals. The candidates will rotate through groups throughout the day. Dr. Nowaczyk hopes to have the interim dean on board by June 1 so that they can overlap for a month with Dean Golden before he retires. The Provost is committed to a national search in the fall for a permanent dean. This does not preclude any internal candidates.

- Enrollment
 - Incoming college student deposits are down by about 50 students. This includes first year as well as transfer students. Wray Blair is working on "Bring the Burg to You" activities across the state. Thank you to the faculty and staff who have helped with this. Dr. Nowaczyk has not seen the impact numbers for this, yet. We have been targeting our top 30 high schools. We're trying to get students to make a deposit. The retention numbers from fall to spring look good. Thank you to the faculty teaching the ORIE classes for that. We need to get this from 77% to 80%. We need to turn around the declining trend for on-campus students.
 - Dr. Nowaczyk plans to take Terri Massie-Burrell's position, and bring in a Special Assistant to the President in Enrollment Management for one year to help us focus on our enrollment and student success. This will be a one-year position. Retention services seem to be being addressed in many different offices. Dr. Nowaczyk would like to do more coordination among offices.
 - We need to look at what we are doing with marketing. Dr. Nowaczyk has heard from faculty & staff that 10th and 11th graders are hearing from other schools, but not from FSU. We plan to reach out to 10th and 11th graders in Allegany County before the end of the school year.
 - Three schools in the state are using "Royal Company". Royal Company buys names to increase applications. The schools using Royal Company have seen an increase in applications, and two have seen an increase in enrollments. We are not sure how solid those enrollments will be. Dr. Nowaczyk is beginning to wonder if this is impacting us.
- Questions/Comments
 - Q - Has there been any discussion at state level about the demographic drop in high school graduates in Maryland? A - Yes, it is happening. We're seeing it more in the rural parts of the state. We are also seeing an increase in the financial needs of the students. Currently only 1 or 2 schools are projecting an increase in enrollment in their 3-year projections. After a phone call with the state, they said that their numbers match our projections. This is an opportunity to focus on transfer students.

Dr. Doris Santamaria-Makang (Office of the Provost)

- New programs approved by MHEC/USM
 - The New Master of Science in Nursing Program at the nurse practitioner level.

- The program has two Concentrations: Family Nurse Practitioner and Psychiatric and Mental health Nurse Practitioner.
- Met with the Board of Regents (BOR) during the Education Policy and Student Life Committee at USM/MHEC on March 28.
- We were commended for the quality and solidity of the program.
- While it was approved quickly, many questions were asked, and the nursing team defended it beautifully.
- The program passed unanimously.
- We have also received letter from MHEC approving suspension of the Bachelor's in Urban and Regional Planning program in the Department of Geography. This was suspended due to low demand. We have 3 years to decide whether to continue or deactivate. This was approved by the chancellor.
- NCATE visit began last weekend. They arrived Saturday, interviewed faculty and students on Sunday and Monday. They had an exit interview with the President and Provost on Tuesday. Passed all standards. There were only two recommendations on Areas for Improvement (AFI): 1 - faculty load and 2 – Clear evidences to support the assessment plan for the Ed.D. Program. We were also commended.
 - There will be a news release, once FSU receives the official visit report from NCATE.
 - There will still be a visit by the state for the individual programs sometime in Fall, 2017.

Brittni Kaetzel

- We have a new situation for May graduation involving the hooding of Masters Candidates. We will try having them come in wearing their hoods as part of their regalia. The Doctoral students will still be hooded.
 - This could reduce time for COB and COE by 30-36 minutes and CLAS by 17 minutes. We also may investigate double-hooding in the future.
 - The Provost will still say what the hood represents.
- Questions/Comments:
 - Graduate Council has a general feeling of support for this change. However, they've also suggested separate hooding ceremonies for individual colleges.
 - As we lessen the contents of the main ceremony for departments to take over, we may see lower attendance to the graduation.
 - Time limits on speeches. (Time limits do exist, but are not always followed.)
 - Q: Can we purposely revisit this in the future? A: General agreement that this is just a trial.
- FOLLOW-UP: After this Senate meeting, Dr. Tootoonchi sent an email to faculty and staff on April 13, 2017 stating that after further discussion about this topic, “we decided to continue the hooding of our master’s degree graduates the same manner as in previous years.”

Dave Rose

- Update on renovations in Pullen. Ten years ago, we did 2/3 of that building.
 - Offices moving in include: ID Services, Leadership, Experiential Learning, SAFE Office, Career & Professional Development Center, and Residence Life. There will also be a conference/meeting room, storage areas, and reception area in the end where testing center is currently located. The porch will become glassed in and be the reception area.
 - Work will be done in-house, and then we will have contractors for exterior windows, HVAC, and roof repairs.
 - The cost will be \$1.2 million. \$264,000 of that comes from bond issue through the system. \$928,000 will be from our operating budget. The operating budget money will go toward our BOR goal for our facilities renewal commitment. Another \$45,000 from a private donor for the reception area.
- Questions & Comments?
 - Q: When will this be done? A: Planning for the fall. The goal is to complete as much before the end of this fiscal year.
 - Q: What is the fate of leadership building? Knock it down? A: Maybe. That would be an option.
 - Q: Has a decision been made on the old public safety building decisions? A: Not yet
 - Comment on parking: Students who cannot find parking spaces are using faculty spaces. Some on-campus on- students may be using cars on rainy days and taking up commuter spaces. Response: There is a parking task force that is looking into this. Some of the student spaces lost to the public safety building will be replaced. Reminder: Frank Ammer is our representative on the parking committee.
 - Q: Is the fleet still going to be in their original location? A: Fleet will still be housed in current spaces. Comment: The vans in that lot have taken over the faculty spaces. Comment: The new state vehicle situation is a nuisance. Can't the fleet be kept in new asphalted area? Response: It would take the entire lot. Comment: Stadium lot is almost always free, but it is not as convenient. Comment: Some schools do not give faculty spaces to GAs. We give them faculty/staff passes. Comment: If we built a parking garage, fees would have to be raised to \$500 / year. Comment: In some schools, faculty can park anywhere. We can only park in red lots. Comment: The parking task force will be looking into this. Share your thoughts with Frank Ammer.
 - Comment: There is no charger in the EV parking spot. Response: There is a charger near Stangle.
 - Note from Dave Rose after the senate meeting: “we asked for several charging stations through a state grant but have not heard back if we will get them.”

A. Questions for Administrators

(These are included with each individual report above.)

XI. OLD BUSINESS:

Supporting Documents for all AAC, GC, or FCC proposals can be found at <U:\AAC\Senate> or <U:\GC\Senate Items> or <U:\Faculty Concerns Committee\AY 13-14 - to Senate>

Vote Required:

- **AAC 17-10
PASSES**

<p>17-10 PASSES</p>	<p>The College of Business Requests the following:</p> <p>The College of Business wishes to “switch” the required communication course in the core curriculum for all CoB majors (Accounting, Business Administration, and the Business Economics concentration in Economics) from CMST 102, Introduction to Human Communication, to CMST 122, Introduction to Public Speaking.</p> <p>Additionally, the CoB wishes to change the labeling of the core curriculum in the undergraduate catalog from “Common Body of Knowledge (CBK)” to “Core” and also to change “FSUBusiness” to “College of Business” for consistency with other College of Business communications.</p> <p>Also, we wish to delete the descriptor for FINA 370 (“for BUAD majors”) as it is listed in the core curriculum because, following the 2016 catalog update, FINA 370 is now the required core finance course for all CoB majors (including Accounting majors as well as Economics majors concentrating in Business Economics).</p>	<p>Rationale:</p> <p>Students in CMST 102 only present two speeches while students in CMST 122 make four required speech presentations. The course content and skill building in CMST 122 more closely aligns with CoB needs than CMST 102.</p>	<p>Vote Required</p>
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- **AAC 17-12
PASSES**

<p>17-12 PASSES</p>	<p>The Department of Geography requests the following:</p> <p>1) This proposal seeks to add additional elective choices to the Environmental Science Concentration, Earth Science, by nine courses to the elective options.</p> <p>2) This proposal seeks to increase the number of credit hours for GEOG 317 Principles of</p>	<p>Rationale: 1) As currently structured, the Environmental Science Concentration within the Earth Science major is a bit restrictive with respect to the options available to students following that program, particularly in</p>	<p>Vote Required</p>
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	<p>Geographic Information Science from 3 to 4 credits.</p> <p>3) New Course</p> <p>a. CHEM/GEOG 341 Introduction to Geochemistry</p> <p>b. Changes of Catalog description GEOG 441 Soil Analysis GEOG 476 Fluvial and Coastal Geomorphology GEOG 482 Senior Project (I) GEOG 483 Senior Project (II)</p> <p>c. Program or Substantial Modification to Program 1.1 New Geochemistry Minor</p>	<p>Group IV Advanced Human Systems.</p> <p>2) The field of Geographic Information Science (GIS) has rapidly expanded over the past 2 decades. As a result, the ability to adequately cover appropriate material in GEOG 317 is hampered by only having 2 lecture periods per week. By increasing the lecture meetings from 2 hours to 3 hours per week, an effective increase of 14 hours per semester will be added to the class, enabling a more complete coverage of important concepts and on-going developments in the rapidly expanding applications-oriented field.</p>	
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- **ACC 17-14**

Question: Are there any resource issues in either of these (AAC 17-14 or 17-15)?

Answer: No

PASSES

<p>17-14 PASSES</p>	<p>The Department of Philosophy requests the following:</p> <ol style="list-style-type: none"> 1. Change of Existing Program Requirements <ol style="list-style-type: none"> a. Philosophy Major b. Philosophy Minor 2. New Courses <ol style="list-style-type: none"> a. PHIL 100 Critical Thinking b. PHIL 310 Classics of Western Philosophy c. PHIL 498 Practicum in Philosophy 3. Number Changes for Existing Courses 	<p>Rationale: The proposed new program requirements are the product of a yearlong discussion and have the unanimous support of the philosophy department's faculty. They are informed by: 1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic program review (2015), 2) the philosophy program's ongoing assessment of</p>	<p>Vote Required</p>
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	<ul style="list-style-type: none"> a. PHIL 201 Ethics → PHIL 301 Ethics b. PHIL 205 Logic → PHIL 300 Logic <p>4. Change of Catalog Descriptions</p> <ul style="list-style-type: none"> a. PHIL 201 Ethics → PHIL 301 Ethics b. PHIL 205 Logic → PHIL 300 Logic c. PHIL 492 Internship Project in Philosophy <p>5. Delete Courses</p> <ul style="list-style-type: none"> a. PHIL 202 History of Philosophy: Ancient and Medieval b. PHIL 203 History of Modern Philosophy 	<p>student learning, and 3) a review of philosophy program requirements at numerous peer institutions. This revised curriculum is wholly consistent with the American Philosophical Association's <i>Statement on the Philosophy Major</i>, which serves as the program's primary external benchmark.</p>	
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- **AAC 17-15 PASSES**

<p>17-15 PASSES</p>	<p>The Department of Kinesiology and Recreation requests the following:</p> <p>I. Community Program Delivery Concentration (27 hours)</p> <p>A. Recreation: (12 hours) <i>Select four of the following:</i> RECR 100 Leisure and the Diverse American Culture (GEP Group F) RECR 221 Introduction to Therapeutic Recreation RECR 321 Therapeutic Recreation Practices and Procedures RECR 384 Special Event Management RECR 393 History and Philosophy of Outdoor Recreation RECR 394 Environmental Interpretation RECR 480 Field Experience in Recreation and Parks (3 credits) ASI 110 Backcountry and Outdoor Living Skills*</p> <p>B. Psychology: (6 hours)</p>	<p>Rationale: The RPM program is undergoing changes in number of faculty, enrollment numbers in classes, and number of collaborative relationships. The proposed changes are to achieve two purposes: 1. To reflect the discontinuation of the CCBC program 2. To accurately reflect the courses and the new plan</p>	<p>Vote Required</p>
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	<p>PSYC 150 General Psychology (GEP Group D) PSYC 210 Child Development or PSYC 212 Adolescence and Adulthood</p> <p>C. Sociology: (6 hours) SOVI 100 Intro. to Sociology (GEP Group D)</p> <p>And one additional SOVI course at the 200 level or above.</p> <p>D. Communications Studies: (3 hours) <i>Select one of the following:</i> CMST 102/112 Introduction to Human Communications CMST 122 Introduction to Public Speaking CMST 215 Small Group Communication</p> <p>Adventure Sports Concentration (side bar):</p> <ul style="list-style-type: none"> • The adventure sports concentration is a collaborative program between Garrett College and Frostburg State University. • Student can enroll in this program at Frostburg State University and take adventure sports courses at Garrett College, complete their first two years at Garrett College and then transfer to FSU. • Students who complete the Adventure Sports Concentration are eligible to receive an AAS in Adventure Sports at Garrett College. • Legal residents of South Carolina, Virginia and West Virginia may complete a recreation and parks management degree (adventure sports concentration only) at Maryland resident tuition rates through the SREB Academic Common Market (see Admissions section of the catalog) 	<p>of offering courses</p> <p>3. To reflect the discontinuation of the Health Promotion Minor due to Susan Gray's retirement</p> <p>These changes are to most efficiently and effectively utilize the available faculty resources and classes to better serve the students within the program and to aid in recruitment and retention in the program. In addition, the proposed changes will prevent over burdening the remaining faculty with overloads and the use of adjuncts to teach core classes.</p> <p>The limitation of faculty resources with a retirement and other obligations has left the department with only three full time faculty to manage and conduct an undergraduate program and graduate program.</p>	
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	<p>Therapeutic Recreation Concentration (side bar):</p> <ul style="list-style-type: none"> • The therapeutic recreation concentration prepares you to sit for the National Council for Therapeutic Recreation Certification Exam. <p>IV. Therapeutic Recreation Concentration (41-44 credits)</p> <p>A. Complete a 560-hour consecutive internship under both NCTRC-certified site and internship supervisors.</p> <p>B. Recreation Courses: (15 hours) RECR 221 Introduction to Therapeutic Recreation RECR 321 Therapeutic Recreation Practices and Procedures RECR 421 Client Assessment and Evaluation in Therapeutic Recreation RECR 422 Administration and Supervision of Therapeutic Recreation RECR 423 Advanced Facilitation Methods for Clinical and Community Setting in Therapeutic Recreation</p> <p>C. Anatomy and physiology: (4 hours) BIOL 211 Essentials of Anatomy and Physiology</p> <p>D. Abnormal psychology: (3 hours) PSYC 317 Abnormal Psychology</p> <p>E. Human Growth and Development through the life Span: (3-6 hours) PSYC 208 Introduction to Lifespan Development or PSYC 210 Child Psychology and PSYC 212 Adolescence and Adulthood</p> <p>F. Human Services and Related Biological and physical Sciences: (16 hours) BIOL 149 General Biology I (GEP) (4) PSYC 150/151 General Psychology(GEP)</p> <p><i>Select 3 courses from:</i> BIOL 202 Anatomy and Physiology II PHEC 303 Biomechanics for Exercise Science PSYC 213 Psychology of Adjustment</p>		
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	PSYC 250 Death and Dying PSYC 318 Social Psychology PSYC 404 Psychology of Exceptional Children PSYC 409 Human Learning and Cognition PSYC 410 Introduction to Counseling PSYC 489 Child and Adolescent Disorders SOCI 100 Introduction to Sociology (GEP) SOCI 200 Social Problems SOCI 203 Sociology of Deviant Behavior SOCI 340 Criminology SOCI 442 Juvenile Delinquency SOCI 468 Sociology of Later Life		
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• **FCC 16-07 (H)
PASSES**

Agenda Item	Summary	Proposal	Action
FCC 16-07(H) PASSES (See discussion below)	Proposed revisions to Sabbatical PRL procedures	Amend the FSU Sabbatical Procedures for Teaching Faculty and Professional/Research Leave (PRL) Procedures for Library Faculty: <ol style="list-style-type: none"> 1. <i>Specify that sabbatical/PRL applications must include materials which shall provide the basis for evaluating the sabbatical/PRL.</i> 2. <i>Clarify the format of the sabbatical/PRL report and add Department/Library and Dena/Library Director to the list of recipients to facilitate evaluation of the sabbatical/PRL</i> 3. <i>Specify how a sabbatical/PRL is evaluated through the Faculty Evaluation procedure vis-à-vis the sabbatical/PRL report.</i> 4. <i>Specify consequences for failing to submit a sabbatical/PRL report:</i> <ol style="list-style-type: none"> a. <i>A rating of 0(zero) for the sabbatical/PRL in the Faculty Evaluation</i> b. <i>Ineligibility for further sabbaticals/PRLs</i> 	Approved as Amended Unanimous
<p><u>Discussion</u></p> <ul style="list-style-type: none"> • Q: Part 4.b. – How long will faculty be ineligible for further sabbaticals? A: Until the report is completed. • Q: Should this go through IPR? No: This is not related to adding/subtracting resources. • Q: Is there a need to clarify that faculty will be eligible once the report has been completed? A: No. Faculty will be eligible once they have submitted the report. • Comment: At one time, interpretation from provost was that you could never do a sabbatical again. • Comment: Since this doesn't specify a time limit, the person is in compliance once they've submitted the report. 			

- Comment: In a sense, item #4a does have a time limit since faculty would need to submit the report in time for their evaluations. A zero on their evaluation would affect their application for sabbatical for the next 6 years. This would be more likely to encourage faculty to submit their report.
- Comment: his is intended to highlight/remind people to submit their report.

- **FCC 16-16
PASSES**

FCC 16-16 PASSES	Emeritus nomination for Dr. Daniel Plucinski	The Department of Marketing and Finance has nominated Dr. Daniel Plucinski for emeritus status. Dr. Plucinski has been teaching at FSU since and has taught courses in accounting and business law, and his teaching style is both high quality and loved by students. He advises in the Marketing and Global Business concentrations and also does transfer advising. His scholarly work has been published in multiple venues. He has been active in shared governance, serving on Faculty Senate, the Faculty Concerns Committee, and the Faculty Grievance Committee in addition to department and college committees.	Approved Unanimous
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TO: Dr. Benjamin Norris, Chair, Faculty Concerns Committee
 FROM: Dr. Carol Gaumer, Chair, Dept. of Marketing & Finance, CoB
 DATE: March 3, 2017
 RE: Emeritus status recommendation, Dr. Daniel Plucinski

Ben and members of the Senate's Faculty Concerns Committee,

The Department of Marketing and Finance in the College of Business is honored and proud to put forth the name of our colleague, **Dr. Daniel Plucinski**, who is retiring at the end of Spring 2017, in consideration for the status of **Emeritus Professor** at Frostburg State University. Dr. Plucinski has been a valued, contributing member of our university, college, and department since 1975.

Dan was originally hired to teach Accounting as he was a CMA, later a CPA. The Accounting Department didn't exist at that time, only a fledgling business program. Dan taught accounting courses for many years. In 2002, Dan earned a J.D. from the University of Baltimore and began teaching our Business Law courses (there were several at that time). Over the many years, Dan has never lost his love of teaching. This is evidenced by his consistently excellent 'students' evaluation of instructor' ratings, which are higher than the Department and College averages.

His annual evaluation ratings are excellent and above the College average. Dan has served as a Transfer Advisor on many occasions and as Academic Advisor to both BUAD-Marketing and BUAD-Global Business majors (we have no business law program). Simply, students respect and appreciate Dr. Plucinski as professor, advisor / mentor. In scholarly research, Dr. Plucinski has several published journal articles and conference presentations.

In terms of service, Dan has made significant contributions to the University, College, and Department. He has served as a Faculty Senator over many, many years with service on Senate committees and subcommittees, like: Faculty Concerns and the Faculty Grievance Committee. Dan served as University Grand Marshal at Graduation for many years. He serves on several College and Departmental committees, and Chaired our dept.'s Tenure, Renewal, Sabbatical and Promotion Committee.

It is with great pride and pleasure that I submit our [soon-to-be retiring] colleague's name for consideration of Emeritus status. Dr. Daniel Plucinski is a wonderful colleague, one who has served us well !!

Cc: file

• **FCC 16-18(H)**
PASSES AS AMENDED (See amendment in discussion notes.)

<p>FCC 16-18(H)</p> <p>PASSES as amended.</p> <p>Please see discussion and amendment below.</p>	<p>Replace existing mandatory reporting statement with new one that includes Title IX language</p>	<p>Amend SSC 16-01(H) and FCC 16-05(H) to update mandatory reporting language on syllabus</p>	<p>Approved Unanimous</p>
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Discussion:
 Background: This is related to Title IX addresses when we need to report for adults? FSU has made agreements with federal agencies, and Emily Caputo has created this text.
 The biggest change here is the shift in interpretation. Previously, if students said anything, then the faculty were required to report. Now, if someone shares something in class to help the class discussion, it does not need to be reported. However, if a student says something after class, then it needs to be reported.
 We should not change the wording. This matches the agreements that we've already made.
 Q: There are some courses where this is more prevalent. Shouldn't we invoke the student guide, and put that into the syllabus? A: These area areas where students have been violated. We're concerned that students will feel violated by the mandatory reporting if they don't realized it will be reported. The more important reason is that we've agreed to share this information with the Federal agencies. Mike is not sure if specific instructions were to put this into the syllabus.
 Q: Does this carve out include advising meetings? A: No

- Q: Is there another place where this should be covered (example: Advising meetings) A: If students miss a class and explain what happened, if the reason falls under the mandatory reporting, then it must be reported. The carve-out only applies to in-class discussions.

- Comment: Students should already know this since it is in the syllabus.
- Comment: All student do have to go through the training. They know.
- Comment: A student once indicated to an instructor they had a personal story? When instructor explained that they would be required to report the information, the student said “never mind.”
Response: Faculty should refer to other resources such as counseling and psychological services in these situations.
- Comment: The carve-out is only for adults. This does not apply to child abuse.
- Q: How do adjunct professor know this. A: It should to go chairs as well as a campus-wide email. The language will also be sent out.
- Comment: Mandatory templates should be sent out faculty-wide. Including adjuncts. Response: Chairs will make sure that it is done.
- Comment: This assumes that everybody reads your syllabus.
- Q: Could the text be reduced? A: This was written by a lawyer, and is linked very tightly to agreement with the federal agencies.
- Q: Why are we saying that instructors may adjust it?

Motion to amend:

Remove the last statement of first paragraph in #10 allowing adjustment. (The statement to be removed says: “The following is the suggested statement, though instructors may adjust it as long as it remains consistent with state law and FSU policy:”)

Motion to amend: PASSES

10. All syllabi must include a clear statement explaining that instructors are mandatory reporters of child abuse **and of gender-based harassment, misconduct, and violence**. The following is the suggested statement, though instructors may adjust it as long as it remains consistent with state law and FSU policy:

REPORTING OF CHILD ABUSE:

Please be aware that, according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

CONFIDENTIALITY & MANDATORY REPORTING

Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have

a duty to report the information to the University's Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

- **IPR S17-01 (Item number should be S17-01(H))
PASSES**

IPR - S17-01 (H) PASSES	IPR Requests the following: <i>Change to IPR Membership-</i> Old Wording: Provost or designee (nonvoting) New Wording: Provost or designee (nonvoting), invited as needed	Rationale: IPR explored a concern were some members of the committee, specifically those whom are not tenured, may not fully express their views with a representative of the Provost office present.	Vote Required Passed Unanimously
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- **SSC 16-03(H)
PASSES after Senate agreed to hear the proposal.**

SSC-16-03 (H) PASSES (after Senate agreed to hear the proposal)	Change to Faculty Ombudspersons Committee Membership: Adding under membership item 5: 5. Membership will be elected to terms of 3 years (initial members of the committee will have either a 3 or 4 year term so future elections will be staggered)	Rationale: Serving as an Ombudsperson requires a great deal of training which is difficult to arrange. Having members' terms end after two-years is not an efficient or effective use of resources.	Vote Required Passed Unanimously
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Vote Not Required:

- **AAC-17-09**

17-09	<p>The Department of Accounting requests the following:</p> <p>In the transition from 2011-13 to 2013-15 undergraduate catalogs, the pre-requisite of a grade of “C” or better in ACCT 212 was inadvertently omitted from the course description for ACCT 315 – Cost Accounting. The Accounting Department wishes re-instatement of the pre-requisite.</p>	<p>Rationale: The requested change is to correct an unintentional error in the catalog. When a math course pre-requisite was added to ACCT 315 for the 2013-2015 catalog, the ACCT 212 pre-requisite was unintentionally dropped.</p>	<p>No Vote Required</p>
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• **ACC 17-11**

17-11	<p>The Department of Management requests the following:</p> <p>The Department of Management proposes to change the course catalog description for MGMT 310 – Career and Professional Development II.</p>	<p>Rationale: The increasingly global nature of business suggests that business professionals now need an understanding of different cultures in order to be adequately prepared for their job. Therefore, the Department of Management proposes to add “cultural intelligence” content to an existing course required for all College of Business majors, MGMT 310. Although several other required courses for business majors include content on managing a business across different cultures, discussion of this topic in MGMT 310 will occur at the case study level and be integrative of prior coverage in other courses. This higher-level perspective of the topic is consistent with the 70 credit hour prerequisite for MGMT 310. Adding cultural intelligence content to the course supports FSU undergraduate institutional learning goal #5 which is “appreciation of cultural identities.”</p>	<p>No Vote Required</p>
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• **AAC 17-13**

17-13	<p>The Department of History requests the following:</p> <ol style="list-style-type: none"> 1. New Course <ol style="list-style-type: none"> a. HIST 434 Women in the United States 2. Change of Title and Description <ol style="list-style-type: none"> a. HIST 461 Colonial America, 1607-1763 (to Colonial North America, 1492-1754) 	<p>Rationale: Updates based on current teaching practices and curriculum offerings in</p>	<p>No Vote Required</p>
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	<ul style="list-style-type: none"> b. HIST 462 Revolutionary America, 1763-1789 (to Revolutionary America, 1755-1799) c. HIST 463 The Age of Jefferson and Jackson, 1789-1848 (to The Early American Republic, 1800-1848) <p>3. Change of Description</p> <ul style="list-style-type: none"> a. HIST 409 World Environmental History b. HIST 464 The Civil War and Reconstruction, 1849-1877 c. HIST 467 The U.S. in the 20th Century, 1945-Present 	the department.	
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• **FCC 16-15**

Agenda Item	Summary	Proposal	Action
FCC 16-15	Review of student evaluation exemption requests	Department chairs have provided a list of courses to be exempted from the standard student evaluation instrument, which are to now be a standing list of rules for AIR to implement.	Approved as amended 10 For; 1 Against

• **FCC 16-17A**

FCC 16-17a	Summary	Proposal	Action
FCC 16-17a	The new student evaluation instrument provides an opportunity to revise the instructions sent to student	Revise the instructions provided in the online survey to emphasize the value of the process to the student, the instructor, and the university.	Approved Unanimous

• **GC 16-3 & GC 16-14**

Title	Executive Summary	Proposal
GC 16-3 <i>Proposal for CLAS CSIT COSC course changes</i>	The Department of Computer Science & Information Technologies intends to add a new course COSC 602, adding COSC 602 as one of the elective courses for CS Master Program, and change the title for COSC 610.	Passed: 1. Adding COSC 602 as one of the elective courses for the Computer Science Master Program for both Database and General Concentration. 2. Change title and description of: COSC 610 Advanced Object-Oriented Data Structures and File Organization To: COSC 610 Advanced Data Structures and Algorithms

<p>GC 16-4 <i>Proposal for</i> NURS course description and name changes</p>	<p>The requested changes for the Master of Science in Nursing program are updates to course descriptions and changes to select course names. The reason for the changes at this time is to align the current graduate program with the newly proposed Nurse Practitioner program. Four of the current graduate nursing courses will be used as core courses in the Nurse Practitioner program so the changes in course descriptions are to align with the student learning goals within the NP program. Course name changes and descriptions to other courses are requested to better reflect the course. A new course syllabus was created for the NURS 603 Roles and Issues in Advanced Practice course as it had major changes to the course. All other courses with course description changes did not have changes to student learning objectives or major assignments, syllabi are not attached for these courses.</p>	<p>Passed: 1. Change title and description of: NURS 603 Roles and Issues in Advanced Practice to: NURS 603 Roles and Issues in Advanced Practice Nursing 2. Change title and description of: NURS 691 Administration – Practicum I to: NURS 691 Current Trends in Nursing Administration 3. Change title and description of: NURS 692 Education – Practicum I to: NURS 692 Current Trends in Nursing Education 4. Change title and description of: NURS 694 Administration – Practicum II to: NURS 694 Nursing Administration Practicum 5. Change title and description of: NURS 695 Education – Practicum II to: NURS 695 Nursing Education Program 6. Catalog Descriptions were changed for the following courses: NURS 504/NURS 603/NURS 605/NURS 610/NURS 612/NURS 691/NURS 692/NURS 694/NURS 695/NURS 700</p>

XII. NEW BUSINESS

XIII. ADJOURNMENT

Adjourned at 5:17 p.m.