

# Faculty Senate Newsletter

Volume 21 Number 7.  
MARCH 2017

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## Chair's Report to the Faculty Senate.

### Elections:

On Thursday evening (March 27) Ben Norris was elected by acclamation as our next Chair of Faculty and Chair of Faculty Senate! Congratulations Ben, and congratulations to all of us, as there is not a harder worker who is more aware of the key issues facing us as we move forward. As chair of FCC these past few years, and through his membership on other key committees, he has been on the ground floor of the major positive changes we have made. I hope everyone will join me in a heartfelt offering to Ben of our full support and hard work to continue to make sure FSU grows and evolves into the best University it possibly can be.

As nominations for the Senate are currently taking place, I really want to encourage people to seriously consider running. As I shared in past reports, we have clearly shown how the Senate can be the catalyst for positive growth. Once the Senate elections are completed, the final set of elections, Committees and Sub-committees, will take place. So, if you decide not to run for Senate, then please look at which committee you may be interested in serving on. We grow best when the widest range of voices are heard. Also I will soon be sending out an email asking for volunteers for two ad hoc committees.

Many people have asked me what I will be doing next year when I am no longer Chair. My first answer is typically that I will be going to way fewer meetings! But I plan to stay active, and you may see my name on the ballot for the 3<sup>rd</sup> round of elections, Committees and Subcommittees, in the coming weeks.

### Middle States:

Last Thursday the Middle States Team also visited us. While we did not hear everything that we were hoping to hear, I do want to give a shout out to Evan Offstein and everyone who worked so hard on the General Education Program and its assessment. It is humbling the amount of work so many people put into this, and there is no way I could write about this without thanking both the departments that took part in the assessment and the members of the General Education Program Review Committee (GEPRC). They were clearly very impressed with the work we have done.

### Liz Throop:

Also on Thursday and Friday (Thursday was a busy day!!!) our soon-to-be Provost was in town. She reached out to faculty and we had a small early morning breakfast meeting, where she got to meet and interact with some of our faculty who are very involved in the shared governance system. It was a wonderful meeting and it says a lot that our new Provost wanted to meet with faculty many months before she will be starting the position.

### Strategic Planning Task Force:

On Friday (finally something that happened not on Thursday!) we had another full day meeting, which included about 20 people from outside the university. We continue to make great progress, but you will be hearing much more about this from the president and the Task Force's Co-Leaders.

### Best of All:

Sunday, April 2 ... Major League Baseball's opening day!!!!

Mike

**Next Senate Meeting.**

- A. **Future Faculty Senate Meetings (Date, Time, Room)**  
 May 3, 2017                      4:00    Atkinson Room, Lane Center
  
- B. **Future Faculty Assembly Meetings (Date, Time, Room)**  
 Meeting #3                      TBA

**Faculty Senate Agenda.**

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

Atkinson Room, Lane Center

- II. APPROVAL OF THE MINUTES:  
 Faculty Senate Minutes of March 1, 2017 (Separate Blue Packet)
  
- III. ANNOUNCEMENTS:
  - A. **Future Faculty Senate Meetings (Date, Time, Room)**  
 May 3, 2017                      4:00    Atkinson Room, Lane Center
  
  - B. **Future Faculty Assembly Meetings (Date, Time, Room)**  
 Meeting #3                      TBA
  
- IV. REPORTS & INFORMATION:
  - A. Chair’s Report (Pages 12-13)
  - B. AAC Report (Pages 13-20)
  - C. FCC Report (Pages 20-23)
  - D. GC Report (Pages 23-25)
  - E. IPR Report (Pages 25-26)
  - F. CUSF Report (Page 27)
  - G. Administrators Reports
  - H. Questions for Administrators
  
- V. OLD BUSINESS:  
**Supporting Documents for all AAC, GC, or FCC proposals can be found at**  
<U:\AAC\Senate> or <U:\GC\Senate Items> or <U:\Faculty Concerns Committee\AY 13-14 - to Senate>

**Vote Required:**

- AAC 17-10

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

<p>17-12</p>	<p><b>The Department of Geography requests the following:</b></p> <p>1) This proposal seeks to add additional elective choices to the Environmental Science Concentration, Earth Science, by nine courses to the elective options.</p> <p>2) This proposal seeks to increase the number of credit hours for GEOG 317 Principles of Geographic Information Science from 3 to 4 credits.</p> <p>3) New Course</p> <p style="padding-left: 40px;">a. CHEM/GEOG 341 Introduction to Geochemistry</p> <p style="padding-left: 40px;">b. Changes of Catalog description  GEOG 441 Soil Analysis  GEOG 476 Fluvial and Coastal Geomorphology  GEOG 482 Senior Project (I)  GEOG 483 Senior Project (II)</p>	<p><b>Rationale:</b> 1) As currently structured, the Environmental Science Concentration within the Earth Science major is a bit restrictive with respect to the options available to students following that program, particularly in Group IV Advanced Human Systems.</p> <p>2) The field of Geographic Information Science (GIS) has rapidly expanded over the past 2 decades. As a result, the ability to adequately cover appropriate material in GEOG 317 is hampered by only having 2 lecture periods per week. By increasing the lecture meetings from 2 hours to 3 hours per week, an effective increase of 14 hours per semester will be added to the class, enabling a more complete coverage of important concepts</p>	<p><b>Vote Required</b></p>
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	<p>c. <del>Program or Substantial Modification to Program</del></p> <p>1.1 <del>New Geochemistry Minor</del></p>	and on-going developments in the rapidly expanding applications-oriented field.	
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• ACC 17-14

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

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

Agenda Item	Summary	Proposal	Action
<b>FCC 16-07(H)</b>	Proposed revisions to Sabbatical PRL procedures	Amend the FSU Sabbatical Procedures for Teaching Faculty and Professional/Research Leave (PRL) Procedures for Library Faculty: <ol style="list-style-type: none"> <li>1. <i>Specify that sabbatical/PRL applications must include materials which shall provide the basis for evaluating the sabbatical/PRL.</i></li> <li>2. <i>Clarify the format of the sabbatical/PRL report and add Department/Library and Dena/Library Director to the list of recipients to facilitate evaluation of the sabbatical/PRL</i></li> <li>3. <i>Specify how a sabbatical/PRL is evaluated through the Faculty Evaluation procedure vis-à-vis the sabbatical/PRL report.</i></li> <li>4. <i>Specify consequences for failing to submit a sabbatical/PRL report:</i> <ol style="list-style-type: none"> <li>a. <i>A rating of 0(zero) for the sabbatical/PRL in the Faculty Evaluation</i></li> </ol> </li> </ol>	<b>Approved as Amended Unanimous</b>

		b. <i>Ineligibility for further sabbaticals/PRLs</i>	
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• **FCC 16-16**

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

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

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

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

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

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

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

Cc: file

• **FCC 16-18(H)**

<b>FCC 16-18(H)</b>	Replace existing mandatory reporting statement with new one that includes Title IX language	Amend SSC 16-01(H) and FCC 16-05(H) to update mandatory reporting language on syllabus	<b>Approved Unanimous</b>
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10. All syllabi must include a clear statement explaining that instructors are mandatory reporters of child abuse **and of gender-based harassment, misconduct, and violence**. The following is the suggested statement, though instructors may adjust it as long as it remains consistent with state law and FSU policy:

**REPORTING OF CHILD ABUSE:**

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

**CONFIDENTIALITY & MANDATORY REPORTING**

Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student's experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University's Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University

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

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

• **IPR S17-01**

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

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

• **AAC-17-09**

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

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

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

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

• **FCC 16-17A**

<b>FCC 16-17a</b>	The new student evaluation instrument provides an opportunity to revise the instructions sent to student	Revise the instructions provided in the online survey to emphasize the value of the process to the student, the instructor, and the university.	<b>Approved Unanimous</b>
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• **GC 16-3 & GC 16-14**

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

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

VI. NEW BUSINESS

VII. ADJOURNMENT

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## Committee Reports

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

**Attending:** Travis English, Chair; Gerald Snelson, Vice Chair; JoAnna Shore, Secretary; Hongqi Li; Stefanie Hay; Nazanin Tootoonchi; Gerald Venezia; Jodi Ternent representing the Registrar’s Office; Melody Kentrus representing UUCR; 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:** Dwane Dean representing the College of Business, Phillip Allen representing Geography, Sally Boneice representinc History, Michael Matthias representing Philosophy, Diane Blankenship representing Kinesiology and Recreation

- I. Call to order at 4:04
- II. 2/8/2017 minutes were approved.
- III. Reports:
  - a. Office of the Provost/Academic Standards Committee-Dr. Doris Santamaria-Makang: A report from Academic Standards has been provided. ASC is discussing how best to enforce workshop attendance for students on academic probation. The committee has also discussed the zero-credit course policy; any existing zero-credit courses need to be changed. The committee will seek the council of the Deans on this issue.
  - b. Dean’s Council-Dr. Joe Hoffman: A.I.R. is working on developing a workload calculator to be added to PAWS; this will streamline the process.
  - c. Registrar’s Office-Ms. Jodi Ternent: No report; provided a list of existing zero-credit courses as part of the discussion today.
  - d. [UUCR](#)-Dr. Melody Kentrus: Approved Theatre and Dance changes to capstone courses that were already approved by AAC last month.
  - e. AAC Chair-Dr. Travis English: No report
- IV. New Business

17-09	<p><b>The Department of Accounting requests the following:</b></p> <p>In the transition from 2011-13 to 2013-15 undergraduate catalogs, the pre-requisite of a grade of “C” or better in ACCT 212 was inadvertently omitted from the course description for ACCT 315 – Cost Accounting. The Accounting Department wishes re-instatement of the pre-requisite.</p>	<p><b>Rationale:</b> The requested change is to correct an unintentional error in the catalog. When a math course pre-requisite was added to ACCT 315 for the 2013-2015 catalog, the ACCT 212 pre-requisite was unintentionally dropped.</p>	<p><b>No Vote Required</b></p>
17-10	<p><b>The College of Business Requests the following:</b></p> <p>The College of Business wishes to “switch” the required communication course in the core curriculum for all CoB majors (Accounting, Business Administration, and the Business Economics concentration in Economics) from CMST 102, Introduction to Human Communication, to CMST 122, Introduction to Public Speaking.</p> <p>Additionally, the CoB wishes to change the labeling of the core curriculum in the undergraduate catalog from “Common Body of Knowledge (CBK)” to “Core” and also</p>	<p><b>Rationale:</b> Students in CMST 102 only present two speeches while students in CMST 122 make four required speech presentations. The course content and skill building in CMST 122 more closely aligns with</p>	<p><b>Vote Required</b></p>



	<p>to change “FSUBusiness” to “College of Business” for consistency with other College of Business communications.</p> <p>Also, we wish to delete the descriptor for FINA 370 (“for BUAD majors”) as it is listed in the core curriculum because, following the 2016 catalog update, FINA 370 is now the required core finance course for all CoB majors (including Accounting majors as well as Economics majors concentrating in Business Economics).</p>	CoB needs than CMST 102.	
17-11	<p><b>The Department of Management requests the following:</b></p> <p>The Department of Management proposes to change the course catalog description for MGMT 310 – Career and Professional Development II.</p>	<p><b>Rationale:</b> The increasingly global nature of business suggests that business professionals now need an understanding of different cultures in order to be adequately prepared for their job. Therefore, the Department of Management proposes to add “cultural intelligence” content to an existing course required for all College of Business majors, MGMT 310. Although several other required courses for business majors include content on managing a business across different cultures, discussion of this topic in MGMT 310 will occur at the case study level and be integrative of prior</p>	<b>No Vote Required</b>

		<p>coverage in other courses. This higher-level perspective of the topic is consistent with the 70 credit hour prerequisite for MGMT 310.</p> <p>Adding cultural intelligence content to the course supports FSU undergraduate institutional learning goal #5 which is “appreciation of cultural identities.”</p>	
17-12	<p><b>The Department of Geography requests the following:</b></p> <p>1) This proposal seeks to add additional elective choices to the Environmental Science Concentration, Earth Science, by nine courses to the elective options.</p> <p>2) This proposal seeks to increase the number of credit hours for GEOG 317 Principles of Geographic Information Science from 3 to 4 credits.</p> <p>3) New Course</p> <p style="padding-left: 40px;">a. CHEM/GEOG 341 Introduction to Geochemistry</p> <p style="padding-left: 40px;">b. Changes of Catalog description</p>	<p><b>Rationale:</b> 1) As currently structured, the Environmental Science Concentration within the Earth Science major is a bit restrictive with respect to the options available to students following that program, particularly in Group IV Advanced Human Systems.</p> <p>2) The field of Geographic Information Science (GIS) has rapidly expanded over the past 2 decades. As a result, the ability to adequately cover appropriate material in GEOG 317 is hampered by only having 2 lecture periods per week. By increasing the lecture</p>	<p><b>Vote Required</b></p>

	<p>GEOG 441 Soil Analysis  GEOG 476 Fluvial and Coastal Geomorphology  GEOG 482 Senior Project (I)  GEOG 483 Senior Project (II)</p> <p><del>c. Program or Substantial Modification to Program</del>  <del>1.2 New Geochemistry Minor</del></p>	<p>meetings from 2 hours to 3 hours per week, an effective increase of 14 hours per semester will be added to the class, enabling a more complete coverage of important concepts and on-going developments in the rapidly expanding applications-oriented field.</p>	
17-13	<p><b>The Department of History requests the following:</b></p> <p>4. New Course  a. HIST 434 Women in the United States</p> <p>5. Change of Title and Description  a. HIST 461 Colonial America, 1607-1763 (to Colonial North America, 1492-1754)  b. HIST 462 Revolutionary America, 1763-1789 (to Revolutionary America, 1755-1799)  c. HIST 463 The Age of Jefferson and Jackson, 1789-1848 (to The Early American Republic, 1800-1848)</p> <p>6. Change of Description  a. HIST 409 World Environmental History  b. HIST 464 The Civil War and Reconstruction, 1849-1877  c. HIST 467 The U.S. in the 20<sup>th</sup> Century, 1945-Present</p>	<p><b>Rationale:</b> Updates based on current teaching practices and curriculum offerings in the department.</p>	<p><b>No Vote Required</b></p>
17-14	<p><b>The Department of Philosophy requests the following:</b></p> <p>6. Change of Existing Program Requirements  a. Philosophy Major  b. Philosophy Minor</p>	<p><b>Rationale:</b> The proposed new program requirements are the product of a yearlong discussion and have</p>	<p><b>Vote Required</b></p>

	<p>7. New Courses</p> <ul style="list-style-type: none"> <li>a. PHIL 100 Critical Thinking</li> <li>b. PHIL 310 Classics of Western Philosophy</li> <li>c. PHIL 498 Practicum in Philosophy</li> </ul> <p>8. Number Changes for Existing Courses</p> <ul style="list-style-type: none"> <li>a. PHIL 201 Ethics → PHIL 301 Ethics</li> <li>b. PHIL 205 Logic → PHIL 300 Logic</li> </ul> <p>9. Change of Catalog Descriptions</p> <ul style="list-style-type: none"> <li>a. PHIL 201 Ethics → PHIL 301 Ethics</li> <li>b. PHIL 205 Logic → PHIL 300 Logic</li> <li>c. PHIL 492 Internship Project in Philosophy</li> </ul> <p>10. Delete Courses</p> <ul style="list-style-type: none"> <li>a. PHIL 202 History of Philosophy: Ancient and Medieval</li> <li>b. PHIL 203 History of Modern Philosophy</li> </ul>	<p>the unanimous support of the philosophy department's faculty. They are informed by:</p> <ol style="list-style-type: none"> <li>1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic program review (2015),</li> <li>2) the philosophy program's ongoing assessment of student learning, and</li> <li>3) a review of philosophy program requirements at numerous peer institutions. This revised curriculum is wholly consistent with the American Philosophical Association's <i>Statement on the Philosophy Major</i>, which serves as the program's primary external benchmark</li> </ol>	
17-15	<p><b>The Department of Kinesiology and Recreation requests the following:</b></p> <p><b>II. Community Program Delivery Concentration (27 hours)</b></p> <p>B. Recreation: (12 hours)</p> <p><i>Select four of the following:</i></p> <ul style="list-style-type: none"> <li>RECR 100 Leisure and the Diverse American Culture (GEP Group F)</li> <li>RECR 221 Introduction to Therapeutic Recreation</li> <li>RECR 321 Therapeutic Recreation Practices and Procedures</li> <li>RECR 384 Special Event Management</li> <li>RECR 393 History and Philosophy of Outdoor Recreation</li> <li>RECR 394 Environmental Interpretation</li> <li>RECR 480 Field Experience in Recreation and Parks (3 credits)</li> <li>ASI 110 Backcountry and Outdoor Living Skills*</li> </ul>	<p><b>Rationale:</b> The RPM program is undergoing changes in number of faculty, enrollment numbers in classes, and number of collaborative relationships. The proposed changes are to achieve two purposes:</p> <ol style="list-style-type: none"> <li>1. To reflect the discontinuation of the CCBC program</li> <li>2. To accurately reflect the courses and the new plan of offering courses</li> <li>3. To reflect the discontinuation of the Health Promotion Minor due to Susan Gray's retirement</li> </ol>	<b>Vote Required</b>

<p>B. Psychology: (6 hours)  PSYC 150 General Psychology (GEP Group D)  PSYC 210 Child Development  or PSYC 212 Adolescence and Adulthood</p> <p>C. Sociology: (6 hours)  SOCI 100 Intro. to Sociology (GEP Group D)</p> <p>And one additional SOCI course at the 200 level or above.</p> <p>D. Communications Studies: (3 hours)  <i>Select one of the following:</i>  CMST 102/112 Introduction to Human Communications  CMST 122 Introduction to Public Speaking  CMST 215 Small Group Communication</p> <p><b>Adventure Sports Concentration (side bar):</b></p> <ul style="list-style-type: none"> <li>• The adventure sports concentration is a collaborative program between Garrett College and Frostburg State University.</li> <li>• Student can enroll in this program at Frostburg State University and take adventure sports courses at Garrett College, complete their first two years at Garrett College and then transfer to FSU.</li> <li>• Students who complete the Adventure Sports Concentration are eligible to receive an AAS in Adventure Sports at Garrett College.</li> <li>• Legal residents of South Carolina, Virginia and West Virginia may complete a recreation and parks management degree (adventure sports concentration only) at Maryland resident tuition rates through the SREB Academic Common Market (see Admissions section of the catalog)</li> </ul>	<p>These changes are to most efficiently and effectively utilize the available faculty resources and classes to better serve the students within the program and to aid in recruitment and retention in the program. In addition, the proposed changes will prevent overburdening the remaining faculty with overloads and the use of adjuncts to teach core classes. The limitation of faculty resources with a retirement and other obligations has left the department with only three full time faculty to manage and conduct an undergraduate program and graduate program.</p>	
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	<p><b>Therapeutic Recreation Concentration (side bar):</b></p> <ul style="list-style-type: none"> <li>The therapeutic recreation concentration prepares you to sit for the National Council for Therapeutic Recreation Certification Exam.</li> </ul> <p><b>IV. Therapeutic Recreation Concentration (41-44 credits)</b></p> <p><b>B. Complete a 560-hour consecutive internship</b> under both NCTRC-certified site and internship supervisors.</p> <p><b>B. Recreation Courses: (15 hours)</b>  RECR 221 Introduction to Therapeutic Recreation  RECR 321 Therapeutic Recreation Practices and Procedures  RECR 421 Client Assessment and Evaluation in Therapeutic Recreation  RECR 422 Administration and Supervision of Therapeutic Recreation  RECR 423 Advanced Facilitation Methods for Clinical and Community Setting in Therapeutic Recreation</p> <p><b>C. Anatomy and physiology: (4 hours)</b>  BIOL 211 Essentials of Anatomy and Physiology</p> <p><b>D. Abnormal psychology: (3 hours)</b>  PSYC 317 Abnormal Psychology</p> <p><b>E. Human Growth and Development through the life Span: (3-6 hours)</b>  PSYC 208 Introduction to Lifespan Development or PSYC 210 Child Psychology and PSYC 212 Adolescence and Adulthood</p> <p><b>F. Human Services and Related Biological and physical Sciences: (16 hours)</b>  BIOL 149 General Biology I (GEP) (4)  PSYC 150/151 General Psychology(GEP)</p> <p><i>Select 3 courses from:</i>  BIOL 202 Anatomy and Physiology II  PHEC 303 Biomechanics for Exercise Science  PSYC 213 Psychology of Adjustment  PSYC 250 Death and Dying  PSYC 318 Social Psychology</p>		
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	PSYC 404 Psychology of Exceptional Children PSYC 409 Human Learning and Cognition PSYC 410 Introduction to Counseling PSYC 489 Child and Adolescent Disorders SOCI 100 Introduction to Sociology (GEP) SOCI 200 Social Problems SOCI 203 Sociology of Deviant Behavior SOCI 340 Criminology SOCI 442 Juvenile Delinquency SOCI 468 Sociology of Later Life		
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I. Adjournment at 5:45

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

## Faculty Concerns Committee Report to the Faculty Senate

The Faculty Concerns Committee (FCC) met March 8, 2017 and approved the minutes of the February 8, 2017 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 had a presentation from AIR about application of the workload policy in fall 2016. Examples of workload calculations highlighting confusing issues in the policy were also presented.

**B. Academic Department Chairs Council.**

R. Larivee reported that the Chairs Council has proposed to alter the workload policy to allow standard workload to be defined as 24 workload units.

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

K. Hall reported that CUSF has been discussing shared governance. They are discussing a tool called “SLACK” that would facilitate communication between faculty members from different

institutions. Additionally, faculty evaluations were discussed, with the position of USM that these are the purview of academic departments.

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

No report.

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

N. Buta reported that the Subcommittee finished discussion on FCC 16-07(H). 35 applications for development grants were received. The Subcommittee still plans to move forward on electron applications.

**F. Faculty Handbook Subcommittee.**

D. Moorehead reported that the Subcommittee has reviewed recent FCC proposals to ensure consistency. Some discussion followed on the procedure for updating the Faculty Handbook over the summer.

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
FCC 16-07(H)	Proposed revisions to Sabbatical PRL procedures	Amend the FSU Sabbatical Procedures for Teaching Faculty and Professional/Research Leave (PRL) Procedures for Library Faculty: <ol style="list-style-type: none"> <li>11. <i>Specify that sabbatical/PRL applications must include materials which shall provide the basis for evaluating the sabbatical/PRL.</i></li> <li>12. <i>Clarify the format of the sabbatical/PRL report and add Department/Library and Dena/Library Director to the list of recipients to facilitate evaluation of the sabbatical/PRL</i></li> <li>13. <i>Specify how a sabbatical/PRL is evaluated through the Faculty Evaluation procedure vis-à-vis the sabbatical/PRL report.</i></li> <li>14. <i>Specify consequences for failing to submit a sabbatical/PRL report:</i> <ol style="list-style-type: none"> <li>a. <i>A rating of 0(zero) for the sabbatical/PRL in the Faculty Evaluation</i></li> <li>b. <i>Ineligibility for further sabbaticals/PRLs</i></li> </ol> </li> </ol>	<b>Approved as Amended Unanimous</b>



**New Business:**

<b>Agenda Item</b>	<b>Summary</b>	<b>Proposal</b>	<b>Action</b>
<b>FCC 16-15</b>	Review of student evaluation exemption requests	Department chairs have provided a list of courses to be exempted from the standard student evaluation instrument, which are to now be a standing list of rules for AIR to implement.	<b>Approved as amended 10 For; 1 Against</b>
<b>FCC 15-16</b>	Emeritus nomination for Dr. Daniel Plucinski	The Department of Marketing and Finance has nominated Dr. Daniel Plucinski for emeritus status. Dr. Plucinski has been teaching at FSU since and has taught courses in accounting and business law, and his teaching style is both high quality and loved by students. He advises in the Marketing and Global Business concentrations and also does transfer advising. His scholarly work has been published in multiple venues. He has been active in shared governance, serving on Faculty Senate, the Faculty Concerns Committee, and the Faculty Grievance Committee in addition to department and college committees.	<b>Approved Unanimous</b>
<b>FCC 16-17</b>	Faculty Assembly has charged FCC to discuss a number of strategies to improve the response rate.	Discussion – Student Evaluation Instrument response rate	<b>No action taken</b>
<b>FCC 16-17a</b>	The new student evaluation instrument provides an opportunity to revise the instructions sent to student	Revise the instructions provided in the online survey to emphasize the value of the process to the student, the instructor, and the university.	<b>Approved Unanimous</b>
<b>FCC 16-18(H)</b>	Replace existing mandatory reporting statement with new one that includes Title IX language	Amend SSC 16-01(H) and FCC 16-05(H) to update mandatory reporting language on syllabus	<b>Approved Unanimous</b>

The next meeting of the FCC will be April 12, 2017 at 4 PM in room 109 of the Lane Center.  
Respectfully submitted,  
Benjamin N. Norris, Chair

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

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

### **Reports**

GC Chair’s report – We continue to have a generally light Fall semester. There are only two curricular proposals on the March agenda. GA policy, particularly contract ending dates, continue as discussions. Provost’s Advisory Council Report – There have been no meetings of PAC this semester.

Office of Graduate Services Report – Enrollment continues to be a concern in most graduate programs.

**Old Business:**

Continued discussion on GA policies, particularly regarding contract ending dates, which remain unresolved. A fact finding mission is being undertaken to try to solve this issue prior to semester end.

Update regarding the previous announcement of alignment of all online graduate level programs to a possible 7-week term was reiterated that ONLY FULLY ONLINE GRADUATE programs are covered by the approval of 7-week terms due to the requirements of consistent university dates and policies across all programs.

**New Business:**

The following proposals were discussed and approved by the Graduate Council:

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

<p><b>GC 16-4</b> <i>Proposal for</i> NURS course description and name changes</p>	<p>The requested changes for the Master of Science in Nursing program are updates to course descriptions and changes to select course names. The reason for the changes at this time is to align the current graduate program with the newly proposed Nurse Practitioner program. Four of the current graduate nursing courses will be used as core courses in the Nurse Practitioner program so the changes in course descriptions are to align with the student learning goals within the NP program. Course name changes and descriptions to other courses are requested to better reflect the course. A new course syllabus was created for the NURS 603 Roles and Issues in Advanced Practice course as it had major changes to the course. All other courses with course description changes did not have changes to student learning objectives or major assignments, syllabi are not attached for these courses.</p>	<p><b>Passed:</b>  <b>1.</b> Change title and description of:  NURS 603 Roles and Issues in Advanced Practice  to:  NURS 603 Roles and Issues in Advanced Practice Nursing  <b>2.</b> Change title and description of:  NURS 691 Administration – Practicum I  to:  NURS 691 Current Trends in Nursing Administration  <b>3.</b> Change title and description of:  NURS 692 Education – Practicum I  to:  NURS 692 Current Trends in Nursing Education  <b>4.</b> Change title and description of:  NURS 694 Administration – Practicum II  to:  NURS 694 Nursing Administration Practicum  <b>5.</b> Change title and description of:  NURS 695 Education – Practicum II  to:  NURS 695 Nursing Education Program  <b>6.</b> Catalog Descriptions were changed for the following courses: NURS 504/NURS 603/NURS 605/NURS 610/NURS 612/NURS 691/NURS 692/NURS 694/NURS 695/NURS 700</p>
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Next Graduate Council Meeting is scheduled for Monday April 10, 2017. ***Proposals for catalog changes are due on Monday, April 3, 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.

IPR convened on March 13, 2017 at 4:00pm in Gira 155

### Attendance

All Present

### General Comments

There were no proposals to review for March 2017. There was a PowerPoint presented at Workload Subcommittee at the end of February which was shared with IPR.

PACIE – Yeah, I missed that meeting this month. I sincerely apologize, it is just a very busy semester.

## **Proposal Reviews**

*None*

## **Other**

### *Change to IPR Membership*

IPR was asked to review the IPR membership. It was conveyed to IPR that some members of the committee, specifically those whom are not tenured, may not fully express their views with a representative of the Provost office present. Several options were discussed including: *hybrid*-provost comes to each meeting and reports, then leaves, *do-noting* - we change nothing, and finally, *changing the wording* to “Inviting the Provost to attend as needed.”

After considerations were discussed, a motion was made to change the membership of IPR from requiring the Provost to be in attendance, to inviting the Provost to attend when needed. For example, when there is discussion about the budget which directly impact the faculty, PIN positions, and new programs. The committee decided that the Provost should be invited to the first meeting of the new academic year in September.

**Old Wording:** Provost or designee (nonvoting)

**New Wording:** Provost or designee (nonvoting), invited as needed

***Vote Required: Unanimous***

### *3-Year Program Review*

The committee review and refined the form for the 3-year program review process. M. Flinn will send out the form to Dual Elementary/Middle School Program and the Minor in Jazz Studies. IPR will ask a representative to complete the form and invite the representative to the April IPR meeting to discuss the status of the program. The discussion should not last more than 15-20 minutes. D. Murphy will work with AIR to obtain quantitative data about each program. IPR will report its finding to the Provost.

## **Future Business**

- a. April - We will be looking at the programs approved in 2012-2013: *Dual Elementary/Middle School Program, Minor in Jazz Studies*
- b. Review of the current wording for banked merit. M. Murtaugh will provide a starting point for revising the current wording of the policy. Discussion is sure to be lively.
- 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 5:16pm- still late, but it is getting better!

On this snowy day,

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

<b>IPR - S17-01</b>	<b>IPR Requests the following:</b>	<b>Rationale:</b>	<b>Vote Required</b>
	<p><i>Change to IPR Membership-</i></p> <p><b>Old Wording:</b> Provost or designee (nonvoting)</p> <p><b>New Wording:</b> Provost or designee (nonvoting), invited as needed</p>	<p>IPR explored a concern were some members of the committee, specifically those whom are not tenured, may not fully express their views with a representative of the Provost office present.</p>	

## CUSF Report to the Faculty Senate

This report combines both my reports for March and April. It covers CUSF's activity since January 22nd, the submission of the last report. Since the end of January, CUSF has had two ExCom meetings and two Council meetings. The March Council Meeting occurred at the University of Baltimore (UB) and the March meeting occurred at UMUC in Largo, Maryland. The following are a sampling of the activities conducted by CUSF since the last report.

- **February 16th Meeting** – CUSF held their February meeting in the Aneglos Law Center at the University of Baltimore.
- **Chairman Brady** – Chairman Brady of the Board of Regents visited the faculty at the February meeting at UB and had an excellent conversation with faculty. The primary focus was the role of the university in the 21st century with an emphasis on free speech. It was a good dialogue.
- **March 15th Meeting** – CUSF held their March meeting at UMUC. Due to the snow storm, it was an abbreviated agenda. The major focus of the meeting was on developing action items and an agenda of items for next year.

- **Advocacy Day** – Working with Sytem, the student and staff Councils, Andy Clark, and Patrick Hogan, System sponsors Advocacy Day during the Legislative session. Advocacy Day occurred on February 28th. It is difficult to assess its impact. However, at lunch, I was sitting next to one of the Legislators. The Chancellor made his appearance. It did not go unnoticed. The Legislator was positively impressed and noted such. Although it is anecdotal evidence, it suggests a successful event.
- **BOR Meeting** – The BOR has gone to a consent agenda. This has freed up time for discussions and presentations. At the recent BOR meeting at Shady Grove on February 17th, the first educational forum was on free speech. The presenter was Dr. Williams from the Galston, Brookings Institute. It was a lively and good discussion.

Respectfully Submitted: March 23, 2017  
 Robert B. Kauffman, Ph.D.  
 Chair, Council of University System Faculty

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## Faculty Senate Minutes.

FACULTY SENATE MINUTES  
 March 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, G. Venezia, A. Shah, H. Li, S. Brill, S. Hay, G. Wood, M. Michael, J. Dunmyre, J. Shore, N. Tootoonchi, M. Ramspott, J. Nichols, M. Flinn, B. Norris, J. Odone, M. Murtagh, L. Hartman

Excused: John Lombardi

Absent:

Meeting commenced at 4:06 pm.

### VIII. APPROVAL OF THE MINUTES:

Faculty Senate Minutes of February 1, 2017 (Separate Blue Packet)  
 MINUTES PASSED

IX. ANNOUNCEMENTS:

A. **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

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

Meeting #3                      TBA

- Last week (Feb. 22, 2017) We held a faculty assembly on student evaluations.. This involved brainstorming ways to increase the response numbers. Our previous method with paper & pencil had a 79% response rate, and the last round of electronic evaluations had a 45% response rate. This is pretty good compared to other schools, but we would like to improve this. Thank you for being a part of this discussion.

X. REPORTS & INFORMATION:

A. Chair's Report (Page 15)

- Please get involved! Those around the table who are finishing the 2nd year of their first term. Please consider running for Senate again. This reduces the lost knowledge. Everybody has to rotate off at some point, and as a result, institutional knowledge can get lost. For example, there has recently been discussions about frustration with the workload compensation package that faculty cannot volunteer for classes. That issue was what actually initiated the workload changes. Guidelines were not being consistently followed, and faculty were not being appropriately compensated. It is important have people on hand who know the back story.
- Question from Dr Tootoonchi: Did a faculty member really teach a class with 80 students with no compensation? MM: Yes AT: Why didn't they bring it up to somebody? MM: Speaking for several examples, there could be several reasons. They know that their department chair knows. There is a perception that everyone already knows. This came up when MM met with departments. Non-tenured faculty fear that they will look like they're not a team player. This then becomes a part of the culture of the department. AT: It is not just wrong but unethical. Something wrong in one corner of the university affects all of us. Why are we imposing this on the whole university because of something a few departments did? Some faculty gain satisfaction from volunteering. It would be better to fix the department rather than the whole university. MM: This was more than one department or one person, but one example of many people who taught many classes without being compensated. If it is wrong for a faculty member not to be compensated for one course in one department, it is wrong for all faculty in all departments. Also, the idea that people cannot volunteer is incorrect. For example, faculty volunteer for senate, committees, and other volunteer work. Faculty just cannot volunteer to teach a course without compensation. This creates the culture that allowed it to take place. This policy only covers full-time faculty. Deans and administrators can still volunteer. AT: For the sake of transparency, can AT have names? (At this point, 3 senators volunteered information. Two senators said that they had not been being paid for overload and only now were paid for thesis and independent studies in Fall

and Spring semesters. Another anecdote of an adjunct who left after her pay was cut because a class which had room for 65 students only had 48 registered.) MM: Administrators have commented on this happening in the past as well. Summing up: Please consider running again. It might have been Jefferson who said, "Don't take down a fence until you know why it was put up."

- B. AAC Report (Pages 16-28)
- C. FCC Report (Pages 29-31)
- D. GC Report (Page 31)
- E. IPR Report (Pages 32-34)
- F. CUSF Report (Page 34)
- G. Administrators Reports

Tom Bowling for President Nowaczyk

- Ron is in Annapolis providing legislative testimony on our operating budget. Later this month he will be testifying on the capital budget in which we are requesting additional planning money for education health sciences building. We want to make sure it is kept in the budget.
- The Middle States Monitoring Report has been sent. Thanks from Ron to everyone who was involved, including Mike Murtagh, GEP Review Committee, department chairs. Thanks as well for the work on Standard 7 by almost all of the administrative directors. Huge thank you to Sara-Beth and her team and Evan Offstein.
  - Feelings about the report are positive.
  - Small team will be on campus March 30 & 31. March 30 will be the exit briefing with the President, and everything else will be on March 31.
  - The report is online, through the Assessment & Institutional Research (AIR) page.
  - We don't yet know the schedule of the visitors from Middle States. It is possible that they may want to meet with a group of senators, so please keep the date in mind in case you're called for meetings.
  - It is important to demonstrate familiarity with the monitoring report, including the issues that led to the warning, but also the significant progress that has been made.
  - Sara-Beth requested that we please read the report, which will be open for a week for feedback. It includes an action plan including sustainability plan for general education (Appendix Y). Thanks to Mike Murtagh and Justin Dunmyre for help with this.
- Strategic Planning. We will be holding our vision conference on March 31. At our Sense-Making workshop in January, six broad themes emerged: (1) institutional promotion, (2) academic excellence, (3) student experience, (4) facilities & resources, (5) organizational culture, and (6) regional outreach and community engagement. Concept papers are being developed. These will form much of the work for the vision conference. The final step will be a goals conference on April 28.



- There were a number of subcommittees formed at the last University Advisory Council dealing with: (1) parking & student concerns (mostly student concerns, but others as well), (2) chalking policy, and (3) policy on memorials and artwork displayed on campus.
- There has been a lot of focus on enrollment concerns and implications on budget. A new initiative is the “Admitted Student Day” on April 8.
- Greg Wood has asked for information in any individual who is a member of Phi Kappa Phi. He has been asked to set up a chapter. The initial group forming the chapter should include faculty who are Phi Kappa Phi alums. If you are interested, email [gwood@frostburg.edu](mailto:gwood@frostburg.edu).
- Last night, a Town Hall moderated by Tim Magrath. It focused on thoughts and feelings of our students post-election. We would have been very proud of the civility in the room and active desire to gain further insight into perspectives of those whom they vehemently disagree. They showed a sincere desire to take other perspective. The importance of information literacy for evaluating news sources was stressed. Students made references to how their perspectives have been informed by their classes, particularly political science and philosophy. This serves as a reminder that we have some great students.

Dr. Tootoonchi

- This will be the first time that we hold an admitted student orientation program. The three deans will ask admissions office for a list of students who have applied to FSU and check-marked a major as their area of interest, but have not yet paid their deposit. Each college will send a letter to these students, invite to an "Admitted Student Orientation". This will be almost a full day of activities. An outline is already prepared an outline which will provide for engagement of students and parents with deans, chairs, and faculty members. This is planned for April 8. We hope that this will have a good impact for enrollment for next year.
- Evan Offstein was able to obtain blanket approval from IRB for all data that he and the faculty and chairs were able to collect for assessment of the general education program. We obtained blank approval from IRB for the purpose of giving faculty members an opportunity to do research on assessment of the general education program. If you are interested, the data will be available on one of the network drives. However, if interested, contact Jason Draper at AIR, ask for permission for access.
- With a special thanks to Dr. Natalia Buta and Dr. Lisa Simpson, the Council on Accreditation of Parks, Recreation, Tourism and Related Professions voted unanimously to reaffirm accreditation of Parks and Recreation Management until 2022.
- Dean of College of Education, Dr. Roger Dow, retired in Nov 2016. Dr. Clarence Golden has been serving as Dean without an Associate Dean. Dr. Golden will retire on July 1. We will find an interim dean with a background in education from registry.com. Registry.com is a firm that provides vita on retired administrators. The plan is to bring in an Interim Dean a month before Dr. Golden's retirement begins.

- Presidents Experiential Learning Enhancement Fund (PELEF) is available for faculty members proposing projects for students. This year \$35,000 was made available.

College	Amount Allocated	# Projects	# Faculty	# Students
COB	\$6,000	2	4	20
COE	\$5,705	4	5	115
CLAS	\$23,275	15	19	300
Totals		21	28	435

#### H. Questions for Administrators

- Ben Norris encouraged faculty to attend the mini-conference on assessment. Ben will be present as part of the Institutional Review Board (IRB) on when you will need to consult the IRB.
- Dr. Tootoonchi reminded faculty that \$1,000 available from the General Education Review Committee for assessment-related projects. (Up to committee how that money will be distributed.) MM: Please send the completed forms to Mike. He hasn't received any applications, yet.
- Q: Regarding Dr. Golden's retirement, what was the reason behind the delay and the decision to use Registry.com versus going ahead with a national search? AT: The President was not sure about how to approach it, and which approach would be the most efficient. He also wanted to initiate the search under the leadership of the new Provost.
- In addition to the monitoring report that was emailed to the entire campus, Evan produced a printed version of a supplement. It was also emailed to Sean McKitrick who was impressed. The summary of the monitoring report is 20 pages long, and the entire report is 85 pages.

#### XI. OLD BUSINESS:

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

### Vote Required:

- **AAC 16-32  
PASSES**

<b>16-32 PASSES</b>	The Department of Biology requests the following:  1. Addition of BIOL 401:	<b>Rationale:</b> See justifications below each	<b>Vote Required; approved</b>
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	<ul 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> </ul> <ul style="list-style-type: none"> <li>2. Addition of BIOL456 (Advanced Microscopy) to the list of options in category 3: <ul 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> </ul> </li> <li>3. Elimination of MATH 210 as an option: <ul 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> </ul> </li> <li>4. Typographical changes to faculty and reflects achieved promotions/etc.</li> </ul> <p><b>Biology (minor)</b></p> <ul style="list-style-type: none"> <li>1. Addition of BIOL456 (Advanced Microscopy) to the list of options in category 2: <ul 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> </ul> </li> <li>2. Exclusion of BIOL 401 as an option in category 2: <ul 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> </ul> </li> </ul> <p><b>Biology (Pre-Health option)</b></p> <ul style="list-style-type: none"> <li>1. Addition of BIOL 401: <ul 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> </ul> </li> </ul> <p><b>Biology – Molecular Biology concentration</b></p> <ul style="list-style-type: none"> <li>1. Only typographical changes</li> </ul> <p><b>Biology – Environmental Sciences concentration</b></p> <ul style="list-style-type: none"> <li>1. Elimination of MATH 103 as an option: this class is no longer offered</li> </ul> <p><b>Interpretive Biology and Natural History</b></p> <ul style="list-style-type: none"> <li>1. Addition of CHEM 150 as alternative CHEM requirement:</li> </ul>	<p>item on the left.</p>	
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	<p>a. This additional option allows students more flexibility in completing the requirements.</p> <p>2. Changes reflect the course numbering changes we are proposing.</p> <p><b>Ethnobotany</b></p> <p>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.</p> <p>2. Addition of CHEM 150 as alternative CHEM requirement:</p> <p>a. This additional option allows students more flexibility in completing the requirements.</p> <p>3. Changes reflect the course numbering changes we are proposing.</p> <p><b>Forestry (minor)</b></p> <p>1. Changes reflect the course numbering changes we are proposing.</p> <p><b>Wildlife/Fisheries</b></p> <p>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)</p> <p>2. Addition of BIOL 402 as option for elective: This will give students more freedom and flexibility.</p> <p>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.</p> <p>4. Changes reflect the course numbering changes we are proposing.</p>		
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- **AAC 17-01 through ACC 17-08**  
**ALL PASS, AAC 17-06 Passes as amended (suspended instead of deleted).**

<b>17-01 PASSES</b>	<p>The Department of Kinesiology requests the following change to the Exercise &amp; Sports Science program:</p> <p>7. Change in Existing Program's Requirements</p> <p>a. Add EXSS 315, Nutrition for the Physically Active, to</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</p>	<p><b>Vote Required; approved</b></p>
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	the major requirements for EXSS majors.	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.	
17-02 PASSES	<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- Diversity and Social Justice in Education (3) Add EDUC 325- Technology Education (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 PASSES	<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>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 PASSES	<p><b>The Department of Educational Professions requests the following changes be made to the P-12 Art program:</b></p>	<b>Rationale:</b> 1. EDUC 310 better prepares pre-service teacher candidates to work in diverse 21 <sup>st</sup> century classrooms.	<b>Vote Required; approved</b>

	<ol style="list-style-type: none"> <li>1. 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>. This new course will address diversity standards for accreditation.</li> <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>This 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>	
<p>17-05 PASSES</p>	<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> </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</li> </ol>	<p><b>Vote Required; approved</b></p>

	<p>8. Change in Existing Program's Requirements</p> <ol style="list-style-type: none"> <li>a. Computer Information Systems</li> <li>b. Computer Science</li> <li>c. Information Technology</li> </ol> <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 style="text-align: center;">or</p> <p><a href="#">SCIA 120 Introduction to Secure Computing and Information Assurance</a></p> <p>12. Change COSC 470 to Electives.</p> <p>13. Remove ITEC 462 from Computer Security Track requirement.</p>	<p>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 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 See discussion notes in</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><u>DISCUSSION</u></p> <p>Background information: The original proposal was requesting the deletion of a major. After review and approval by AAC and IPR, we</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><b>column 2.</b></p> <p><b>PASSES as amended.</b></p>	<p>learned that a program cannot be deleted if it still has students. We need to ask to suspend, rather than delete, the program.</p> <p>Chair entertained an amendment that instead of being deleted, it be suspended.</p> <p>Passes as amended.</p>		
<p><b>17-07 PASSES</b></p>	<p><b>The Department of Music requests the following changes:</b></p> <p>I. Change Course Title, Credits, &amp; Course 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>	<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 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</p>	<p><b>Vote Required; approved</b></p>

	<p>e. Remove MUSA 104 &amp; 105 (Class Piano I &amp; II) from the list of options for Supplementary Requirements</p> <p>f. Change required instruction in Diction from one 2-credit lecture (MUSC 210) to two 1-credit labs (MUSC 210 and MUSC 211).</p> <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>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 the department feels this revamped course should now be required of the Vocal Performance majors. <i>Proposed change:</i> Remove the foreign language option for completing the concentration. <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</p>	
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	<ul style="list-style-type: none"> <li>o. MUSA 111: Class Guitar I</li> <li>p. MUSA 112: Class Guitar II</li> <li>q. MUSA 208: Class Instruments II: Woodwinds</li> <li>r. MUSA 209: Class Instruments III: Brass</li> <li>s. MUSA 311: Class Instruments IV: Percussion</li> </ul>	<p>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 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>	
<b>17-08 PASSES</b>	<b>The Department of Theatre and Dance requests the following changes:</b> <b>1. New Course Proposals</b>	<b>Rationale:</b> 1. Theatre and Dance proposes these courses to remedy a loop-hole in graduation requirements	<b>Vote Required; approved</b>

	<p>a) THEA 102 Shop Practicum</p> <p>b) THEA 103 Front of House Practicum</p> <p>c) THEA 105 Performance Practicum</p> <p><b>2. Capstone Changes</b></p> <p>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</p> <p>b) <u>CUT</u> THEA 492 Internship Project from Theatrical Studies capstone</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>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 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</p>	
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	<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>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> </ul>	<p>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 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</p>	
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	<p style="text-align: center;">ix. THEA 465 Projects in Theatrical Design</p> <p>5. Delete the following courses from catalog</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. Change of title for Design/Technology track</p> <ul style="list-style-type: none"> <li>• <u>CHANGE</u> title of Design/Technology track to Design and Technology</li> </ul>	<p>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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- **FCC 16-10a and 16-10b  
PASSES**

Agenda Item	Summary	Proposal	Action
<p><b>FCC 16-10</b> <b>(Parts a &amp; b voted on as one unit.)</b> <b>PASSES</b></p>	<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</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></p>	<p><b>Approved Unanimous</b></p>

	<p>useful (for example when staffing courses that are orphans having no home department, e.g. AAST 200).</p> <p>5. Ideas to increase participation.</p>	<p>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>
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## Vote Not Required:

- **None**

### XII. NEW BUSINESS

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

- **Background information:**
  - We used to have many certificate programs, but then there were some changes in Federal standards. One interpretation said that to have a certificate program, we needed to follow up with people years after they were finished. Departments began changing certificates to emphasis. However, emphases do not show up on transcripts. It is useful to have this information in the system so that it can be discussed with students during advising. Recently some of this information was taken off of PAWS. If you're in a department with an emphasis that was removed, you can call Jodi Ternent to get it put back on.
  - Part of the concern is that students often think they are getting more from an emphasis than they are. They are actually getting faculty's judgment that the classes are good to take to be knowledgeable in a particular area. They are not getting anything on paper or on their transcript, and this has caused some confusion.
    - For example, Psychology Dept. provides an addiction certificate. Maryland can provide state certification to work in addictions with a Bachelor's Degree, but the department is struggling with it not showing up anywhere.
  - Minors are problematic because they are limited to 24 credits.
  - For a concentration, there is a minimum of 24, but can have more.
- Q: Why can't emphasis be placed on a transcript? MM: Doesn't know. SBB: It might be because of limited information allowed on the transcript. Sara-Beth will verify this with Jay.
- Doris Santamaria Makang: A plus of a concentration is that it appears in transcripts, and it is listed in the Maryland inventory of all programs. The minor is not listed.
- Q: Isn't the minor also listed on transcript? DSM: Yes, but not in the inventory. Comment: Students like credentials on their transcripts

- Computer Science used to have many certificates. They were originally used for adult/continuing education, but we had very low participation? Has anybody else had certificates with high enrollment? SBB: Most certificates had under 10, addictions had more. Mike Flinn: Computer Science has been talking with Math about a possible minor between disciplines. Computer Science is also open to working with other departments.
  - Erica Kennedy and biology have created animal behavior minor which is collaborative. It is the fourth most popular minor. It worked out to have it as a minor.
  - A strategic planning theme has been lack of communication, particularly between departments. This is a way to break down walls. It is good for the students to have different perspectives.

### XIII. ADJOURNMENT

Adjourned at 5:07 pm.