

# Faculty Senate Newsletter

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## Chair's Report to the Faculty Senate.

Hello Everyone,

Hard to believe, but the Faculty elections will soon be upon us, and I wanted to share a few thoughts.... There will actually be three elections, each separated by about 2 weeks. The first election will be for the new Chair of Faculty/Chair of Faculty Senate. Next will be the election for Faculty Senate, followed by the election for Committees, Subcommittees, and Advisory Groups.

I want to encourage everyone (yes, every faculty member) to seriously consider running for at least one position. There was a time when some were heard saying what was the point, why put in the energy, nothing ever comes of it. Well, I think the many accomplishments we have made in the last four years, everything from changes to the tenure/promotion process (which reduced everyone's workload without any loss in standards) to the new workload compensation policy (where faculty are now compensated for all courses they teach) to the anti-bullying program, clearly show that sentiment is false. We can, and do, make a difference. We can continue to help make FSU the place we all want it to be. But we can only do this when good people are willing to serve, to put in the time and energy to recognize the issues, understand them, brainstorm ways of improving them, then work together in good faith to resolve those issues.

We are also going to be trying something new this year, to help make it easier for new faculty, or those who do not have a lot of name recognition, to be fully considered. When the call for nominations comes out, we will ask (but not require) those who are interested in running to share a couple of sentences about why they are interested in the position, or what their experiences are in the area. Then when the ballot comes out, we will have a place where everyone can go to read these brief statements. That way, when we are voting, we can see the statements of those we may not know, thus (hopefully) reducing the influence of name recognition.

Finally, I also wanted to make sure everyone was aware that non-tenure track faculty are eligible to run for Faculty Senate and committees. In fact, two members of the Faculty Senate are to be non-tenured track! So once again, I am asking every faculty member to consider running for at least one of these positions!

Thanks!

Mike

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## Next Senate Meeting.

### Future Faculty Senate Meetings (Date, Time, Room)

April 5, 2017	4:00	Atkinson Room, Lane Center
May 3, 2017	4:00	Atkinson Room, Lane Center

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## Faculty Senate Agenda.

### • AAC 16-32

16-32	The Department of Biology requests the following:	<b>Rationale:</b>	<b>Vote Required; approved</b>
	<p>1. Addition of BIOL 401:</p> <p style="padding-left: 20px;">a. The addition of this laboratory class will give our students more experiential learning opportunities as this class is hands-on in nature and only adds 1 additional credit to our major.</p> <p>2. Addition of BIOL456 (Advanced Microscopy) to the list of options in category 3:</p> <p style="padding-left: 20px;">a. This is a class that was added within the last couple of years to the Biology offerings. It gives students specific skills that can be applied to careers or graduate applications.</p> <p>3. Elimination of MATH 210 as an option:</p> <p style="padding-left: 20px;">a. This course has not been taught in years. New text better reflects our intentions and was recommended by MATH</p> <p>4. Typographical changes to faculty and reflects achieved promotions/etc.</p> <p><b>Biology (minor)</b></p> <p>1. Addition of BIOL456 (Advanced Microscopy) to the list of options in category 2:</p> <p style="padding-left: 20px;">a. This is a class that was added within the last couple of years to the Biology offerings. It gives students specific skills that can be applied to careers or graduate applications.</p> <p>2. Exclusion of BIOL 401 as an option in category 2:</p> <p style="padding-left: 20px;">a. This 1-credit class is not sufficient to be one of the 3 electives for the Biology minor.</p> <p><b>Biology (Pre-Health option)</b></p> <p>1. Addition of BIOL 401:</p> <p style="padding-left: 20px;">a. The addition of this laboratory class will give our students more experiential learning opportunities as this class is hands-on in nature.</p> <p><b>Biology – Molecular Biology concentration</b></p> <p>1. Only typographical changes</p> <p><b>Biology – Environmental Sciences concentration</b></p> <p>1. Elimination of MATH 103 as an option: this class is no longer offered</p>	<p>See justifications below each item on the left.</p>	

	<p><b>Interpretive Biology and Natural History</b></p> <ol style="list-style-type: none"> <li>1. Addition of CHEM 150 as alternative CHEM requirement: <ol style="list-style-type: none"> <li>a. This additional option allows students more flexibility in completing the requirements.</li> </ol> </li> <li>2. Changes reflect the course numbering changes we are proposing.</li> </ol> <p><b>Ethnobotany</b></p> <ol style="list-style-type: none"> <li>1. Elimination of MATH 210 as an option: this course has not been taught in years. New text better reflects our intentions and was recommended by MATH.</li> <li>2. Addition of CHEM 150 as alternative CHEM requirement: <ol style="list-style-type: none"> <li>a. This additional option allows students more flexibility in completing the requirements.</li> </ol> </li> <li>3. Changes reflect the course numbering changes we are proposing.</li> </ol> <p><b>Forestry (minor)</b></p> <ol style="list-style-type: none"> <li>1. Changes reflect the course numbering changes we are proposing.</li> </ol> <p><b>Wildlife/Fisheries</b></p> <ol style="list-style-type: none"> <li>1. Addition of Math requirement: The American Fisheries Ass. now requires at least 1 course in calculus at the time of graduation in order to be certified. Many jobs require certification. (See letter of support below (from Math)</li> <li>2. Addition of BIOL 402 as option for elective: This will give students more freedom and flexibility.</li> <li>3. Replacement of BIOL 312 with BIOL 313 as option: BIOL 312 was deleted as a course 3 years ago. BIOL 313 is the replacement course.</li> <li>4. Changes reflect the course numbering changes we are proposing.</li> </ol>		
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• **AAC 17-01 through ACC 17-08**

17-01	<p><b>The Department of Kinesiology requests the following change to the Exercise &amp; Sports Science program:</b></p> <ol style="list-style-type: none"> <li>1. Change in Existing Program's Requirements</li> </ol>	<p><b>Rationale:</b></p> <p>Nutrition for the Physically Active, EXSS 315, was approved as a new course last year. However, it was not required for EXSS majors as a</p>	<p><b>Vote Required; approved</b></p>
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	<p>a. Add EXSS 315, Nutrition for the Physically Active, to the major requirements for EXSS majors.</p>	<p>required course in the catalog. The department of Kinesiology would like to make this change to require the course for all EXSS majors in the next catalog.</p>	
17-02	<p><b>The Department of Educational Professions requests the following changes:</b> Based on approval of the Secondary Teacher Education program by the Maryland State Department of Education.</p> <ol style="list-style-type: none"> <li>1. There are 37 credit hours required in the professional teacher education sequence.</li> <li>2. One course is being eliminated (EDUC 201- <i>Students, Teachers, and Learning Environments</i>) and replaced with EDUC 310- <i>Diversity and Social Justice in Education</i>.</li> <li>3. Other courses are simply being reordered but not changed.</li> </ol> <p><b>Gray box in center of page:</b> Hours Required in Education: 37 hours Total Hours Required: 37 hours</p> <p>Eliminate this whole section- “If you are majoring in economics.....”</p> <p><b>Changes from the 2016-2017 Supplement....</b></p> <p><b>Professional Teacher Education Courses Required Prior to or Concurrent with Phase 1 (10 hours)</b> EDUC 100 Career Analysis in Education (1) EDUC 202 Foundations of Learning and Instruction (3) Eliminate EDUC 201 and replace with EDUC 310- <i>Diversity and Social Justice in Education</i> (3) Add EDUC 325- <i>Technology Education</i> (3)</p> <p><b>Professional Teacher Education Sequence</b></p>	<p><b>Rationale:</b></p> <p>To meet requirements set forth by the Maryland State Department of Education, additional credits needed to be added to gain program approval.</p> <p>Students may only gain a Maryland certification in social studies. We do not have any other approved programs at this time, nor is there an opportunity for our students to intern in these areas.</p> <p>EDUC 310 better prepares pre-service teacher candidates to work in diverse 21<sup>st</sup> century classrooms. This course addresses a diversity standard for accreditation.</p>	<p><b>Vote Required; approved</b></p>

	<p><b>Phase I (7 hours)</b>  EDUC 200 Phase I Teaching and Professional Assessment Laboratory (1)  REED 317 Content Area Reading (3)  SPED 451 Adapting Instruction in Diverse Classrooms (3)  Eliminate SCED 410 (moved to Phase II)</p> <p><b>Phase II (12 hours)</b>  EDUC 300 Phase II Teaching and Professional Assessment Laboratory (1)  EDUC 391 Teaching Internship I: Secondary Education (2)  REED 418 Reading and Writing Connections (3)  Add SCED 410 Secondary Methods and Curriculum (3)  SCED 411, 414, 415, 419, or 420 (3) May be taken concurrent with Phase III (3)  Eliminate EDUC 325 (moved to Phase 1)</p> <p><b>Phase III (8-14 hours)</b>  SCED 496 Teaching Internship II: Secondary Education (6-12)  EDUC 406 Leadership Seminar (2)</p>	<p>Students need the technology skills earlier in the program.</p> <p>It is preferred that SCED 410 be taught the semester just prior to a student's internship experience.</p> <p>These courses are only taught in the Fall semester; therefore, students may wait to take them during Phase III.</p>	
17-03	<p><b>The Department of Educational Professions requests the following changes for the Elementary Education major:</b></p> <p>Language and Literacy Concentration</p> <ol style="list-style-type: none"> <li>1. Delete ENGL 311 from the listing for the Advanced Writing requirement.</li> </ol>	<b>Rationale:</b> Course is no longer taught.	<b>Vote Required; approved</b>
17-04	<p><b>The Department of Educational Professions requests the following changes be made to the P-12 Art program:</b></p> <ol style="list-style-type: none"> <li>1. One course is being eliminated (EDUC 201- <i>Students, Teachers, and</i></li> </ol>	<p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>1. EDUC 310 better prepares pre-service teacher candidates to work in diverse 21<sup>st</sup> century classrooms. This</li> </ol>	<b>Vote Required; approved</b>

	<p><i>Learning Environments</i>) and replaced with EDUC 310- <i>Diversity and Social Justice in Education</i>. This new course will address diversity standards for accreditation.</p> <ol style="list-style-type: none"> <li>2. One course is being added: EDUC 325- <i>Technology Education</i>. This course meets 4 of the 6 Maryland Teacher Technology Standards.</li> <li>3. Other courses are simply being reordered but not changed: <ol style="list-style-type: none"> <li>a. Move EDUC 202 from Phase I to Pre-phase.</li> <li>b. Move SPED 451 from Phase II to Phase 1</li> </ol> </li> </ol>	<p>course addresses a diversity standard for accreditation.</p> <ol style="list-style-type: none"> <li>2. This course meets 4 of the 6 Maryland Teacher Technology standards and meets the tech fluency requirement.</li> <li>3. a. This course needs taken earlier in the program to improve retention efforts.</li> <li>b. It is preferred that this course is taken earlier in the program as a prerequisite to methods courses.</li> </ol>	
17-05	<p><b>The Department of Computer Science and Information Technology requests the following changes:</b></p> <ol style="list-style-type: none"> <li>1. Course Addition <ol style="list-style-type: none"> <li>a. ITEC 472</li> </ol> </li> <li>2. Course Deletion <ol style="list-style-type: none"> <li>a. ITEC 363</li> <li>b. ITEC 364</li> <li>c. SCIA 103</li> </ol> </li> <li>3. Change in title <ol style="list-style-type: none"> <li>a. COSC 444</li> </ol> </li> <li>4. Proposal: Delete SCIA 103</li> <li>5. Change of Catalog Description <ol style="list-style-type: none"> <li>a. COSC 130</li> <li>b. COSC 220</li> <li>c. COSC 444</li> </ol> </li> <li>6. Change in Prerequisite <ol style="list-style-type: none"> <li>a. ITEC 442</li> </ol> </li> <li>7. Change in Frequency for various courses in CS, IT, and SCIA</li> <li>8. Change in Existing Program's Requirements</li> </ol>	<p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>1. Currently, the ethical hacking related contents are not delivered for ITEC information security track. It is important to introduce students the related methodology and technologies. It will prepare students better for their career in penetration testing and network security related field.</li> <li>2. &amp; 3. Course was not being offered.</li> <li>4. The course will be replaced by COSC 102.</li> <li>5. To accommodate ACM'13 requirements for parallel computing.</li> <li>6. &amp; 7. Update to be in compliance with current technologies.</li> <li>8. E Commerce is considered as related and useful knowledge for these majors and concentration. It will also make it easier for the students to fulfill their elective requirements with this additional option available.</li> <li>9. Interactive computer graphics is considered as related and useful knowledge for Network Concentration. It will also make it easier for the students to fulfill their elective requirements with this additional option available.</li> </ol>	<p><b>Vote Required; approved</b></p>



	<p>a. Computer Information Systems</p> <p>b. Computer Science</p> <p>c. Information Technology</p> <p>9. Change in Prerequisite for COSC 442, and add it as Electives in Computer Science Major, CS-Networks Concentration, and Computer Information Systems Major</p> <p>10. Add COSC 475 as Electives in Networks Concentration</p> <p>11. Change requirement in Computer Security Track related to IDIS150: <u>Current:</u></p> <p>IDIS 150 First-Year FSU Colloquium: Personal Security and Privacy in the Age of Information</p> <p><u>Proposed:</u></p> <p>IDIS 150 First-Year FSU Colloquium: Personal Security and Privacy in the Age of Information</p> <p>or</p> <p>SCIA 120 Introduction to Secure Computing and Information Assurance</p> <p>12. Change COSC 470 to Electives.</p> <p>13. Remove ITEC 462 from Computer Security Track requirement.</p>	<p>10. Both courses cover many basic information security related concepts and can set the foundation for further study into the security field. It also makes scheduling more flexible for the students in Computer Security Track.</p> <p>11. The course is not required by ABET, only recommended by ACM'13, not required.</p> <p>12. This course is not specific for the security track, ITEC 472 is added as a requirement in the Security Track to replace ITEC 462.</p>	
<p>17-06</p> <p>Note: IPR Also Reviewed</p>	<p><b>The Department of Geography requests the following changes:</b></p> <p>Deletion of Bachelor of Science in Urban and Regional Planning</p>	<p><b>Rationale:</b> The primary reason for discontinuing the program is low enrolments. Over the past several years, the program has not attracted enough students to make it sustainable.</p>	<p><b>Vote Required; approved</b></p> <p>Note: IPR also approved</p>
<p>17-07</p>	<p><b>The Department of Music requests the following changes:</b></p> <p>I. Change Course Title, Credits, &amp; Course</p>	<p><b>Rationale:</b> I.a. The change in title reflects the department's desire to convert the Diction requirement from a</p>	<p><b>Vote Required; approved</b></p>

	<p>Designation</p> <ul style="list-style-type: none"> <li>a. MUSC 210: <del>Diction for Singers</del> <b>Diction I</b> <ul style="list-style-type: none"> <li>i. Change credits from 2 credits to 1 credit</li> <li>ii. Change course designation from LEC to LAB</li> </ul> </li> <li>b. MUSC 346: <del>The Opera</del> <b>Opera &amp; Art Song Literature</b> <ul style="list-style-type: none"> <li>i. Change credits from 3 credits to 2 credits</li> <li>ii. Change course designation from LEC to LAB</li> </ul> </li> </ul> <p>II. New Course</p> <ul style="list-style-type: none"> <li>c. MUSC 211: Diction II (1 credit LAB)</li> </ul> <p>III. Modify the Program Requirements for the Teacher Certification Option in Music (Music Education)</p> <ul style="list-style-type: none"> <li>d. Change required instruction in Diction from one 2-credit lecture (MUSC 210) to two 1-credit labs (MUSC 210 and MUSC 211).</li> </ul> <p>IV. Modify the Program Requirements for the Vocal Performance Concentration</p> <ul style="list-style-type: none"> <li>e. Remove MUSA 104 &amp; 105 (Class Piano I &amp; II) from the list of options for Supplementary Requirements</li> <li>f. Change required instruction in Diction from one 2-credit lecture (MUSC 210) to two 1-credit labs (MUSC 210 and MUSC 211).</li> </ul>	<p>1-semester lecture to a 2-semester lab experience. Converting the Diction requirement to a 2-semester lab experience (with no change in total credit) will actually allow for more depth in experiencing the French, German, and Italian languages—which are not all presently taught here at FSU but which are critical areas of competency for vocal performance majors. All voice and choral faculty agree that this course material is best treated as a lab experience.</p> <p>b. Although students are exposed to a variety of literature in private lessons, students in the Vocal Performance track do not have any specific instruction on Opera and Art song literature, technical differences, performance practice, and execution of these pieces in a format that is beneficial to them when pursuing employment or graduate study upon degree completion at FSU. This course is intended to provide students with the appropriate focused instruction in Opera and Art Song Literature. The course is being changed from a music history course on Opera specifically that was not serving the students or department in a way that was effective. Reformatting this course and its content will benefit the students with the appropriate instruction needed for successful employment and graduate study upon completion of the Bachelor's Degree in Music – Vocal Performance.</p> <p>III. Due to the changes in MUSC 210 and splitting it into a 2 semester, 1 credit course, we are updating the program requirements that already require MUSC 210 in order to reflect the course changes. This will require vocal music education majors to take both MUSC 210 and 211 with no changes in the number of credits required for graduation.</p>	
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	<p>g. Remove the foreign language options. [See letter from English Department.]</p> <p>V. Modify the Program Requirements for the Music Studies track</p> <p>h. Remove MUSC 346 from the Supplementary Requirements list of options</p> <p>i. Add the following existing courses to the Supplementary Requirements list:</p> <ul style="list-style-type: none"> <li>i. MUSC 214: Jazz Theory and Analysis</li> <li>ii. MUSC 311: Jazz History</li> <li>iii. MUSC 410: Conducting II</li> <li>iv. MUSC 412: History of Musical Theatre</li> </ul> <p>VI. Change Course Designation from LEC to LAB</p> <p>j. MUSA 104: Class Piano I</p> <p>k. MUSA 105: Class Piano II</p> <p>l. MUSA 106: Class Voice I</p> <p>m. MUSA 107: Class Voice II</p> <p>n. MUSA 108: Class Instruments I: Strings</p> <p>o. MUSA 111: Class Guitar I</p> <p>p. MUSA 112: Class Guitar II</p> <p>q. MUSA 208: Class Instruments II: Woodwinds</p> <p>r. MUSA 209: Class Instruments III: Brass</p> <p>s. MUSA 311: Class Instruments IV: Percussion</p>	<p>IV. For the Diction class, see the rationale for section I regarding the change to the Diction coursework. For MUSC 346, reformatting the class, as discussed above, benefits the Vocal Performance majors more directly, and the department feels this revamped course should now be required of the Vocal Performance majors.</p> <p><i>Proposed change:</i> Remove the foreign language option for completing the concentration.</p> <p><i>Rationale:</i> The change to the Foreign Language &amp; Literature requirement is logistical and purposeful. There are currently two options; however, neither of these options serve vocal performance majors in the way they were intended. Option A is for a minor in Foreign Language and Literature. Currently, due to when courses are offered, the French option is not possible for our students to complete. The Spanish minor is unfortunately not a language minor that serves the students as their main languages of study (and what graduate schools are wanting to see if they minor in foreign language) are Italian, German, or French. Option B is an assortment of courses labelled as a “Language Option,” and it cannot be completed because several of the courses are no longer offered at FSU. It is more advantageous for the Music Department to provide language instruction in a more concentrated and applicable manner through our Diction courses rather than require a minor that will not serve the students in a beneficial way that is applicable to their major. Furthermore, it is better that the students choose a minor that will best serve them (Jazz Studies, or another minor on campus) and enhance the instruction already offered in the department.</p> <p>V. If the changes for MUSC 346 are</p>	
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		<p>approved, then this course is no longer appropriate as a choice for Music Studies. As for adding options for the Supplementary Requirements, the intent of the Music Studies track is for students to be able to customize their course of study. The other courses proposed for this track therefore increase students' options for applicable coursework in music theory and music history.</p> <p>VI. These courses are all currently listed as 1-credit lecture courses. They all require a significant amount of one-on-one time in class and definitely need to meet for no less than 100 minutes per week. Consequently, these courses cannot remain as 1- credit lectures, but should be designated as lab courses. Also, if they were to remain designated as lectures, we would have to increase these courses from 1 credit to 2 credits, which is simply not practical for the major.</p>	
17-08	<p>The Department of Theatre and Dance requests the following changes:</p> <ol style="list-style-type: none"> <li>1. <b>New Course Proposals</b> <ol style="list-style-type: none"> <li>a) THEA 102 Shop Practicum</li> <li>b) THEA 103 Front of House Practicum</li> <li>c) THEA 105 Performance Practicum</li> </ol> </li> <li>2. <b>Capstone Changes</b> <ol style="list-style-type: none"> <li>a) <u>CHANGE</u> Acting track capstone from THEA 320 Acting as a Business III to THEA 421 Advanced Acting: Analysis and Performance of Shakespeare</li> <li>b) <u>CUT</u> THEA 492 Internship Project from Theatrical Studies capstone</li> </ol> </li> </ol>	<p><b>Rationale:</b> 1. Theatre and Dance proposes these courses to remedy a loop-hole in graduation requirements for Theatre majors. Currently, all students are required to take three credits of THEA 104: Theatre in the area of production (backstage crew and working in shops). This change will alleviate confusion for students with regard to their degree progress, and make it easier for the department to track these experiential projects.</p> <p>2a. It has been determined throughout the assessment process in the last few years that Acting Track students need more focus placed on technique, i.e., Voice and Movement and on incorporating those practices into performance. In response to this need, Acting Track faculty have incorporated consistent vocal and physical warm-ups</p>	<p><b>Vote Required; approved</b></p>

	<p>c) <u>CUT</u> THEA 495 Internship in Theatre from the Theatrical Studies capstone</p> <p>d) <u>ADD</u> THEA 400 Theatre Production as Theatrical Studies capstone</p> <p><b>3. Change of Number/Title/Credits/Description</b></p> <p>a) <u>CHANGE</u> title/description of THEA 104 Theatre to THEA 104 Production Crew Practicum, and list as 1 credit</p> <p>b) <u>CHANGE</u> course description, credit hours, and title for THEA 409 Exit Portfolio to THEA 409 Marketing Yourself as a Designer and or Technician, and change credits from 1 to 3</p> <p>c) <u>CHANGE</u> THEA 205 Fabrication Technologies to THEA 311 Stagecraft II, and change description</p> <p><b>4. Change of Catalog Description/Prerequisite/Frequency</b></p> <p>a) <u>CHANGE</u> frequency of THEA 208 Acting: Basic Principles and Application to Fall</p> <p>b) <u>CHANGE</u> frequency of THEA 308 Directing to Spring</p> <p>c) <u>CHANGE</u> frequency of THEA 350 Playwriting to Variable</p> <p>d) <u>CHANGE</u> frequency of THEA 428 Women Through Theatre to Variable</p> <p>e) <u>CHANGE</u> frequency of THEA 466 Projects in Directing to Variable</p>	<p>into classes and before rehearsals and performances. In addition, faculty began to place more emphasis on Voice, Movement and Alignment in notes, feedback and grading. In 2013, Theatre expanded the Acting Track requirements to include Voice and Movement II and nine credits from a selection of movement based classes. Upon the implementation of this new course, with its emphasis on Vocal and Movement technique, the Acting Track faculty has determined that THEA 421 more thoroughly addresses the twelve areas assessed under the Acting Track rubric categories of Vocal, Movement and Research than does the current Capstone Course, THEA 420.</p> <p>2. b, c, d. Since its inception, students have not chosen to do an internship as part of the Theatrical Studies track capstone. In order to better meet the needs of students, the department proposes another capstone experience for this track, one that more closely aligns with the spirit of Theatrical Studies: THEA 400.</p> <p>3a. THEA 104 will continue to be required for the Theatre major core requirements. Currently, students are required to take three THEA 104 Practicum credits in the area of production. This has proven difficult to track on a student's degree progress due to the various sections of THEA 104 each semester. Students will now be required to take THEA 102, 103, and 104 as part of the core requirements. This will alleviate confusion among students, and help the department track student experiential projects in theatre with a higher degree of certainty.</p> <p>3b. The restructuring of THEA 409 (currently offered as THEA 409 for 1 credit) will help the department address</p>	
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	<p>f) <u>CHANGE</u> description of THEA 106 Introduction to Theatre</p> <p>g) <u>CHANGE</u> course descriptions and frequency of some courses for:</p> <ul style="list-style-type: none"> <li>i. THEA 203 Costume Technologies</li> <li>ii. THEA 204 Stage Craft</li> <li>iii. THEA 205 Fabrication Technologies</li> <li>iv. THEA 207 TheatreCAD</li> <li>v. THEA 304 Sound Design</li> <li>vi. THEA 305 Scene Design</li> <li>vii. THEA 306 Stage Lighting</li> <li>viii. THEA 307 Costume Design</li> <li>ix. THEA 465 Projects in Theatrical Design</li> </ul> <p>5. <b>Delete the following courses from catalog</b></p> <ul style="list-style-type: none"> <li>• <u>DELETE</u> THEA 209 Portfolio Review I</li> <li>• <u>DELETE</u> THEA 309 Portfolio Review II</li> </ul> <p>6. <b>Change of title for Design/Technology track</b></p>	<p>current enrollment issues within the Design and Technology track.</p> <p>3c. This course change is in conjunction with a change requested in THEA 204 Stagecraft (see #4).</p> <p>4a.b.c.d.e. These changes in frequency reflect the current scheduling structure of the department.</p> <p>4f. THEA 106 has always been set up as a lecture course with 15 weeks of class meetings for the required 45 hours. Under past leadership, the department required students to work an additional 30 plus hours in the shops or on a backstage on crew, and while this was implemented into the course description, the credit load was not adjusted. This additional work load was deemed unfair to the students in the course, unless there were an actual lab attached (for example THEA 107 or PHSC 100). Additionally, this practical experience has become very difficult to manage due to departmental staffing issues.</p> <p>4g. Changes in descriptions are reflective of current teaching in the department and industry practices.</p> <p>5. THEA 209 and 309 are being assimilated into one course heading, THEA 409, which will change from a one credit class to a three credit class to keep the number of required hours for the Design and Technology track consistent with current catalog.</p> <p>6. As we refine our identity and grow our department, the Department of Theatre and Dance believes that there is a distinct separation between the mindset of a Designer and that of a Technician.</p>	
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	<ul style="list-style-type: none"> <li>• <u>CHANGE</u> title of Design/Technology track to Design and Technology</li> </ul>		
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• **FCC 16-10a and 16-10b**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-10</b>	<p>Student Evaluation Instrument discussion Issues which need to be addressed: Are we evaluating faculty or instruction?</p> <ol style="list-style-type: none"> <li>1. Interpretation of data: Is the Instrument summative, formative, or trying to do both?</li> <li>2. Calculation of averages – is the student or the statement the item of analysis?</li> <li>3. Does this instrument apply to all instructors or only to instructors participating in the Faculty Evaluation system?</li> <li>4. Who gets the data? Currently instructors and department chairs get the data, but program coordinators may find the data useful (for example when staffing courses that are orphans having no home department, e.g. AAST 200).</li> <li>5. Ideas to increase participation.</li> </ol>	<p>FCC 16-10 was divided into two sub-proposals which were voted on separately</p> <p><b>FCC 16-10a:</b> Direct AIR to change the calculation method to produce the average student evaluation rating using the statement as the item of analysis instead of the student. Thus, a faculty member's rating will now be the average of the average rating for each statement, which is the intuitive interpretation given the report form.</p> <p><b>FCC 16-10b:</b> Update the Handbook to specify that program coordinators shall have access to student evaluation data for courses taught in their programs.</p>	<p><b>Approved Unanimous</b></p> <p><b>Approved Unanimous</b></p>

**Vote Not Required:**

• **None**

I. NEW BUSINESS

A. Discussion on Emphasis, Certificate, Minors, and Concentrations.

II. ADJOURNMENT

## Committee Reports

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

Wednesday Feb 8<sup>th</sup>, 2017 4:00 PM CSC237

**Attending:** Travis English, Chair (and acting Secretary on behalf of Joanna Shore); Gerald Snelson, Vice Chair; Hongqi Li; Stefanie Hay; Jodi Ternent representing the Registrar's Office; Melody Kentrus representing UUCR; Joseph Hoffmann representing Dean's Council; Doris Santamaria-Makang, Office of the Provost/Academic Standards Committee; Lea Messman-Mandicott, Library Director (Ex-officio member)

**Proposal Representatives:** David Putthoff representing Biology, Jodi Welsh representing College of Education, Tianna Bogart representing Geography, Phillip Klickman representing Music, Nicole Mattis representing Theatre

**Excused:** JoAnna Shore

**Vacant:** Sally Stephenson (College of Education)

- I. Call to order at 4:07
- II. Minutes of December 14<sup>th</sup> meeting approved
- III. Reports:
  - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: There were a few instances of Fall semester grades not being submitted on time, which effected approximately 100 students. Electronic submission and processing of academic dismissals/probation/appeals has been implemented and is working well. Data has been provided in the Academic Standards Committee report for December and January. We are working with committee chairs to produce a more streamlined proposal submission process that can be implemented across the relevant Senate committees.
  - b. Dean's Council-Dr. Joe Hoffman: Dean's office is monitoring the implementation of independent studies more closely with the new approval process. Faculty and Chairs must make sure to use 499 for independent studies rather than 490 or another number.
  - c. Registrar's Office-Ms. Jodi Ternent: The drop/add period went smoothly; Registrar's Office is now working on the Fall 2017 schedule and moving graduation notifications for students who were expected to graduate in Spring but haven't completed requirements.
  - d. [UUCR](#)-Dr. Melody Kentrus: Notification that the Theatre proposal we are reviewing will go back to UUCR for review since it was previously omitted.
  - e. AAC Chair-Dr. Travis English: Dr. Santamaria-Makang's revamp of the submission process guidelines looks great and should be a real help for those submitting proposals in the future.
- IV. Old Business:



16-32	<p>The Department of Biology requests the following:</p> <ol style="list-style-type: none"> <li>5. Addition of BIOL 401: <ol style="list-style-type: none"> <li>a. The addition of this laboratory class will give our students more experiential learning opportunities as this class is hands-on in nature and only adds 1 additional credit to our major.</li> </ol> </li> <li>6. Addition of BIOL456 (Advanced Microscopy) to the list of options in category 3: <ol style="list-style-type: none"> <li>a. This is a class that was added within the last couple of years to the Biology offerings. It gives students specific skills that can be applied to careers or graduate applications.</li> </ol> </li> <li>7. Elimination of MATH 210 as an option: <ol style="list-style-type: none"> <li>a. This course has not been taught in years. New text better reflects our intentions and was recommended by MATH</li> </ol> </li> <li>8. Typographical changes to faculty and reflects achieved promotions/etc.</li> </ol> <p><b>Biology (minor)</b></p> <ol style="list-style-type: none"> <li>3. Addition of BIOL456 (Advanced Microscopy) to the list of options in category 2: <ol style="list-style-type: none"> <li>a. This is a class that was added within the last couple of years to the Biology offerings. It gives students specific skills that can be applied to careers or graduate applications.</li> </ol> </li> <li>4. Exclusion of BIOL 401 as an option in category 2: <ol style="list-style-type: none"> <li>a. This 1-credit class is not sufficient to be one of the 3 electives for the Biology minor.</li> </ol> </li> </ol> <p><b>Biology (Pre-Health option)</b></p> <ol style="list-style-type: none"> <li>2. Addition of BIOL 401: <ol style="list-style-type: none"> <li>a. The addition of this laboratory class will give our students more experiential learning opportunities as this class is hands-on in nature.</li> </ol> </li> </ol> <p><b>Biology – Molecular Biology concentration</b></p> <ol style="list-style-type: none"> <li>2. Only typographical changes</li> </ol> <p><b>Biology – Environmental Sciences concentration</b></p> <ol style="list-style-type: none"> <li>2. Elimination of MATH 103 as an option: this class is no longer offered</li> </ol> <p><b>Interpretive Biology and Natural History</b></p>	<p><b>Rationale:</b> See justifications below each item on the left.</p>	<p><b>Vote Required; approved</b></p>
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	<p>3. Addition of CHEM 150 as alternative CHEM requirement:</p> <p>a. This additional option allows students more flexibility in completing the requirements.</p> <p>4. Changes reflect the course numbering changes we are proposing.</p> <p><b>Ethnobotany</b></p> <p>4. Elimination of MATH 210 as an option: this course has not been taught in years. New text better reflects our intentions and was recommended by MATH.</p> <p>5. Addition of CHEM 150 as alternative CHEM requirement:</p> <p>a. This additional option allows students more flexibility in completing the requirements.</p> <p>6. Changes reflect the course numbering changes we are proposing.</p> <p><b>Forestry (minor)</b></p> <p>2. Changes reflect the course numbering changes we are proposing.</p> <p><b>Wildlife/Fisheries</b></p> <p>5. Addition of Math requirement: The American Fisheries Ass. now requires at least 1 course in calculus at the time of graduation in order to be certified. Many jobs require certification. (See letter of support below (from Math)</p> <p>6. Addition of BIOL 402 as option for elective: This will give students more freedom and flexibility.</p> <p>7. Replacement of BIOL 312 with BIOL 313 as option: BIOL 312 was deleted as a course 3 years ago. BIOL 313 is the replacement course.</p> <p>8. Changes reflect the course numbering changes we are proposing.</p>		
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V. New Business:

17-01	<p><b>The Department of Kinesiology requests the following change to the Exercise &amp; Sports Science program:</b></p> <p>2. Change in Existing Program's Requirements</p> <p>a. Add EXSS 315, Nutrition for the Physically Active, to the</p>	<p><b>Rationale:</b></p> <p>Nutrition for the Physically Active, EXSS 315, was approved as a new course last year. However, it was not required for EXSS majors as a required course in the catalog. The department of Kinesiology would like to make this change to require</p>	<p><b>Vote Required; approved</b></p>
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	major requirements for EXSS majors.	the course for all EXSS majors in the next catalog.	
17-02	<p><b>The Department of Educational Professions requests the following changes:</b> Based on approval of the Secondary Teacher Education program by the Maryland State Department of Education.</p> <ol style="list-style-type: none"> <li>There are 37 credit hours required in the professional teacher education sequence.</li> <li>One course is being eliminated (EDUC 201- <i>Students, Teachers, and Learning Environments</i>) and replaced with EDUC 310- <i>Diversity and Social Justice in Education</i>.</li> <li>Other courses are simply being reordered but not changed.</li> </ol> <p><b>Gray box in center of page:</b> Hours Required in Education: 37 hours Total Hours Required: 37 hours</p> <p>Eliminate this whole section- “If you are majoring in economics.....”</p> <p><b>Changes from the 2016-2017 Supplement....</b></p> <p><b>Professional Teacher Education Courses Required Prior to or Concurrent with Phase 1 (10 hours)</b> EDUC 100 Career Analysis in Education (1) EDUC 202 Foundations of Learning and Instruction (3) Eliminate EDUC 201 and replace with EDUC 310- <i>Diversity and Social Justice in Education</i> (3) Add EDUC 325- <i>Technology Education</i> (3)</p> <p><b>Professional Teacher Education Sequence Phase 1 (7 hours)</b></p>	<p><b>Rationale:</b></p> <p>To meet requirements set forth by the Maryland State Department of Education, additional credits needed to be added to gain program approval.</p> <p>Students may only gain a Maryland certification in social studies. We do not have any other approved programs at this time, nor is there an opportunity for our students to intern in these areas.</p> <p>EDUC 310 better prepares pre-service teacher candidates to work in diverse 21<sup>st</sup> century classrooms. This course addresses a diversity standard for accreditation.</p> <p>Students need the technology skills earlier in the program.</p>	Vote Required; approved

	<p>EDUC 200 Phase I Teaching and Professional Assessment Laboratory (1)  REED 317 Content Area Reading (3)  SPED 451 Adapting Instruction in Diverse Classrooms (3)  Eliminate SCED 410 (moved to Phase II)</p> <p><b>Phase II (12 hours)</b>  EDUC 300 Phase II Teaching and Professional Assessment Laboratory (1)  EDUC 391 Teaching Internship I: Secondary Education (2)  REED 418 Reading and Writing Connections (3)  Add SCED 410 Secondary Methods and Curriculum (3)  SCED 411, 414, 415, 419, or 420 (3) May be taken concurrent with Phase III (3)  Eliminate EDUC 325 (moved to Phase I)</p> <p><b>Phase III (8-14 hours)</b>  SCED 496 Teaching Internship II: Secondary Education (6-12)  EDUC 406 Leadership Seminar (2)</p>	<p>It is preferred that SCED 410 be taught the semester just prior to a student's internship experience.</p> <p>These courses are only taught in the Fall semester; therefore, students may wait to take them during Phase III.</p>	
17-03	<p><b>The Department of Educational Professions requests the following changes for the Elementary Education major:</b></p> <p>Language and Literacy Concentration</p> <p>2. Delete ENGL 311 from the listing for the Advanced Writing requirement.</p>	<p><b>Rationale:</b> Course is no longer taught.</p>	<p><b>Vote Required; approved</b></p>
17-04	<p><b>The Department of Educational Professions requests the following changes be made to the P-12 Art program:</b></p> <p>4. One course is being eliminated (EDUC 201- <i>Students, Teachers, and Learning Environments</i>) and replaced with EDUC 310- <i>Diversity and</i></p>	<p><b>Rationale:</b></p> <p>1. EDUC 310 better prepares pre-service teacher candidates to work in diverse 21<sup>st</sup> century classrooms. This course addresses a diversity standard for accreditation.</p> <p>2. This course meets 4 of the 6 Maryland Teacher Technology</p>	<p><b>Vote Required; approved</b></p>

	<p><i>Social Justice in Education</i>. This new course will address diversity standards for accreditation.</p> <p>5. One course is being added: EDUC 325- <i>Technology Education</i>. This course meets 4 of the 6 Maryland Teacher Technology Standards.</p> <p>6. Other courses are simply being reordered but not changed:</p> <p>a. Move EDUC 202 from Phase I to Pre-phase.</p> <p>b. Move SPED 451 from Phase II to Phase 1</p>	<p>standards and meets the tech fluency requirement.</p> <p>3. a. This course needs taken earlier in the program to improve retention efforts.</p> <p>b. It is preferred that this course is taken earlier in the program as a prerequisite to methods courses.</p>	
17-05	<p><b>The Department of Computer Science and Information Technology requests the following changes:</b></p> <p>14. Course Addition</p> <p>a. ITEC 472</p> <p>15. Course Deletion</p> <p>a. ITEC 363</p> <p>b. ITEC 364</p> <p>c. SCIA 103</p> <p>16. Change in title</p> <p>a. COSC 444</p> <p>17. Proposal: Delete SCIA 103</p> <p>18. Change of Catalog Description</p> <p>a. COSC 130</p> <p>b. COSC 220</p> <p>c. COSC 444</p> <p>19. Change in Prerequisite</p> <p>a. ITEC 442</p> <p>20. Change in Frequency for various courses in CS, IT, and SCIA</p> <p>21. Change in Existing Program's Requirements</p> <p>a. Computer Information Systems</p> <p>b. Computer Science</p>	<p><b>Rationale:</b></p> <p>1. Currently, the ethical hacking related contents are not delivered for ITEC information security track. It is important to introduce students the related methodology and technologies. It will prepare students better for their career in penetration testing and network security related field.</p> <p>2. &amp; 3. Course was not being offered.</p> <p>4. The course will be replaced by COSC 102.</p> <p>5. To accommodate ACM'13 requirements for parallel computing.</p> <p>6. &amp; 7. Update to be in compliance with current technologies.</p> <p>8. E Commerce is considered as related and useful knowledge for these majors and concentration. It will also make it easier for the students to fulfill their elective requirements with this additional option available.</p> <p>9. Interactive computer graphics is considered as related and useful knowledge for Network Concentration. It will also make it easier for the students to fulfill their elective requirements with this additional option available.</p> <p>10. Both courses cover many basic information security related concepts and can set the foundation for further</p>	<p><b>Vote Required; approved</b></p>

	<p>c. Information Technology</p> <p>22. Change in Prerequisite for COSC 442, and add it as Electives in Computer Science Major, CS-Networks Concentration, and Computer Information Systems Major</p> <p>23. Add COSC 475 as Electives in Networks Concentration</p> <p>24. Change requirement in Computer Security Track related to IDIS150: <u>Current:</u></p> <p>IDIS 150 First-Year FSU Colloquium: Personal Security and Privacy in the Age of Information</p> <p><u>Proposed:</u></p> <p>IDIS 150 First-Year FSU Colloquium: Personal Security and Privacy in the Age of Information</p> <p>or</p> <p>SCIA 120 Introduction to Secure Computing and Information Assurance</p> <p>25. Change COSC 470 to Electives.</p> <p>26. Remove ITEC 462 from Computer Security Track requirement.</p>	<p>study into the security field. It also makes scheduling more flexible for the students in Computer Security Track.</p> <p>11. The course is not required by ABET, only recommended by ACM'13, not required.</p> <p>12. This course is not specific for the security track, ITEC 472 is added as a requirement in the Security Track to replace ITEC 462.</p>	
17-06	<p><b>The Department of Geography requests the following changes:</b></p> <p>Deletion of Bachelor of Science in Urban and Regional Planning</p>	<p><b>Rationale:</b> The primary reason for discontinuing the program is low enrolments. Over the past several years, the program has not attracted enough students to make it sustainable.</p>	<p><b>Vote Required; approved</b></p>
17-07	<p><b>The Department of Music requests the following changes:</b></p> <p>I. Change Course Title, Credits, &amp; Course Designation</p> <p>t. MUSC 210: <del>Diction for Singers</del> <b>Diction I</b></p> <p>i. Change credits from 2 credits to 1 credit</p>	<p><b>Rationale:</b> I.a. The change in title reflects the department's desire to convert the Diction requirement from a 1-semester lecture to a 2-semester lab experience. Converting the Diction requirement to a 2-semester lab experience (with no change in total credit) will actually allow for more depth in experiencing the French, German, and Italian languages—which are not all</p>	<p><b>Vote Required; approved</b></p>

	<ul style="list-style-type: none"> <li>ii. Change course designation from LEC to LAB</li> <li>u. MUSC 346: <del>The Opera</del> <b>Opera &amp; Art Song Literature</b> <ul style="list-style-type: none"> <li>i. Change credits from 3 credits to 2 credits</li> <li>ii. Change course designation from LEC to LAB</li> </ul> </li> </ul> <p>II. New Course</p> <ul style="list-style-type: none"> <li>v. MUSC 211: Diction II (1 credit LAB)</li> </ul> <p>III. Modify the Program Requirements for the Teacher Certification Option in Music (Music Education)</p> <ul style="list-style-type: none"> <li>w. Change required instruction in Diction from one 2-credit lecture (MUSC 210) to two 1-credit labs (MUSC 210 and MUSC 211).</li> </ul> <p>IV. Modify the Program Requirements for the Vocal Performance Concentration</p> <ul style="list-style-type: none"> <li>x. Remove MUSA 104 &amp; 105 (Class Piano I &amp; II) from the list of options for Supplementary Requirements</li> <li>y. Change required instruction in Diction from one 2-credit lecture (MUSC 210) to two 1-credit labs (MUSC 210 and MUSC 211).</li> <li>z. Remove the foreign language options. [See letter from English Department.]</li> </ul> <p>V. Modify the Program Requirements for the Music Studies track</p>	<p>presently taught here at FSU but which are critical areas of competency for vocal performance majors. All voice and choral faculty agree that this course material is best treated as a lab experience.</p> <p>b. Although students are exposed to a variety of literature in private lessons, students in the Vocal Performance track do not have any specific instruction on Opera and Art song literature, technical differences, performance practice, and execution of these pieces in a format that is beneficial to them when pursuing employment or graduate study upon degree completion at FSU. This course is intended to provide students with the appropriate focused instruction in Opera and Art Song Literature. The course is being changed from a music history course on Opera specifically that was not serving the students or department in a way that was effective. Reformatting this course and its content will benefit the students with the appropriate instruction needed for successful employment and graduate study upon completion of the Bachelor's Degree in Music – Vocal Performance.</p> <p>III. Due to the changes in MUSC 210 and splitting it into a 2 semester, 1 credit course, we are updating the program requirements that already require MUSC 210 in order to reflect the course changes. This will require vocal music education majors to take both MUSC 210 and 211 with no changes in the number of credits required for graduation.</p> <p>IV. For the Diction class, see the rationale for section I regarding the change to the Diction coursework. For MUSC 346, reformatting the class, as discussed above, benefits the Vocal Performance majors more directly, and</p>	
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	<p>aa. Remove MUSC 346 from the Supplementary Requirements list of options</p> <p>bb. Add the following existing courses to the Supplementary Requirements list:</p> <ul style="list-style-type: none"> <li>i. MUSC 214: Jazz Theory and Analysis</li> <li>ii. MUSC 311: Jazz History</li> <li>iii. MUSC 410: Conducting II</li> <li>iv. MUSC 412: History of Musical Theatre</li> </ul> <p>VI. Change Course Designation from LEC to LAB</p> <ul style="list-style-type: none"> <li>cc. MUSA 104: Class Piano I</li> <li>dd. MUSA 105: Class Piano II</li> <li>ee. MUSA 106: Class Voice I</li> <li>ff. MUSA 107: Class Voice II</li> <li>gg. MUSA 108: Class Instruments I: Strings</li> <li>hh. MUSA 111: Class Guitar I</li> <li>ii. MUSA 112: Class Guitar II</li> <li>jj. MUSA 208: Class Instruments II: Woodwinds</li> <li>kk. MUSA 209: Class Instruments III: Brass</li> <li>ll. MUSA 311: Class Instruments IV: Percussion</li> </ul>	<p>the department feels this revamped course should now be required of the Vocal Performance majors.</p> <p><i>Proposed change:</i> Remove the foreign language option for completing the concentration.</p> <p><i>Rationale:</i> The change to the Foreign Language &amp; Literature requirement is logistical and purposeful. There are currently two options; however, neither of these options serve vocal performance majors in the way they were intended. Option A is for a minor in Foreign Language and Literature. Currently, due to when courses are offered, the French option is not possible for our students to complete. The Spanish minor is unfortunately not a language minor that serves the students as their main languages of study (and what graduate schools are wanting to see if they minor in foreign language) are Italian, German, or French. Option B is an assortment of courses labelled as a "Language Option," and it cannot be completed because several of the courses are no longer offered at FSU. It is more advantageous for the Music Department to provide language instruction in a more concentrated and applicable manner through our Diction courses rather than require a minor that will not serve the students in a beneficial way that is applicable to their major. Furthermore, it is better that the students choose a minor that will best serve them (Jazz Studies, or another minor on campus) and enhance the instruction already offered in the department.</p> <p>V. If the changes for MUSC 346 are approved, then this course is no longer appropriate as a choice for Music Studies. As for adding options for the Supplementary Requirements, the intent of the Music Studies track is for students to be able to customize their course of study. The other courses proposed for</p>	
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		<p>this track therefore increase students' options for applicable coursework in music theory and music history.</p> <p>VI. These courses are all currently listed as 1-credit lecture courses. They all require a significant amount of one-on-one time in class and definitely need to meet for no less than 100 minutes per week. Consequently, these courses cannot remain as 1- credit lectures, but should be designated as lab courses. Also, if they were to remain designated as lectures, we would have to increase these courses from 1 credit to 2 credits, which is simply not practical for the major.</p>	
17-08	<p>The Department of Theatre and Dance requests the following changes:</p> <p>7. New Course Proposals</p> <p>d) THEA 102 Shop Practicum</p> <p>e) THEA 103 Front of House Practicum</p>	<p><b>Rationale:</b> 1. Theatre and Dance proposes these courses to remedy a loop-hole in graduation requirements for Theatre majors. Currently, all students are required to take three credits of THEA 104: Theatre in the area of production (backstage crew and working in shops). This change will alleviate</p>	<p><b>Vote Required; approved</b></p>

	<p>f) THEA 105 Performance Practicum</p> <p><b>8. Capstone Changes</b></p> <p>e) <u>CHANGE</u> Acting track capstone from THEA 320 Acting as a Business III to THEA 421 Advanced Acting: Analysis and Performance of Shakespeare</p> <p>f) <u>CUT</u> THEA 492 Internship Project from Theatrical Studies capstone</p> <p>g) <u>CUT</u> THEA 495 Internship in Theatre from the Theatrical Studies capstone</p> <p>h) <u>ADD</u> THEA 400 Theatre Production as Theatrical Studies capstone</p> <p><b>9. Change of Number/Title/Credits/Description</b></p> <p>d) <u>CHANGE</u> title/description of THEA 104 Theatre to THEA 104 Production Crew Practicum, and list as 1 credit</p> <p>e) <u>CHANGE</u> course description, credit hours, and title for THEA 409 Exit Portfolio to THEA 409 Marketing Yourself as a Designer and or Technician, and change credits from 1 to 3</p> <p>f) <u>CHANGE</u> THEA 205 Fabrication Technologies to THEA 311 Stagecraft II, and change description</p> <p><b>10. Change of Catalog Description/Prerequisite/Frequency</b></p> <p>h) <u>CHANGE</u> frequency of THEA 208 Acting: Basic Principles and Application to Fall</p>	<p>confusion for students with regard to their degree progress, and make it easier for the department to track these experiential projects.</p> <p>2a. It has been determined throughout the assessment process in the last few years that Acting Track students need more focus placed on technique, i.e., Voice and Movement and on incorporating those practices into performance. In response to this need, Acting Track faculty have incorporated consistent vocal and physical warm-ups into classes and before rehearsals and performances. In addition, faculty began to place more emphasis on Voice, Movement and Alignment in notes, feedback and grading. In 2013, Theatre expanded the Acting Track requirements to include Voice and Movement II and nine credits from a selection of movement based classes. Upon the implementation of this new course, with its emphasis on Vocal and Movement technique, the Acting Track faculty has determined that THEA 421 more thoroughly addresses the twelve areas assessed under the Acting Track rubric categories of Vocal, Movement and Research than does the current Capstone Course, THEA 420.</p> <p>2. b, c, d. Since its inception, students have not chosen to do an internship as part of the Theatrical Studies track capstone. In order to better meet the needs of students, the department proposes another capstone experience for this track, one that more closely aligns with the spirit of Theatrical Studies: THEA 400.</p> <p>3a. THEA 104 will continue to be required for the Theatre major core requirements. Currently, students are required to take three THEA 104 Practicum credits in the area of</p>	
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	<p>i) <u>CHANGE</u> frequency of THEA 308 Directing to Spring</p> <p>j) <u>CHANGE</u> frequency of THEA 350 Playwriting to Variable</p> <p>k) <u>CHANGE</u> frequency of THEA 428 Women Through Theatre to Variable</p> <p>l) <u>CHANGE</u> frequency of THEA 466 Projects in Directing to Variable</p> <p>m) <u>CHANGE</u> description of THEA 106 Introduction to Theatre</p> <p>n) <u>CHANGE</u> course descriptions and frequency of some courses for:</p> <ul style="list-style-type: none"> <li>x. THEA 203 Costume Technologies</li> <li>xi. THEA 204 Stage Craft</li> <li>xii. THEA 205 Fabrication Technologies</li> <li>xiii. THEA 207 TheatreCAD</li> <li>xiv. THEA 304 Sound Design</li> <li>xv. THEA 305 Scene Design</li> <li>xvi. THEA 306 Stage Lighting</li> <li>xvii. THEA 307 Costume Design</li> <li>xviii. THEA 465 Projects in Theatrical Design</li> </ul>	<p>production. This has proven difficult to track on a student's degree progress due to the various sections of THEA 104 each semester. Students will now be required to take THEA 102, 103, and 104 as part of the core requirements. This will alleviate confusion among students, and help the department track student experiential projects in theatre with a higher degree of certainty.</p> <p>3b. The restructuring of THEA 409 (currently offered as THEA 409 for 1 credit) will help the department address current enrollment issues within the Design and Technology track.</p> <p>3c. This course change is in conjunction with a change requested in THEA 204 Stagecraft (see #4).</p> <p>4a.b.c.d.e. These changes in frequency reflect the current scheduling structure of the department.</p> <p>4f. THEA 106 has always been set up as a lecture course with 15 weeks of class meetings for the required 45 hours. Under past leadership, the department required students to work an additional 30 plus hours in the shops or on a backstage on crew, and while this was implemented into the course description, the credit load was not adjusted. This additional work load was deemed unfair to the students in the course, unless there were an actual lab attached (for example THEA 107 or PHSC 100). Additionally, this practical experience has become very difficult to manage due to departmental staffing issues.</p> <p>4g. Changes in descriptions are reflective of current teaching in the department and industry practices.</p> <p>5. THEA 209 and 309 are being assimilated into one course heading,</p>	
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	<p><b>11. Delete the following courses from catalog</b></p> <ul style="list-style-type: none"> <li>• <u>DELETE</u> THEA 209 Portfolio Review I</li> <li>• <u>DELETE</u> THEA 309 Portfolio Review II</li> </ul> <p><b>12. Change of title for Design/Technology track</b></p> <ul style="list-style-type: none"> <li>• <u>CHANGE</u> title of Design/Technology track to Design and Technology</li> </ul>	<p>THEA 409, which will change from a one credit class to a three credit class to keep the number of required hours for the Design and Technology track consistent with current catalog.</p> <p>6. As we refine our identity and grow our department, the Department of Theatre and Dance believes that there is a distinct separation between the mindset of a Designer and that of a Technician.</p>	
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V. Adjournment at 6:05

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### Faculty Concerns Committee Report to the Faculty Senate.

The Faculty Concerns Committee (FCC) met February 8, 2017 and approved the minutes of the December 14, 2016 meeting.

Attendance: S. Brill (CLAS), J. Browne (CLAS), N. Buta (COE, Development & Sabbatical/PRL), A. Duncan (Promotion & Tenure/PS), 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: None

Vacancies: one (CUSF)

#### **Reports:**

##### **A. Chair's Report:**

B. Norris reported that the Faculty Workload & Compensation Subcommittee will be focusing on clarifying the workload calculation for each course component type to align with the component codes used by the Registrar's office (LEC, LAB, ENS, STU, INT, etc.). Discussion focused on prorating of overload courses and the challenges this creates for issuing contracts. B. Norris encouraged feedback to be sent to Rebekah Taylor who chairs the Subcommittee.

##### **B. Academic Department Chairs Council.**

R. Larivee reported that the Chairs Council has been discussing workload banking as a strategy to manage workload costs. A proposal is being drafted to send to the Workload and Compensation Subcommittee. The Chairs also discussed the response rate to the Student Evaluation of Faculty. The Dean of CLAS reported that the response rate for fall 2016 is 40%. Anecdotally, chairs felt the response rates in their departments were lower than that. M. Murtagh reported that the next faculty assembly will be dedicated to the topic. The Chairs will be having a discussion about the potential for a replacement for PAWS/Peoplesoft.

**C. Council of University System Faculty (CUSF).**

K. Hall reported that the BOR changed the ways that it will be approving new academic programs. There is some education going on about the difference between free speech and hate speech as it relates to activism. The BOR voted to endorse the library systems to provide open access publications. The USM budget proposal represents a 2% increase over last year, including tuition relief to guard against tuition hikes. The USM budget also includes moneys to provide for the continuing operation of new facilities.

CUSF discussed UMBC's Stride program to recruit and retain minority faculty. Two takeaways include the notion that minority faculty prefer conversational interviews and that the diversity of the applicant pool should be monitored throughout the hiring process and not just at the beginning and end.

CUSF is concerned about application rates to the Regents' Faculty Awards. In particular, no one applied for the Innovations awards. Discussion focused on the cumbersome nature of the application. Ideas for improvement include the role of peer nomination vs. self-nomination.

**D. Faculty Promotion and Tenure / Permanent Status Subcommittee.**

A. Duncan reported that the Subcommittee is working on standardizing the letter sent from the Provost's office inviting applications for promotion and tenure/permanent status. Feedback on this effort included adding the Dean/Library Director and Department Chair as recipients of the applicant's initial notice of intent to apply for promotion and/or tenure/permanent status.

**E. Faculty Development and Sabbatical / Professional Leave Subcommittee.**

N. Buta reported that the Subcommittee will meet on Feb. 20 and will review the Sabbatical / PRL proposal (FCC 16-07(H)). Applications for Faculty Development grants are now being accepted

**F. Faculty Handbook Subcommittee.**

D. Moorehead reported that the Subcommittee has a new member, Holly Currie. J. Pifer is working on providing access to the online Faculty Handbook to insert the approved changes.

Please refer to supporting documents on the U: Drive at <\\fsunas1\deptshares\Campus\Faculty Concerns Committee\Senate\6. 2017 March>

**Old Business:**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-10</b>	Student Evaluation Instrument discussion Issues which need to be addressed: Are we evaluating faculty or instruction? 6. Interpretation of data: Is the Instrument summative, formative, or trying to do both? 7. Calculation of averages – is the student or the statement the item of analysis?	FCC 16-10 was divided into two sub-proposals which were voted on separately  <b>FCC 16-10a:</b> Direct AIR to change the calculation method to produce the average student evaluation rating using the statement as the item of analysis instead of the student. Thus, a faculty	<b>Approved Unanimous</b>         <b>Approved Unanimous</b>

	<p>8. Does this instrument apply to all instructors or only to instructors participating in the Faculty Evaluation system?</p> <p>9. Who gets the data? Currently instructors and department chairs get the data, but program coordinators may find the data useful (for example when staffing courses that are orphans having no home department, e.g. AAST 200).</p> <p>10. Ideas to increase participation.</p>	<p>member's rating will now be the average of the average rating for each statement, which is the intuitive interpretation given the report form.</p> <p><b>FCC 16-10b:</b> Update the Handbook to specify that program coordinators shall have access to student evaluation data for courses taught in their programs.</p>	
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**New Business: None**

The next meeting of the FCC will be March 8, 2017 at 4 PM in room 113 of the Lane Center. Note the change of location.

Respectfully submitted,  
Benjamin N. Norris, Chair

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## **Graduate Council Report to the Faculty Senate**

The Graduate Council (GC) met on Monday, February 13, 2017 and approved minutes of December 12, 2016 meeting.

**Reports**

GC Chair's report – There are no curricular change items as this is a light year for graduate program changes. GC members are reminded to pay particular attention to the need for feedback for the GA Handbook/Policy/Contract changes which will be a portion of the March meeting agenda. The GC approved the idea of formalizing accelerated sessions such as that used by the Parks and Recreation Masters program currently at six weeks to move to seven weeks after discussions ensued in the College of Business to begin offering two seven week sessions for the MBA each semester. This has no effect on summer session lengths but allows various offices on campus to standardize everything from University calendar dates to Financial Aid issues. It is likely that the MBA program will have the new model in place by Fall 2017.

Provost's Advisory Council Report – There has been no PAC meeting. The Provost Office did however note that a new edited version of the curriculum change process was being circulated to all those areas on campus charged with curricular change responsibility to obtain feedback.

Office of Graduate Services Report – Enrollment continues to be an issue in many graduate programs. The seven week sessions issue was discussed at length.

**Old Business:**

None

**New Business:**

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

Approval of standardizing the accelerated sessions that exist within the Spring and Fall semesters to 7 weeks for any graduate level program desiring to deliver their programs in accelerated sessions.

Next Graduate Council Meeting is scheduled for Monday March 13, 2017. ***Proposals for catalog changes are due on Monday, March 6, 2017 by 12:00 noon. Proposals received after the deadline will be automatically placed on the following month's agenda.***

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## **Institution Priorities & Resources Committee Report to the Faculty Senate.**

Institutional Resources and Priorities Committee

Report to the Faculty Senate

February , 2017

IPR convened on February 13, 2017 at 4:00pm in Gira 286 to accommodate a large number of people

### **Attendance**

All Present

### **General Comments**

Heather Gabel submitted the final draft of the M.S. in Nursing program to M. Flinn. The final proposal addressed the concerns raised by IPR during the December meeting and concerns raised by M. Flinn at February Faculty Senate meeting.

Invited guests from Staff Senate were in attendance to hear Dr. Nowaczyk presentation.

### **Proposal Reviews**

- a. Discontinue and existing academic program: BS in Urban and Regional Planning.  
Due to the retirement of a key professor in the program not being replaced by a tenure track PIN, low enrollment, and other discipline specific challenges, the Geography department has request for the program to be discontinued.

Murtagh moved to accept the proposal to discontinue, Monahan seconded.

*Vote Required - **Passed- Unanimously***

### **Other**

An informative presentation by Dr. Nowaczyk was given to address recruiting and retention efforts as well as budgeting models for the future. Several handouts were distributed. Of note: Budgeting in an Era of Change from the Advisory Board Company was passed out to all in attendance. We were asked to consider how the faculty would like to move forward and will be given an opportunity for input on this possible new model.

### *Presentation take-away*

- FSU has used the traditional- incremental model which works well in a stable environment. It provides the number of funds you previously had and added a little to it.
  - This model may not work for us in the future
- The President asked that we carefully examine what we do and have a discussion about the budgeting model.



- He stated that it can't be done overnight and he doesn't want people worried about their jobs. Many changes can occur through natural attrition.
- There hasn't been a change in faculty pins but some departments have grown while others have shrunk.
- However, there are many questions to ask: what about the huge shifts in funding and enrollment? What is the appropriate % of tenured track faculty? He wanted to start a dialog, and the sharing of information
- New budgeting model example: RCM (reference to the Budgeting in an Era of Change document) is decentralized and moves responsibility lower.
  - Deans can determine their PINS and operating budget
  - RCM works at the college level but not at the department level.
- We will be asked to explore and consider what model makes the most sense for FSU in the future.
- A graph depicted headcount and FTE's from 2010 through 2016 and the shifting numbers of students from on-campus to online.
- A chart comparing 2013 and 2016 credit hours demonstrates a volatile environment.
  - Specifically, it showed the increase in some areas of study and the decline in other areas
- A chart showing Faculty FTE by department for 2013, 2014, 2015
  - Should we look at student credit hours, the number of majors etc? We need to have these discussions.
- One possibility is to look at credit rate differentiation – one rate for 12-17 credits and then charge for 18 credits or more
- A chart on IPEDS data shows how FSU's expenditures compares to other institutes of similar standing in the state (e.g. Coppin and Salisbury).
  - One example - FSU Instruction is 35% of spending which is comparable or better than our system peers
- If the current budgeting model isn't right, what do we need to know to change to another model.

#### *Questions*

- Question- is there a way to set up expenditures for certain items such as Noel Levitz, President's Leadership Circle, as it is difficult to find.
  - Noel Levitz was unbudgeted and would not be in an individual line.
  - There are a substantial number of unbudgeted requests.
  - Marketing- we aren't telling our story but what do we spend now, and how much should be spent – something to explore
  - Everything has an expense- but is there a return on investment.
- Where did we take money from and perhaps explain why xx didn't get done as we had to move money?
  - A different model for new revenues would be great but if you are shifting revenues you are just shifting expenses.
  - Direct costs and indirect costs (Deans, Provost, Presidents office etc)

*Dave Rose showed Revenue projections as of Feb 6*

- PIN overspending \$1.6 million coupled with \$1.9 million revenues shortfall equals \$3.5 million deficit hole to fill.
- We are down @ 330 people in the residence hall capacity, but only down 160 from budget.
- **Fall 2020 will be the first year that both first and second year students would be required to live on campus. The new resident hall should be up and running at that time.**

#### **Future Business**

- a. IPR should revisit the charter change decision to include non-faculty member on the committee. (Tentative - March meeting – Pending new proposals)
- b. We will be looking at the programs approved in 2012-2013: (Tentative - April meeting – Pending new proposals) Dual Elementary/Middle School Program, Minor in Jazz Studies
- c. 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 5:48 pm, with abruptness as there was a class entering the room!

Best Regards,

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

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## **Faculty Senate Minutes.**

FACULTY SENATE MINUTES  
February 1, 2017; 4:00 P.M.  
Atkinson Room, Lane Center

Attendance:

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

Excused:

Absent:

Meeting commenced at 4:05 pm.

### III. APPROVAL OF THE MINUTES:

Faculty Senate Minutes of December 7, 2016 (Separate Blue Packet)

Minutes were approved pending corrections to attendance.

### IV. ANNOUNCEMENTS:

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

March 1, 2017	4:00	Atkinson Room, Lane Center
April 5, 2017	4:00	Atkinson Room, Lane Center
May 3, 2017	4:00	Atkinson Room, Lane Center

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

Meeting #2	TBA
Meeting #3	TBA

Mike will soon send out an email about faculty assembly. The next assembly will include some Gen.Ed. discussion, but will mostly look at student evaluations of faculty and ideas to increase the rate of student participation

### V. REPORTS & INFORMATION:

#### A. Chair's Report (Page 20)

- Mike emailed chairs and the full community (see 12/21/16 email) regarding pay for under-enrolled overload courses. This was to address some issues that weren't anticipated. For example, if a course had 5 out of 10 students registered, the courses would need to be canceled unless needed by a student to graduate. The problem that arose is that there was nothing in the system addressing an adjustment in pay. Even if there were only one student in the class, the instructor would still receive the full amount of pay. The solution for this is, instead of prorating the \$2,200, there will be a \$500 base. Then, for each student registered, the \$170 will be added to the pay until it caps at \$2,200. The Workload Compensation Subcommittee, FCC, and Steering Committee have been consulted and are all comfortable with this, and email response has been positive. The change is to be made for spring. The Workload Compensation

Subcommittee is currently adjusting the wording of the policy for the handbook, and it will then go through governance.

- Dr. Tootoonchi thanked Mike for his work in this issue.
- Mike made note a few minutes later that the overload pay changes do not affect other elements of the workload policy. All regular adjustments would still take place.
- Question: For the upcoming faculty assembly, could we have someone from the registrar or Sara Beth's office (Assessment & Institutional Research) attend the meeting so that they can offer feedback on what can be done? A: Mike checked with the group, and Senators agreed that this would be a good idea.

- B. AAC Report (Pages 21-38)
- C. FCC Report (Pages 39-43)
- D. GC Report (Pages 43-45)
- E. IPR Report (Pages 46-48)
- F. CUSF Report (Page 48-49)
- G. Administrators Reports

#### President Nowaczyk

- Dr. Nowaczyk welcomed faculty back for the new semester.
- Thank you to everyone for their help with Provost interview process. Dr. Nowaczyk is pleased to have Dr. Liz Throop join Frostburg on July 1. Dr. Throop was impressed with FSU, faculty & staff meetings. She also met with some of the Deans and VPs in January. She plans to come to FSU for a visit in March as well. Dr. Nowaczyk hopes that she will be able to attend the visioning session for the strategic plan.
- "Ad-hoc" has been removed from the name of the University Advisory Council. The council recommend it should continue with membership consisting of the vice presidents, president, 3 students, 3 faculty, and 3 staff members. He plans to include the meeting minutes on the president's web page.
- The President's Advisory Council on Institutional Effectiveness (PACIE) has the institutional effectiveness plan down to nine pages. There will be a meeting with the University Advisory Council on Friday to will discuss how to coordinate activities during summer and how to bring PACIE views forward to the University. These meetings will help to inform the University Advisory Council in their recommendations for moving forward. On March 31 team of two Middle States representatives will be visiting campus.
- Last semester, Dr. Nowaczyk focused on listening to the campus community, and this semester he will also begin focusing more on "doing". He currently has two listening sessions planned for Feb. 8 in CCIT 397 and Feb. 23 in the Atkinson room.
- Some topics of future discussion include:
  - Getting a better understanding of budget and individuals in their roles. Dr. Nowaczyk would like to meet with Senate and department chairs to discuss strategic enrollment. This includes looking at our data trends, and addressing any changes needed.
  - Recruiting:

- Our makeup of students is changing. There has been a decline in traditional 18yo's, but these numbers are being made up with online students.
  - Increasing our students comes from the faculty in the sense of adding new programs. For example, we have been asked about creating an adventure sports program.
  - Note: We are #3 in the system for number of BSN degrees awarded last year.
  - Can we work w/ACM to increase the number of RN students?
  - Dr. Nowaczyk would share data ahead of time, and then discuss this with faculty in meetings.
- Retention: Early data indicates that the number returning students is up compared to last year.
- There has been some discussion that we shouldn't want to grow just to grow. Instead, we should focus on maintaining the quality of what we currently offer.
- We need to start working with IPR on budgeting. FSU has been using a historical incremental model, in which we get the same changes across the state. We're not in that environment anymore. We need to discuss what model makes sense. For example, we "sell" student credit hours. How do we figure out what we are bringing in? How do we distribute the dollars across campus? How much of each credit goes to different areas such as the library?
- What should our enrollments be? Knowing this should help us in making decisions about residence halls.
- At Frostburg and at the national level, there has been a rise in par-time and transfer students.
- NSSE (National Survey on Student Engagement) data was sent out in an email. (See Jan. 27 email.) We need to have a discussion about what it means. Some areas had positive responses, but others show a need for improvement. Please look at this. Dr. Nowaczyk hopes that seeing this data will encourage students to complete the survey in the future.

#### Dave Rose - Budget

- "Dashboard" indicators were distributed. (See below) -
  - These are financial dashboard indicators that are usually shared with the Board of Regents.
  - FSU appears to be in the middle when compared with the other institutions.
  - The top section shows where we are cumulatively, and the bottom sections show the level of progress made in each area during the most recently completed fiscal year (FY2016).
  - FSU's problem area, or red dot, is in the Reserve area. Reserves are important in order to get favorable bond ratings.
    - We showed improvement in FY 2016 (green dot on bottom section), but we still fall short of where we need to be.
    - We need to put \$1 million in reserve, plus another \$3 million to get us to where we need to be.

- Q: Do we have actual numbers for this data. A: Yes, for example, in our red reserve area, we are currently at 22.36%, which is short of the 25% target.
  - Q: Are the benchmarks a high or low standard? A: These numbers are set by the system and are driven by requirements of Standard & Poor's for bond ratings.
- FY 18 budget
  - The books are online
  - Currently there is no merit increase or COLA included in discussions. (However, it is early in the discussion, so this could change.)
  - There were budget cuts before Christmas in conjunction with a mandatory PIN reduction. We eliminated 3 vacant PINS (administrative positions).
  - We submitted our budget with a 5% tuition increase. The Governor gave 3% of this, so the net increase for students is now 2%.
- Q: Is budget dependent on our growth? If we choose to stay small will it affect us? A: We would be affected by the amount of tuition that we receive, but the amount of State Funding is not directly dependent on enrollment.
- Dr. Nowaczyk noted that we are viewed as "enrollment fragile" by the state system. While we are not in danger of closing, the system wants us to watch enrollments. The system recognizes that rural institutions are facing challenges related to the demographics such as fewer high school students and more choosing community college for first years. Also, the correlation is strong between financial need and graduation rate. Struggling students may be working part-time, or just cannot afford to come back.

University System of Maryland Financial Dashboard Indicators - for the year ended and as of June 30, 2016

Is performance **ADEQUATE** on the Dashboard Indicators

● Meets or exceeds benchmark ● Does not meet benchmark

#	Indicator	System Wide Results	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UB	SU	UMUC	UMBC	UMCES
Financial Strength Indicators	32 Ratio of unrestricted net position to debt (>50%)	137.85%	●	●	●	●	●	●	●	●	●	●	●	●
	33 Primary reserve ratio (>25%)	40.80%	●	●	●	●	●	●	●	●	●	●	●	●
	34 Ratio of current assets to current liabilities (>200%)	320.79%	●	●	●	●	●	●	●	●	●	●	●	●
Operational Performance Indicators	35 Student accounts receivable collection rate (<1%)	0.76%	●	●	●	●	●	●	●	●	●	●	●	N/A
	36 Net operating revenues ratio (>1%)	5.05%	●	●	●	●	●	●	●	●	●	●	●	●
	37 Ratio of debt service payments to operating spending (<4.5%)	3.07%	●	●	●	●	●	●	●	●	●	●	●	●
	38 Met fund balance goal for FY 2016		●	●	●	●	●	●	●	●	●	●	●	●

FY16 Meets benchmark

FY16 Does not meet benchmark

FY15 Meets benchmark

FY15 Does not meet benchmark

Is performance **IMPROVING** on the Dashboard Indicators

● Same or better ● Worse

#	Indicator	System Wide Results	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UB	SU	UMUC	UMBC	UMCES
Financial Strength Indicators	32 Ratio of unrestricted net position to debt	5.06%	●	●	●	●	●	●	●	●	●	●	●	●
	33 Primary reserve ratio	1.89%	●	●	●	●	●	●	●	●	●	●	●	●
	34 Ratio of current assets to current liabilities	5.65%	●	●	●	●	●	●	●	●	●	●	●	●
Operational Performance Indicators	35 Student accounts receivable collection rate	-0.03%	●	●	●	●	●	●	●	●	●	●	●	N/A
	36 Net operating revenues ratio	0.11%	●	●	●	●	●	●	●	●	●	●	●	●
	37 Ratio of debt service payments to operating spending	-0.02%	●	●	●	●	●	●	●	●	●	●	●	●
			●	●	●	●	●	●	●	●	●	●	●	●

FY16 Has improved

FY16 Has not improved

FY15 Has improved

FY15 Has not improved

Dr. Tootoonchi

- Evan Offstein and Dr. Tootoonchi attended a one-hour meeting w/Sean McKitrick, and returned feeling good about our progress with Middle States. Sara Beth, her team, and Evan are working on preparation of the monitoring report. We have asked Sean Morton to be the editor of the final draft, and he kindly agreed. The draft will be submitted to President on Friday. After the President has reviewed and approved it, the final version will be available to the campus community around mid-February. There will be an opportunity to make comments.
- The Provost's office is providing a \$1000 general education assessment grant, similar to PELEF grants. The form is currently with Mike Murtagh, who will check with the Gen. Ed. Review Committee to make sure that they have covered everything. Faculty members who are interested in getting involved in GEP Assessment activities/research can submit their grant application to the GEP Committee for review and awards. Sean McKitrick was pleased to hear about this grant program.
- Financial aid letters were mailed out on January 20 rather than in March. Approximately 736 students have received letters so far. Special thanks to Wray Blair, Angie Hovatter & her team, and Kevin Robison for their work on this.
- Please make note of the email from Holly Veith about the Sonocent Audio Notetaker software (See Jan 31 email.) The software can be used free this semester. If it works well we may sign a contract with the company for \$85 per person. This will make the process much more efficient compared to hiring and paying for a note-taker for each eligible student. Students need to complete form and sign agreement with the Office of Disability Support Services.
  - Q: Could this create a privacy issue for students in the class? Students might divulge something private in class, and not wish it to be recorded. A: It is up to the faculty member to dis-allow use of this software. There is an obligation to tell the class that they are being recorded. Students could pause the software during a sensitive discussion.

A. Questions for Administrators

- Q: What is the status of the formation of a staff senate? RN: They are currently meeting, looking at schedules, and getting organized. MM: Mike has spoken with organizers about discussing overlapping topics with faculty senate and how the two bodies can work together. For example, we could have representatives at each meeting.

H. Questions for Administrators



VI. 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 16-28-31; 16-33-39

**Summary of voting/discussion:**

**AAC 16-28 through AAC 16-31 Passed**

**AAC 16-33 through AAC 16-35 Passed**

**AAC 16-36 Passed, see discussion**

**AAC 16-37 Passed, see discussion**

**AAC 16-38 Passed after call to question, see discussion**

**AAC 16-39 Passed with 1 opposed, see discussion**

(Discussion notes can be found for each item at the in the 2<sup>nd</sup> column after the original text.)

<b>16-28 PASSED</b>	<p><b>The Department of Educational Professions requests the following:</b></p> <p><b>Early Childhood/Elementary</b></p> <ol style="list-style-type: none"> <li>1. Update faculty listing</li> <li>2. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent</li> <li>3. Revision of major credit totals</li> <li>4. Specialization <ol style="list-style-type: none"> <li>a. ECED 150 and ECED 293 – Concurrent with Phase I</li> </ol> </li> <li>5. Professional Sequence <ol style="list-style-type: none"> <li>a. EDUC 335 listed under Phase I</li> </ol> </li> </ol>	<p><b>Rationale:</b></p> <p>Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p><b>Vote required; passed</b></p>

	<ul style="list-style-type: none"> <li>b. Required credit number revised</li> <li>c. Course Title Change <ul style="list-style-type: none"> <li>i. ELED 307: Teaching Assistantship</li> </ul> </li> <li>d. New Courses <ul style="list-style-type: none"> <li>i. EDUC 401: Assistantship Seminar (1)</li> <li>ii. EDUC 402: Internship I Seminar (1)</li> </ul> </li> <li>e. Change in Credits <ul style="list-style-type: none"> <li>i. ELED 495: Internship II – 9 credits</li> </ul> </li> </ul> <p>6. Graduation/Exit Requirements</p> <ul style="list-style-type: none"> <li>a. Praxis II completion</li> <li>b. Placement in intermediate grades 4-5</li> </ul>		
16-29 PASSED	<p><b>The Department of Educational Professions requests the following:</b></p> <p><b>Phase Requirements</b></p> <ul style="list-style-type: none"> <li>1. Corrections of typographical errors</li> <li>2. Inclusion of Math Core Skills in grade requirement (C or better)</li> <li>3. Inclusion of “concentration” where specialization is mentioned</li> <li>4. Admission requirements for PDS/Internship I</li> </ul> <p><b>Course Descriptions</b></p> <ul style="list-style-type: none"> <li>1. Course Descriptions added <ul style="list-style-type: none"> <li>a. EDUC 333, EDUC 372, EDUC 340, EDUC 440</li> </ul> </li> <li>2. Course Title Changed <ul style="list-style-type: none"> <li>a. EDUC 422: Leadership Seminar: P-9</li> <li>b. ELED 307: Teaching Assistantship</li> </ul> </li> </ul>	<p><b>Rationale:</b></p> <p>Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p><b>Vote required; passed</b></p>

	<ul style="list-style-type: none"> <li>c. EDUC 401: Assistantship Seminar</li> <li>d. EDUC 402: Internship I Seminar</li> </ul> <p>3. Course Credits Changed</p> <ul style="list-style-type: none"> <li>a. ELED 495: 9 credits</li> <li>b. EDUC 401: 1 credit</li> <li>c. EDUC 402: 1 credit</li> </ul> <p>4. Course Descriptions Revised</p> <ul style="list-style-type: none"> <li>a. REED 425</li> <li>b. ELED 472</li> <li>c. EDUC 401</li> <li>d. EDUC 402</li> </ul> <p>5. Course Deletions</p> <ul style="list-style-type: none"> <li>a. EDUC 210: Educational Psychology</li> <li>b. EDUC 346: Educational Technology Lab I</li> <li>c. EDUC 447: Educational Technology Lab II</li> <li>d. EDUC 448: Educational Technology Lab III</li> <li>e. EDUC 405: Leadership</li> <li>f. EDUC 410: Teacher Intern Seminar: P-8</li> <li>g. EDUC 441: Classroom Discipline Strategies</li> <li>h. EDUC 444: Cooperative Learning Workshop Level I</li> <li>i. EDUC 403: Assessment and Management of Learning</li> <li>j. ELED 470: General Curriculum</li> <li>k. REED 422: Practicum in Reading Instruction</li> <li>l. REED 450: Classroom Techniques in Diagnosis and</li> </ul>		
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	Correction of Reading Difficulties		
<b>16-30 PASSED</b>	<p><b>The Department of Educational Professions requests the following:</b></p> <p><b>Elementary</b></p> <ol style="list-style-type: none"> <li>1. Update faculty listing</li> <li>2. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent</li> <li>3. Individualized specialization</li> <li>4. Phase statements</li> <li>5. Revision of major credit totals</li> <li>6. Concentrations <ol style="list-style-type: none"> <li>a. Course number corrections and Honors additions</li> <li>b. New courses as electives – MUSC 336; GEOG 110</li> <li>c. Admission change – ELED 472</li> </ol> </li> <li>7. Professional Sequence <ol style="list-style-type: none"> <li>a. Required credit number revised</li> <li>b. Course Title Change <ol style="list-style-type: none"> <li>i. ELED 307: Teaching Assistantship</li> </ol> </li> <li>c. New Courses <ol style="list-style-type: none"> <li>i. EDUC 401: Assistantship Seminar (1)</li> <li>ii. EDUC 402: Internship I Seminar (1)</li> </ol> </li> <li>d. Change in Credits <ol style="list-style-type: none"> <li>i. ELED 495: Internship II – 9 credits</li> </ol> </li> </ol> </li> <li>8. Graduation/Exit Requirements <ol style="list-style-type: none"> <li>a. Praxis II completion</li> </ol> </li> </ol>	<p><b>Rationale:</b></p> <p>Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p><b>Vote required; passed</b></p>

	b. Placement in intermediate grades 4-5		
<b>16-31 PASSED</b>	<p><b>The Department of Educational Professions requests the following changes for the Elementary/Middle School Education major:</b></p> <ol style="list-style-type: none"> <li>1. Update faculty listing</li> <li>2. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent</li> <li>3. Revision of major credit totals</li> <li>4. Specializations – All requirements now listed</li> <li>5. Professional Sequence <ol style="list-style-type: none"> <li>a. Required credit number revised</li> <li>b. Course Title Change <ol style="list-style-type: none"> <li>i. ELED 307: Teaching Assistantship</li> </ol> </li> <li>c. New Courses <ol style="list-style-type: none"> <li>i. EDUC 401: Assistantship Seminar (1)</li> <li>ii. EDUC 402: Internship I Seminar (1)</li> </ol> </li> <li>d. Change in Credits <ol style="list-style-type: none"> <li>i. ELED 495: Internship II – 9 credits</li> </ol> </li> </ol> </li> <li>6. Graduation/Exit Requirements <ol style="list-style-type: none"> <li>a. Praxis II completion</li> </ol> </li> </ol>	<p><b>Rationale:</b> Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<b>Vote required; passed</b>
<b>16-33 PASSED</b>	<p><b>The English Department requests the following:</b></p> <p>New Course: ENGL 493: The Shakespeare Festival (1-3 credits)</p> <p>Course Description:</p> <p>Supervised experiential-learning opportunity to participate in FSU's Shakespeare Festival. Experience</p>	<p><b>Rationale:</b> This course has been offered very successfully as an independent study during the past several years, drawing about 10-12 students each spring.</p>	<b>Vote required; passed</b>

	mentoring high school students in the community, helping them read, understand, and present an interpretation of a scene from Shakespeare. Repeatable for up to 9 credits. Spring. <i>Prerequisites: English 282 or 340, or permission of instructor; departmental approval.</i>	However, under the new workload policy, it can no longer be offered as an independent study for a group of students; it must be offered as a regularly-scheduled class.	
<b>16-34 PASSED</b>	<p><b>The International Studies Program requests the following:</b>  <b>Change to the requirements for the major</b>  [p.136-8 in the 2015-2017 catalog]</p> <p><b>1. Required Core Courses</b></p> <p>Current: (27 hours)  Proposed: (21 hours) – 7 courses  INST 150  INST 200  INST 491 ECON 201/211  GEOG 104/114 or GEOG 110 HIST 100/111 or HIST 114 MATH 109/110  POSC 113/114 or POSC 131  <b>ECON 202/212 [to be removed in proposed core]</b>  <b>INTR 330 [to be removed in proposed core]</b></p> <p><b>2. Additional courses [This section is where significant changes are proposed]</b>  Current: (21 hours)  Required: (15 hours)  ECON 309  GEOG 407  POSC 341  <i>and two of the following:</i>  INST 150  MDFL 111  SOCI 224  Elective Courses: (6 hours)</p> <p>Proposed: (21 hours – choose 7 courses from at least 3 disciplines in consultation with a student’s academic advisor) <b>[This list represents all the current courses available to INST students as electives in the major, either without a concentration or with.</b></p>	<p><b>Rationale:</b>  The proposed curriculum allows students and their advisors to develop an individualized educational experience for the INST major which will help students prepare for (or build on) a study abroad experience as well as provide them the background needed to pursue post-graduation career plans. It allows students to develop regional expertise which can add demand to upper-level regional courses in several departments across campus as well as courses in modern languages. Students with an interest in the environment or culture can develop a global perspective within this proposed curriculum. These changes create a flexible curriculum that is more in line with those available to other</p>	<b>Vote required; passed</b>

	<p><b>Additional courses are those with international emphasis.]</b>  <b>INST 490 [add]</b></p> <p><b>Requirements for International Politics Concentration</b>  Current: 1. Required Core Courses (27 hours)  1. Foreign Language (12-18 hours)  1. Additional Courses: (27 hours)  A. Required Courses: (18 hours)  POSC 250 or <b>GEOG 380 [to be removed]</b></p> <p>Proposed: 1. Required Core Courses <b>(21 hours – listed above)</b>  1. Foreign Language (12 hours)  1. Additional Courses: (27 hours)  A. Required Courses: (18 hours)  A. Elective Courses: (9 hours)  <b>INST 490 [add]</b></p> <p><b>Requirements for International Business Concentration</b>  Current: 1. Required Core Courses (27 hours)  1. Foreign Language (12-18 hours)  1. Additional Courses: (27 hours)  A. Required Courses: <b>(15 hours) [to be increased to 18 hours]</b>  B. Elective Courses: <b>(12 hours) [to be reduced to 9 hours]</b></p> <p>Proposed: 1. Required Core Courses <b>(21 hours – listed above)</b>  1. Foreign Language (12 hours)  1. Additional Courses: (27 hours)  A. Required Courses: <b>(18 hours)</b>  <b>INTR 330 [add]</b>  B. Elective Courses: <b>(9 hours)</b>  <b>INST 490 [add]</b></p> <p><b>Requirements for International Economics Concentration</b>  Current: 1. Required Core Courses (27</p>	<p>undergraduates in International Studies programs the U.S. and more firmly supports FSU's mission to "prepare leaders to meet the challenges of a complex and changing global society."</p> <p><b>Rationale:</b> GEOG 380 (Research Methods in Geography) is a heavily quantitative course which does not develop the types of skills most needed by professionals in the field of international politics. GEOG 380 also has a prerequisite (GEOG 275 Fundamentals of Geographic Data Handling) which adds unnecessary time toward completion.</p> <p><b>Rationale:</b> INTR 330 (International Business) was removed from the general required core for the major and therefore should be added as a required course for the International Business Concentration. In order to keep the Additional Courses in the concentration to 27 hours, the</p>	
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	<p>hours)</p> <ol style="list-style-type: none"> <li>1. Foreign Language (12-18 hours)</li> <li>1. Additional Courses: (27-28 hours) <ol style="list-style-type: none"> <li>A. Required Courses: (21-22 hours) [this number is incorrect in current catalog should be 18-19 hours]</li> <li>B. Elective Courses (6 hours)</li> </ol> </li> </ol> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <ol style="list-style-type: none"> <li>1. Foreign Language (12 hours)</li> <li>1. Additional Courses: (30-31 hours) <ol style="list-style-type: none"> <li>A. Required Courses: (21-22 hours) ECON 202/212 [add]</li> <li>A. Elective Courses (6 hours) INST 490 [add]</li> </ol> </li> </ol> <p><b>Requirements for International Development Concentration</b></p> <p>Current: 1. Required Core Courses (27 hours)</p> <ol style="list-style-type: none"> <li>1. Foreign Language (12 hours)</li> <li>1. Additional Courses: (27 hours) <ol style="list-style-type: none"> <li>A. Required Courses: (15 hours) INST 150 [to be removed]</li> <li>A. Elective Courses (12 hours)</li> </ol> </li> </ol> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <ol style="list-style-type: none"> <li>1. Foreign Language (12 hours)</li> <li>1. Additional Courses: (27 hours) <ol style="list-style-type: none"> <li>A. Required Courses: (15 hours) ECON 202/212 [add]</li> <li>B. Elective Courses (12 hours) INST 490 [add]</li> </ol> </li> </ol>	<p>required hours of electives was reduced from 12 hours to 9 hours since the addition of INTR 330 raised the hours of required courses from 15 to 18.</p> <p><b>Rationale:</b> Since ECON 202/212 (Principles of Economics: Micro) is being removed from the proposed required core of the major, it should be added to the required courses in the International Economics Concentration as it is a prerequisite for many upper-level ECON courses.</p> <p><b>Rationale:</b> Since ECON 202/212 (Principles of Economics: Micro) is being removed from the proposed required core of the major, it should be added to the required courses in the International Development Concentration as it is a prerequisite for the other required upper-level ECON courses. INST 150 is being removed to keep 3.A. at 15 credits.</p>	
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<p><b>16-35 PASSED</b></p>	<p><b>The Department of Music requests the following:</b>  Modifications to the Jazz Minor through the creation of two new courses. This will increase the credit total of the minor from 22 credits to 24 credits:</p> <ul style="list-style-type: none"> <li>II. New Courses <ul style="list-style-type: none"> <li>a. MUSC 215: Beginning Improvisation</li> <li>b. MUSC 216: Advanced Improvisation</li> </ul> </li> <li>III. Increase credits in Jazz Studies Minor <ul style="list-style-type: none"> <li>a. Add MUSC 215 and MUSC 216, 1 credit each</li> </ul> </li> </ul> <p><b>The Department of Music and the Department of Theatre &amp; Dance request the following:</b></p> <ul style="list-style-type: none"> <li>1. New Minor <ul style="list-style-type: none"> <li>a. Musical Theatre – co-sponsored and co-taught by the Department of Theatre &amp; Dance (already submitted to IPR for their October meeting)</li> <li>b. New Class: MUSC 412/THEA 412: History of Musical Theatre <ul style="list-style-type: none"> <li>i. Also seeking inclusion in GEP Group F – Identity &amp;</li> </ul> </li> </ul> </li> </ul>	<p><b>Rationale:</b>  Improvisation is a core skill for any jazz performer. However, the FSU Jazz Minor does not currently include courses where students receive any concentrated study on how to improvise. Students will benefit from concentrated instruction on improvisation that is directly transferable into other courses, private lessons, and continued study upon graduation. The Department of Music is proposing the creation of these two 1-credit courses and adding them to the minor to provide students with the appropriate instruction and skills in improvisation necessary to be successful in jazz performance. The total number of credits would move from 22 to 24, well within the number of credits offered in other minors at FSU.</p> <p><b>Rationale:</b> A Musical Theatre Minor will enable students to focus on a performance area that will require the application of new technologies in the fields of music,</p>	<p><b>Vote required; passed</b></p>
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	Difference (already submitted to UUCR for their October meeting)	theatre, and dance. Moreover, the addition of this minor will enhance recruitment and retention in both the Department of Music and the Department of Theatre and Dance. The new minor will provide students with direct, relevant instruction from all three programs in a collaborative, experiential learning environment.	
16-36  Passed pending correction to GOB160.  See discussion.	<p>The Department of Nursing requests the following changes: Nursing Department Policy Changes Reflected in the Catalog</p> <ul style="list-style-type: none"> <li>Students must complete their RN-BSN program within five years of initiation. This change is to reflect assessment data that showed a small percentage of students are not adequately progressing through their program. In order to ensure students time to completion is within a reasonable timeframe this new policy is being implemented within the Nursing department.</li> <li>Students must also receive a C or better in their chemistry course or have approval from the department chair.</li> <li>A new policy within the Nursing Department is the course repeat policy. This is identified in the catalog as a policy that impacts all upper division nursing requirements.</li> </ul>	<p><b>Rationale:</b> The requested changes for the Bachelors of Science in Nursing program are changes reflect course changes, new courses, new course descriptions, and new departmental policies.</p>	<p><b>Vote required; passed except for policy changes regarding time to completion and course repeat policies, which would differ from University-wide policies; this section will be sent to Academic Standards for review.</b></p>

	<p>New Course</p> <ul style="list-style-type: none"> <li>• Addition of GOB 160 to the possible chemistry courses that students may take to fulfill their General Education Program for a RN-BSN degree.</li> <li>• Nursing Elective NURS 410 Contemporary Psychiatric Nursing Practice</li> <li>• Nursing Elective NURS 412 Women's Health in Global Perspectives</li> </ul> <p>Change of Catalog Description</p> <ul style="list-style-type: none"> <li>• NURS 404 Nursing Informatics (Only course description not syllabi changes)</li> <li>• NURS 495 Population-Based Nursing Practice (Syllabus Included)</li> <li>• Nursing Preparation (page 129 catalog) has description changes to better inform students of the options they have to earn a nursing degree. The program coordinator name was also changed.</li> </ul> <p>Addition of Catalog page</p> <ul style="list-style-type: none"> <li>• Collaborative Bachelors of Science in Nursing option</li> </ul> <hr/> <p>SENATE DISCUSSION:</p> <p><b>Since this printing, the section under policy changes has gone to Academic Standards has been approved (the part under policy changes)</b></p> <p>GOB 160, listed under New Course, should actually be CHEM 150. This information is clarified in the final document. CHEM 150 is clarified in the</p>		
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	final document.		
16-37  <b>PASSED</b>  See discussion.	<p><b>The Department of Physics and Engineering requests the following:</b></p> <ul style="list-style-type: none"> <li>Change in Number (N)/ Title (T)/Credit ( C)  Physics 262, Principles of Physics II: <b><u>Thermodynamics</u></b>, Electricity and Magnetism (T)  Physics 264, Principles of Physics IV: <del>Thermodynamics</del> &amp; Modern Physics (T)  Physics 492 <b><u>Capstone</u></b> Senior Research &amp; Seminar (T)  ENEE 408, Capstone Design Project <b><u>for Electrical Engineers</u></b> (T)  ENME 410, <del>Fundamentals for Design and Engineering of Material Properties</del> <b><u>Capstone Design Project for Materials Engineering</u></b> (T)  ENES 491, Engineering Seminar (C)</li> <li>Change in Catalog Description (D)/Prerequisite (P)/Frequency (F)  Physics 262, Principles of Physics II: <b><u>Thermodynamics</u></b>, Electricity and Magnetism (D)  Physics 263, Principles of Physics III: Sound &amp; Light 4 c r. (D)  Physics 264, Principles of Physics IV: <del>Thermodynamics</del> &amp; Modern Physics (D)   ENEE 408, Capstone Design Project <b><u>for Electrical Engineers</u></b> (D) (P)  ENEE 475, Power Electronics (P)</li> </ul>	<p><b>Rationale:</b> Increasing the credits from 4 cr to 5 cr for PHYS 261 will allow the department to add a 2-hour recitation, along with the 6 hours of lecture/lab. The 8 total contact hours per week are necessary to ensure students learn the skills necessary to successfully complete PHYS 261, as well as the rest of the introductory physics sequence and physics/engineering programs.</p> <p>The title changes for PHYS 262 and 264 reflect reorganization of the introductory physics sequence. These changes are necessary to reduce the total number of credits taken by engineering majors in those programs: engineering majors will now be able to take PHYS 261-263 (13 credits) instead of the 15 credits required in the current PHYS 261-264 format. Additionally, these changes should allow the FSU physics courses to align more directly to physics courses from other</p>	<b>Vote required; passed</b>

	<p>ENES 401, Fundamentals of Energy Engineering (P)  ENME 400, Machine Design (D) (P)  ENME 410, <del>Fundamentals for Design and Engineering of Material Properties</del>  <u>Capstone Design Project for Materials Engineering</u> (D) (P)  PHYS 492, <u>Capstone</u> Senior Research &amp; Seminar (D) (P)</p> <p>ENES 491, Engineering Seminar (P)  PHYS 491, Seminar (P)</p> <p><u>1. ACTION: CHANGE IN NUMBER/TITLE/CREDIT</u>  PHYS 262, Principles of Physics II: <u>Thermodynamics</u>, Electricity, and Magnetism (Title)  PHYS 264, Principles of Physics IV: <del>Thermodynamics and</del> Modern Physics (Title)  PHYS 492 <u>Capstone</u> Senior Research &amp; Seminar (Title)  ENEE 408, Capstone Design Project <del>for Electrical Engineers</del> (Title)  ENME 410, <del>Fundamentals for Design and Engineering of Material Properties</del>  <u>Capstone Design Project for Materials Engineering</u> (Title)  ENES 491 Engineering Seminar <del>2</del> <u>3</u> crs. (Credit)</p> <p><u>2. ACTION: CHANGE IN CATALOG DESCRIPTION/ PREREQUISITE</u>  PHYS 262, PRINCIPLES OF PHYSICS II: <u>THERMODYNAMICS</u>, ELECTRICITY, AND MAGNETISM  PHYSICS 263, PRINCIPLES OF PHYSICS III: SOUND &amp; LIGHT  PHYS 264, PRINCIPLES OF PHYSICS IV: <del>THERMODYNAMICS &amp;</del> MODERN</p>	<p>institutions. The individual courses currently in the FSU introductory physics sequence do not align well with other institutions.</p> <p>ENME 410 and PHYS 492 are the respective capstone courses for students completing the Materials Engineering concentration and Physics major. Including “Capstone” in the title makes the role of ENME 410 in the Materials Engineering curriculum and PHYS 492 in the Physics curriculum clear.</p> <p>The title change for ENEE 408 makes it clear that it is the capstone for students in the Electrical Engineering Concentration.</p> <p>ENES 491 Seminar should only be offered as a 3 credit course.</p> <p><b>Rationale:</b> The catalog description changes for PHYS 262, 263, and 264 reflect reorganization of the introductory</p>	
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	<p>PHYSICS  ENEE 408, CAPSTONE DESIGN  PROJECT <u>FOR ELECTRICAL  ENGINEERS</u>  ENEE 475, POWER ELECTRONICS  ENES 401, FUNDAMENTALS OF  ENERGY ENGINEERING  ENME 400, MACHINE DESIGN  ENME 410, <del>FUNDAMENTALS FOR  DESIGN AND ENGINEERING OF  MATERIAL</del>  <del>PROPERTIES</del> CAPSTONE DESIGN  PROJECT <u>FOR MATERIALS  ENGINEERING</u>  PHYS 492, <u>CAPSTONE</u> SENIOR  RESEARCH &amp; SEMINAR</p> <p>ENES 491, ENGINEERING SEMINAR  PHYS 491, SEMINAR</p> <hr/> <p>SENATE DISCUSSION</p> <p>Some of the rationale has also changed. J. Odone can share this information if needed.</p> <p>PHYS 261 is not increasing from 4-5 credits. This was not intended to be a part of the proposal.</p>	<p>physics sequence. These changes are necessary to reduce the total number of credits taken by engineering majors in those programs: engineering majors will now be able to take PHYS 261-263 (13 credits) instead of the 15 credits required in the current PHYS 261-264 format. Additionally, these changes should allow the FSU physics courses to align more directly to physics courses from other institutions. The individual courses currently in the FSU introductory physics sequence do not align well with other institutions.</p> <p>The changes to ENEE 408, ENME 410, and PHYS 492 are motivated by the fact that capstone courses should not be repeatable. An independent study or a special project could be taken if that is the type of experience a student would like to have. These courses should also be taken in separate semesters since each is a time-intensive experience alone and difficult for</p>	
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		<p>students to complete simultaneously in the same semester; therefore, the descriptions are noting specifically that when a student takes one of the capstone courses, then the other two cannot be taken at the same time. Since the ENES 491 and PHYS 491 seminar courses are the respective fall prerequisites leading into the spring capstone courses for engineering and physics, the proposed description changes for ENES 491 and PHYS 491 also restrict taking both at the same time. The course description change for ENME 410 more accurately reflects the nature of the capstone experience for Materials Engineering students.</p> <p>The proposed changes for ENEE 475, ENES 401, and ENME 400 are simply clarifying enrollment requirements for those courses. The change to ENEE 475 provides flexibility for students enrolling from either the Electrical or</p>	
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		Materials Engineering concentrations. The addition of ENME 382 as a prerequisite for ENME 400 ensures students have the necessary background to fully understand and apply concepts in ENME 400.	
<p><b>16-38</b></p> <p><b>PASSED after a call to question.</b></p> <p><b>See discussion.</b></p>	<p><b>THE SGA requests the following:</b> To raise the current institutional credit hour limit from 17.5 to 18 credit hours.</p> <hr/> <p><b>SENATE DISCUSSION:</b></p> <p>The Student Government Association (SGA) representatives were praised for their efforts and the quality their work behind this proposal.</p> <p>The proposal is intended to bring Frostburg up to the same threshold as most other USM institutions.</p> <p><u><b>Q&amp;A &amp; Comments:</b></u></p> <p>* Q: Does this include 1st semester freshmen? A: They still must have a 3.0 incoming GPA.</p> <p>* Q: Will PAWS hold the student if they don't have 3.0? A: Students who are on probation/warning already have restrictions.</p> <p>* SGA students present noted that this is only a change of one half of a credit. They researched 31 other institutions of higher learning in the system. Of those 31, 27 have at at least an 18-hour credit limit. This puts FSU on par with the majority of USM schools.</p> <p>* Dr Tootoonchi: Students would not be able to register without their advisor</p>	<p><b>Rationale:</b> The SGA conducted a benchmarking analysis of peer or “like” institutions and found that most colleges or universities had an 18 hour threshold before entering “overload” procedural space The Academic Standards Committee approved this request believing that this would reduce time to graduation, improve retention, and reduce unnecessary paperwork at the advisor and Registrar levels.</p>	<p><b>Vote required; passed</b></p>



	<p>activating the registration.</p> <p>* Even if Senate does not approve this, it doesn't bar students taking over 17.5 credits with their advisor's approval.</p> <p>* From a recruiting/enrollment standpoint, we are not in line with the other institutions, this could affect enrollment decisions by students.</p> <p>* Q: Did SGA investigate whether schools charged per credit hour? A: Four universities had lower limits than FSU. Two of the four charged over that credit limit. Only 7 of the total 31 charged for credits over the max credit limit.</p> <p>* If 27/31 students trust their students, why can't FSU students handle it?</p> <p>* This could change the norm from 5 to 5 to 6 courses per semester. Time-to-degree is a dashboard indicator. It is als a revenue/cost concern.</p> <p>* Regarding the concern about students taking too much. Advising is on us to do a good/better job. They might not listen, but personal responsibility of students is a life lesson for them.</p> <p>* We should trust young adults to make a good decisions. There is still an escape mechanism, the withdrawal process.</p> <p>* There are merits to both sides. Preventing students on probation from taking more credits is not necessarily true. If a student is not on probation during registration, they can still register. (Students can be put on probation <u>after</u> they've already registered.)</p> <p>* Some students enroll in placeholders - preventing other students from enrolling. This might occur more often.</p> <p>Mike Flinn moved to call to question at this point, and the call to question passed.</p>		
<p>16-39</p> <p><b>PASSED with 1 opposed, pending</b></p>	<p><b>The Registrar's Office requests the following change:</b> "Completion of all semester credit ours beyond 90 credits at FSU except for up to seven credit hours following the"....."to Completion of all semester</p>	<p><b>Rationale:</b> This change will help clarify the requirements, since the Registrar's Office has been fielding increasing numbers</p>	<p><b>Vote required; passed</b></p>

corrections noted.	credit ours beyond 90 credits <b>from</b> FSU except for up to seven credit hours following the....."	of questions from students who have taken or plan to take classes online at other institutions while at FSU.	
See discussion.	<hr/> <b>SENATE DISCUSSION</b>  * The change in wording involving the use of the words "at" and "from" might not be sufficient to address this issue. * Essentially, the rule should be that a student <b>MUST</b> take 30 credits from FSU. * Correction needs to be made changing the word "ours" to "hours". This occurs twice in the above text.		

• **FCC 16-09(H): Student Evaluation Instrument PASSED**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-09(H)</b>  <b>PASSED</b>	<p>Student Evaluation Instrument</p> <p><b>Substantial (vote required)</b></p> <p>Amend the Student Evaluation Instrument to clarify that students who have withdrawn from a course are not eligible to complete the instrument for that course and to reincorporate language from Page A-23 and to explicitly include online courses and exclude courses with enrolments of 0 or 1.</p> <p>Add a provision that exceptions to the established Faculty Evaluation procedures must be reviewed and approved by FCC.</p> <p><b>Editorial (vote not required)</b></p> <p>Amend pages A-24 and A-29 to be</p>	<p>AIR has asked for guidance on administering the Student Evaluation of Instruction:</p> <ol style="list-style-type: none"> <li>Whether students who have withdrawn from a course should complete the instrument for that course.</li> <li>To which courses the instrument applies.</li> </ol> <p>Additionally, this item cleans up some old language inconsistent with FCC 15-20(H), which established the new Student Evaluation of Instruction Instrument.</p>	<b>Approved</b>  <b>Unanimous</b>

	consistent with FCC 15-20(H) and FCC 16-03(H) about the Student Evaluation Instrument.		
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- **FCC 16-11(H): Committee System Language  
PASSED**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-11(H)</b>  <b>PASSED</b>	<p>The Committee System</p> <p>Clarify/amend the section on Service on various types committees:</p> <ol style="list-style-type: none"> <li>1. Specify that faculty members can ordinarily only be elected/assigned serve on a maximum of either 1) one University Committee and one University Subcommittee or 2) two University Subcommittees. However, ex officio memberships would not count toward this total.</li> <li>2. Include the Faculty Ombudsperson Committee in the list of mutually exclusive mandated/adjudicative committee memberships.</li> <li>3. Clarify the language that specifies that the Vice-Chair and Secretary of the Senate shall not be assigned to any committees to refer only to University Committees (allowing these individuals to serve on other types of committees if eligible).</li> </ol>	The language in this section is inconsistent, and not reflective of current practice.	<b>Approved</b>  <b>Unanimous</b>

- **FCC 16-12(H) Elimination of Admissions/Financial Advisory Group  
PASSED**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-12(H)</b>  <b>PASSED</b>	<p>Admissions/Financial Aid Advisory Group</p> <p>Remove this advisory group from the Faculty Handbook.</p>	The Admissions/Financial Aid Advisory Group last met during Dr. Gira's Presidency (over 10 years ago). Its functions were absorbed into the Enrollment Management Committee.	<b>Approved</b>  <b>Unanimous</b>

- **FCC 16-13: Emeritus Nomination for Dr. Henry Bullamore  
PASSED**

Agenda Item	Summary	Proposal	Action
<b>FCC 16-13</b> <b>PASSED</b>	Emeritus Nomination for Dr. Henry Bullamore	Dr. Henry (Hank) Bullamore has been nominated for emeritus status by the Department of Geography. Dr. Bullamore has had a distinguished 31-year career at FSU. Among his many achievements include two Fullbright Scholar grants, the Faculty Achievement Award for Service, and the FSU Presidential Award. Dr. Bullamore was instrumental in the creation of a number of programs, including Urban and Regional Planning and Sustainability Studies, which he currently coordinates. He has served on Faculty Senate for 14 years, including as Chair of both the Faculty Concerns Committee and the Institutional Priorities and Resources Committee. His numerous other accomplishments are outlined in the letter from Geography.	<b>Approved</b> <b>Unanimous</b>

**To:** Dr. Benjamin Norris  
Chair, Faculty Concerns Committee

**From:** James C. Saku, Chair JCS  
Department of Geography

**Subject:** Nomination of Dr. Henry Bullamore for Professor Emeritus

**Date:** November 28, 2016

I am very pleased to inform you that at the October 2016 Department of Geography faculty meeting, it was unanimously agreed that Dr. Henry Bullamore be nominated for Emeritus Professorship when he retires at the end of 2016/2017 academic year.

Dr. Bullamore is in his 31<sup>st</sup> year of service to Frostburg State University and presently a Professor of Geography. He started teaching at this institution in fall 1986 and has contributed substantially to the planning profession, the Geography Department, Frostburg State University, and the Community. The highlights of his outstanding accomplishments include the following:

- Dr. Bullamore was awarded FSU Presidential Award in 2016 and Faculty Achievement Award in Service in 2000.
- Dr. Bullamore was instrumental in the creation of several programs at Frostburg State University including Urban and Regional Planning, International Studies, African American Studies and Sustainability Studies. He proposed and taught most of the upper level Geography courses for the Urban and Regional Planning Program.
- Dr. Bullamore has also held several administrative responsibilities at Frostburg State University. He served two-terms as the Chair of the Geography Department (1993-1999), Director of Research and Sponsored Programs (1987-1990) and Summer 2003, Interim Director of the Center for International Education (2004, 2007 and 2009), and Coordinator of Urban and Regional Planning and the Sustainability Minor.
- Dr. Bullamore was the founding Director of Research and Sponsored Programs, he took the first group of FSU students to China and coauthored the NSF proposal for the renovation of Gunter Hall that provided the largest federal grant to Academic Affairs.

- Dr. Bullamore was the recipient of two Fulbright Core Scholar grants to teach in Finland (2000) in the Department of Geography at Turku University and Japan (2008) in the Faculty of Economics at Tohoku University. He also successfully wrote a scholar in residence grant to bring a Fulbright faculty to the College of Education at FSU, Dr. Egon Hedegaard from Denmark and arranged for a short visit of a Fulbright Scholar from Ghana to FSU.
- Dr. Bullamore's service to the University is very impressive. He served on the Faculty Senate for fourteen years and had additional responsibilities as Secretary of the Senate, Chair of Faculty Concerns and Institutional Priorities and Resources Committees. He also served on the 2016 Middle States Steering Committee and as Co-Chair of a work group.
- Dr. Bullamore's Community and Outreach service includes over 20 years of service to the Cumberland Historic Preservation Commission, Board Member of the Foundation for Frostburg, Guest Lecturer for Princesses, Celebrity, Disney, and Royal Caribbean Cruise Lines, and Judge at the Maryland Geography Bee.
- Dr. Bullamore has served as a mentor to several students of the Geography Department. His contribution to the Urban and Regional Planning program is outstanding. Graduates of the program have gained employment in a variety of fields including Municipal and County Governments. Some students have gained admission into graduate school and performed very well.
- Dr. Bullamore has a strong support by the department for emeritus appointment. His service to FSU students, the University, and Community is remarkable.

- **FCC 16-14(H) Charter update for President's Advisory Council for Sustainability (PACS)**  
**PASSED**

<b>Agenda Item</b>	<b>Summary</b>	<b>Proposal</b>	<b>Action</b>
<b>FCC 16-14(H)</b> <b>PASSED</b>	President's Advisory Council for Sustainability (PACS)  Update the PACS charter and include it in the list of Standing Administrative Advisory Groups in Part C of the Faculty Handbook.	The charter of PACS has been updated in regards to clarification of some terminology, to reference new student groups, and to provide clarification on membership. Additionally, a new charge has been given to PACS – to advise on the use of the new sustainability fee.	<b>Approved</b>  <b>Unanimous</b>

- **GC 16-2: Proposed Changes in the Education Leadership Ed.D. Program**

## PASSED

Title	Executive Summary	Proposal
<p><b>GC 16-2</b> <i>Proposal for College of Education EDLP Changes</i></p> <p><b>PASSED</b></p>	<p><b>Executive Summary:</b></p> <ol style="list-style-type: none"> <li>1. Change of course EDLP 801 title from Cognition and Exceptionalities to Leadership in a Diverse Educational Environment</li> <li>2. Removal of the Reading Specialization courses due to lack of interest. Delete REED 732, 733, and 734.</li> <li>3. Streamline the research courses. EDLP 808 will be an overview research course and candidates will take that first. EDLP 806 will focus on quantitative statistical tools. EDLP 807 will focus on qualitative tools of research. EDLP 900 will focus on developing proposals, basic research topics, qualitative and quantitative methodologies and how to array the data when analyzed.</li> <li>4. Change of a course title from "Strategic Planning and Data-Driven" to "Strategic</li> </ol>	<p><b>Passed:</b></p> <ol style="list-style-type: none"> <li>1. Delete REED 732,733 and 734 – This specialization was deleted in 2013 due to low enrollment. Courses no longer needed.</li> <li>2. Change title and description of EDLP 801 – The focus on cognition and exceptionalities in leadership is changing to a focus on leadership in the planning for, development and implementation of strategies which address current and future issues in education that are related to diversity and exceptionalities.</li> </ol> <p><b>Current Catalog:</b> EDLP 801 Cognition and Exceptionalities 3 cr. A review of human cognition and learning theory and the array of exceptionalities present in a student population, with a focus on the connection between cognitive development and learning needs. Variable</p> <p><b>New Title and Description:</b> EDLP 801 Leadership in a Diverse Educational Environment Understanding the necessity to lead planning and implementation of strategies to address current and future issues related to diversity and exceptionalities in educational institutions. Variable</p> <ol style="list-style-type: none"> <li>3. Change in Course description for EDLP 806, 807, 808, and 900 to reflect what is being taught in the course.</li> </ol> <p><b>Current Catalog:</b> EDLP 806 Educational Research I 3 cr. Descriptive statistics through analysis of variance, with an emphasis on applicability in the field. Variable. EDLP 807 Educational Research II 3 cr. Advanced quantitative methods and qualitative statistical processes. The practical use of Action Research will be examined. Variable. EDLP 808 Applying Theory and Research to Practice 3 cr. A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual's dissertation study. Variable. EDLP 900 Capstone Seminar 3 cr. A focus on the prospectus, with the completion of the introduction, literature review and research question; and the selection, presentation, and approval of the prospectus by the end of the course. Grade P/N Variable.</p> <p><b>New Descriptions:</b> EDLP 806 Educational Research I 3 cr. Variable Understanding the tools of quantitative statistical analysis, how to interpret the results, and how to array the findings in a meaningful way. Variable EDLP 807 Educational Research II 3 cr. Variable Using the tools of qualitative research methods to create meaningful</p>

	<p>Planning and Data-Informed Decision-Making" for EDLP 840.</p> <p>5. Creation of an Independent Study course EDLP 799 for candidates that need to take additional credits in the doctoral program to continue enrollment.</p>	<p>data, how to interpret the results, and how to array the findings in a meaningful way. Variable</p> <p>EDLP 808 Applying Theory and Research to Practice 3 cr. Variable Understanding the terminology and conceptual underpinnings of scholarly research.</p> <p>EDLP 900 Capstone Seminar 3 Cr. Variable</p> <p>A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual's dissertation study. Emphasis on Using the FSU style guide and APA manual to format the writing. 3 cr. Variable.</p> <p><b>4. Old Title</b> EDLP 840 Strategic Planning and Data-Driven Decision-Making 3 cr. variable</p> <p><b>New Title:</b> Change Title EDLP 840 Strategic Planning and Data-Informed Decision-Making 3 cr. variable</p> <p><b>5. Creation of new course EDLP 799</b> - Independent Study 3 credits. Repeatable</p> <p>Students who enter into dissertation who must be enrolled for more than 6 credit hours to qualify for full-time graduate study and students who would like to supplement their learning through independent study for various reasons currently have no course options in the program. The addition of this independent study will satisfy this option.</p> <p><b>Course Description:</b> Focused study in the doctoral candidate's dissertation interest. Repeatable. Prerequisite: approval of Program Coordinator.</p>
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- **IPR 16-01: Resource portions of the Nurse Practitioner Program Note: This is a modification to GC 16-1**  
**Amended proposal passed (see discussion below).**

At the December 7, 2016 Faculty Senate, GC 16-1, the academic portions of the proposal for the Nursing Department's Nurse Practitioner Program with two possible concentrations, was approved. Although previously approved by Graduate Council, it should have also been reviewed by IPR before being brought to Faculty Senate.

IPR approved the proposal with three modifications agreed to by the Nursing Department:

- Lines 960-961 - The verbiage about the doctoral program will be removed.
- Lines 1055-1058 adding if a specialized faculty is necessary then a request will be made for a *"part-time contractual"*
- A separate statement, NOT to be included with the formal proposal, addressing a raised concern that if there is a funding shortfall, the proposal returns to IPR

The key point is the understanding, and if approved, the requirement that if there is a funding shortfall (i.e., grants not approved, etc.) that the difference is not simply made up from FSU general resources, but instead the program would need to be reviewed again by IPR with this significant change in university resources included.

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## SENATE DISCUSSION

Mike Flinn noted that he has received a modified document, and that we could either wait until next month to approve or approve it conditionally.

It was moved and seconded that we amend the proposal to say that this is contingent on IPR receiving the updated proposal.

Doris Santamaria Makang noted that it is important to have updated information for the Board of Regents (BOR), because we need a clear strategy on what will be done if grant requests are not funded. Without this information, BOR might not approve the proposal. However, Mike noted that the changes that appear on the modified document are minimal changes. Because of this, Dr. Santamaria Makang said that she is okay with senate approving the proposal conditionally.

Motion to approve the proposal predicated on IPR receiving the changes: PASSED

Amended proposal: PASSED

## **Vote Not Required:**

- **None**

VII. NEW BUSINESS  
A. As Needed

VIII. ADJOURNMENT

Meeting adjourned at 5:50 pm.