

Faculty Senate Newsletter

Volume 19 Number 5.
January 2017

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Chair's Report to the Faculty Senate.

February 1, 2017

Welcome Back to Spring! (Just do not look outside)

I trust everyone enjoyed my holiday gift of not sending any "all Faculty" and "all Staff" emails during the break! Now, to continue this good will, this report will be very short.

Given that our first Senate meeting takes place only 3 days into the semester, there is not much to share. So some quick updates:

1. Provost: As all are aware, we have completed our work in hiring a new Provost: Dr. Elizabeth Throop (Welcome Liz!).
2. Strategic Planning: The Strategic Planning Task Force continues its hard work and I believe the Co-Chairs will be sending out a more complete update on those activities.
3. General Education: At the last Faculty Senate meeting, the Charter for the new permanent General Education Review Committee was approved. Also approved was the final version of the table all sections of all GED courses must include (it shows the students which General Education Learning Objects the class will introduce, emphasize, and/or reinforce). The use of this table began Spring 2017, and is to continue for all future semesters. Thus all those who teach GED courses in the Fall, will need to add this table to their syllabi as well.
4. The Faculty Senate will be talking more about the compromise negotiated concerning the compensation for under-enrolled overload courses, which I shared in my last "all Faculty/all Staff" email at the end of the Fall Semester. What I shared is in effect for this Spring semester; if anyone feels they are not being compensated according to the agreement, please talk with your Department Chair. If you still have concerns after that, please contact me.
5. Finally, the best news of all, in just 18 days as of this writing, pitchers and catchers report to spring training!!!!

Well that is it; I told you I would keep it brief! Hope we all have a great semester!!!

Mike

Next Senate Meeting.

March 1, 2017

4:00 Atkinson Room, Lane Center

Faculty Senate Agenda.

- I. APPROVAL OF THE MINUTES:
Faculty Senate Minutes of December 7, 2016 (Separate Blue Packet)
- II. ANNOUNCEMENTS:
- A. **Future Faculty Senate Meetings (Date, Time, Room)**
- | | | |
|---------------|------|----------------------------|
| March 1, 2017 | 4:00 | Atkinson Room, Lane Center |
| April 5, 2017 | 4:00 | Atkinson Room, Lane Center |
| May 3, 2017 | 4:00 | Atkinson Room, Lane Center |
- B. **Future Faculty Assembly Meetings (Date, Time, Room)**
- | | |
|------------|-----|
| Meeting #2 | TBA |
| Meeting #3 | TBA |
- III. REPORTS & INFORMATION:
- A. Chair's Report (Page 20)
 - B. AAC Report (Pages 21-38)
 - C. FCC Report (Pages 39-43)
 - D. GC Report (Pages 43-45)
 - E. IPR Report (Pages 46-48)
 - F. CUSF Report (Page 48-49)
 - G. Administrators Reports
 - H. Questions for Administrators
- IV. OLD BUSINESS:
- Supporting Documents for all AAC, GC, or FCC proposals can be found at**
<U:\AAC\Senate> or <U:\GC\Senate Items> or <U:\Faculty Concerns Committee\AY 13-14 - to Senate>

Vote Required:

- AAC 16-28-31; 16-33-39

16-28	<p>The Department of Educational Professions requests the following:</p> <p>Early Childhood/Elementary</p> <ol style="list-style-type: none"> 1. Update faculty listing 2. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent 3. Revision of major credit totals 4. Specialization <ol style="list-style-type: none"> a. ECED 150 and ECED 293 – Concurrent with Phase I 5. Professional Sequence <ol style="list-style-type: none"> a. EDUC 335 listed under Phase I b. Required credit number revised c. Course Title Change <ol style="list-style-type: none"> i. ELED 307: Teaching Assistantship d. New Courses <ol style="list-style-type: none"> i. EDUC 401: Assistantship Seminar (1) ii. EDUC 402: Internship I Seminar (1) e. Change in Credits <ol style="list-style-type: none"> i. ELED 495: Internship II – 9 credits 6. Graduation/Exit Requirements <ol style="list-style-type: none"> a. Praxis II completion b. Placement in intermediate grades 4-5 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>
16-29	<p>The Department of Educational Professions requests the following:</p> <p>Phase Requirements</p> <ol style="list-style-type: none"> 1. Corrections of typographical errors 2. Inclusion of Math Core Skills in grade requirement (C or better) 3. Inclusion of “concentration” where specialization is mentioned 4. Admission requirements for PDS/Internship I <p>Course Descriptions</p> <ol style="list-style-type: none"> 1. Course Descriptions added <ol style="list-style-type: none"> a. EDUC 333, EDUC 372, EDUC 340, EDUC 440 2. Course Title Changed <ol style="list-style-type: none"> a. EDUC 422: Leadership Seminar: P-9 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>

	<ul style="list-style-type: none"> b. ELED 307: Teaching Assistantship c. EDUC 401: Assistantship Seminar d. EDUC 402: Internship I Seminar <p>3. Course Credits Changed</p> <ul style="list-style-type: none"> a. ELED 495: 9 credits b. EDUC 401: 1 credit c. EDUC 402: 1 credit <p>4. Course Descriptions Revised</p> <ul style="list-style-type: none"> a. REED 425 b. ELED 472 c. EDUC 401 d. EDUC 402 <p>5. Course Deletions</p> <ul style="list-style-type: none"> a. EDUC 210: Educational Psychology b. EDUC 346: Educational Technology Lab I c. EDUC 447: Educational Technology Lab II d. EDUC 448: Educational Technology Lab III e. EDUC 405: Leadership f. EDUC 410: Teacher Intern Seminar: P-8 g. EDUC 441: Classroom Discipline Strategies h. EDUC 444: Cooperative Learning Workshop Level I i. EDUC 403: Assessment and Management of Learning j. ELED 470: General Curriculum k. REED 422: Practicum in Reading Instruction l. REED 450: Classroom Techniques in Diagnosis and Correction of Reading Difficulties 		
16-30	<p>The Department of Educational Professions requests the following: Elementary</p> <ul style="list-style-type: none"> 1. Update faculty listing 2. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent 3. Individualized specialization 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>

	<ol style="list-style-type: none"> 4. Phase statements 5. Revision of major credit totals 6. Concentrations <ol style="list-style-type: none"> a. Course number corrections and Honors additions b. New courses as electives – MUSC 336; GEOG 110 c. Admission change – ELED 472 7. Professional Sequence <ol style="list-style-type: none"> a. Required credit number revised b. Course Title Change <ol style="list-style-type: none"> i. ELED 307: Teaching Assistantship c. New Courses <ol style="list-style-type: none"> i. EDUC 401: Assistantship Seminar (1) ii. EDUC 402: Internship I Seminar (1) d. Change in Credits <ol style="list-style-type: none"> i. ELED 495: Internship II – 9 credits 8. Graduation/Exit Requirements <ol style="list-style-type: none"> a. Praxis II completion b. Placement in intermediate grades 4-5 		
16-31	<p>The Department of Educational Professions requests the following changes for the Elementary/Middle School Education major:</p> <ol style="list-style-type: none"> 1. Update faculty listing 2. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent 3. Revision of major credit totals 4. Specializations – All requirements now listed 5. Professional Sequence <ol style="list-style-type: none"> a. Required credit number revised b. Course Title Change <ol style="list-style-type: none"> i. ELED 307: Teaching Assistantship c. New Courses <ol style="list-style-type: none"> i. EDUC 401: Assistantship Seminar (1) ii. EDUC 402: Internship I Seminar (1) 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>

	<p>d. Change in Credits</p> <p>i. ELED 495: Internship II – 9 credits</p> <p>6. Graduation/Exit Requirements</p> <p>a. Praxis II completion</p>		
16-33	<p>The English Department requests the following:</p> <p>New Course: ENGL 493: The Shakespeare Festival (1-3 credits)</p> <p>Course Description:</p> <p>Supervised experiential-learning opportunity to participate in FSU’s Shakespeare Festival. Experience mentoring high school students in the community, helping them read, understand, and present an interpretation of a scene from Shakespeare. Repeatable for up to 9 credits. Spring. <i>Prerequisites: English 282 or 340, or permission of instructor; departmental approval.</i></p>	<p>Rationale: This course has been offered very successfully as an independent study during the past several years, drawing about 10-12 students each spring. However, under the new workload policy, it can no longer be offered as an independent study for a group of students; it must be offered as a regularly-scheduled class.</p>	<p>Vote required; passed</p>
16-34	<p>The International Studies Program requests the following: Change to the requirements for the major [p.136-8 in the 2015-2017 catalog]</p> <p>1. Required Core Courses</p> <p>Current: (27 hours) Proposed: (21 hours) – 7 courses</p> <p>INST 150 INST 200 INST 491 ECON 201/211 GEOG 104/114 or GEOG 110 HIST 100/111 or HIST 114 MATH 109/110 POSC 113/114 or POSC 131 ECON 202/212 [to be removed in proposed core] INTR 330 [to be removed in proposed core]</p> <p>2. Additional courses [This section is where significant changes are proposed]</p> <p>Current: (21 hours) Required: (15 hours) ECON 309 GEOG 407 POSC 341 <i>and two of the following:</i> INST 150 MDFL 111 SOC 224</p>	<p>Rationale:</p> <p>The proposed curriculum allows students and their advisors to develop an individualized educational experience for the INST major which will help students prepare for (or build on) a study abroad experience as well as provide them the background needed to pursue post-graduation career plans. It allows students to develop regional expertise which can add demand to upper-level regional courses in several departments across campus as well as courses in modern languages. Students with an interest in the environment or culture can develop a global perspective within this proposed curriculum. These changes create a flexible curriculum that is more in line with those available to other undergraduates in</p>	<p>Vote required; passed</p>

<p>Elective Courses: (6 hours)</p> <p>Proposed: (21 hours – choose 7 courses from at least 3 disciplines in consultation with a student’s academic advisor) [This list represents all the current courses available to INST students as electives in the major, either without a concentration or with.</p> <p style="text-align: center;">Additional courses are those with international emphasis.]</p> <p style="text-align: center;">INST 490 [add]</p> <p>Requirements for International Politics Concentration</p> <p>Current: 1. Required Core Courses (27 hours)</p> <ol style="list-style-type: none"> 1. Foreign Language (12-18 hours) 1. Additional Courses: (27 hours) <ol style="list-style-type: none"> A. Required Courses: (18 hours) POSC 250 or GEOG 380 [to be removed] <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <ol style="list-style-type: none"> 1. Foreign Language (12 hours) 1. Additional Courses: (27 hours) <ol style="list-style-type: none"> A. Required Courses: (18 hours) A. Elective Courses: (9 hours) INST 490 [add] <p>Requirements for International Business Concentration</p> <p>Current: 1. Required Core Courses (27 hours)</p> <ol style="list-style-type: none"> 1. Foreign Language (12-18 hours) 1. Additional Courses: (27 hours) <ol style="list-style-type: none"> A. Required Courses: (15 hours) [to be increased to 18 hours] B. Elective Courses: (12 hours) [to be reduced to 9 hours] <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <ol style="list-style-type: none"> 1. Foreign Language (12 hours) 1. Additional Courses: (27 hours) <ol style="list-style-type: none"> A. Required Courses: (18 hours) INTR 330 [add] B. Elective Courses: (9 hours) INST 490 [add] <p>Requirements for International Economics Concentration</p> <p>Current: 1. Required Core Courses (27 hours)</p> <ol style="list-style-type: none"> 1. Foreign Language (12-18 hours) 1. Additional Courses: (27-28 hours) 	<p>International Studies programs the U.S. and more firmly supports FSU’s mission to “prepare leaders to meet the challenges of a complex and changing global society.”</p> <p>Rationale: GEOG 380 (Research Methods in Geography) is a heavily quantitative course which does not develop the types of skills most needed by professionals in the field of international politics. GEOG 380 also has a prerequisite (GEOG 275 Fundamentals of Geographic Data Handling) which adds unnecessary time toward completion.</p> <p>Rationale: INTR 330 (International Business) was removed from the general required core for the major and therefore should be added as a required course for the International Business Concentration. In order to keep the Additional Courses in the concentration to 27 hours, the required hours of electives was reduced from 12 hours to 9 hours since the addition of INTR 330 raised the hours of required courses from 15 to 18.</p> <p>Rationale: Since ECON 202/212 (Principles of Economics: Micro) is being removed from the proposed required core of the major, it should be added to the required courses in the</p>	
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	<p>A. Required Courses: (21-22 hours) [this number is incorrect in current catalog should be 18-19 hours]</p> <p>B. Elective Courses (6 hours)</p> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <p>1. Foreign Language (12 hours)</p> <p>1. Additional Courses: (30-31 hours)</p> <p>A. Required Courses: (21-22 hours) ECON 202/212 [add]</p> <p>A. Elective Courses (6 hours) INST 490 [add]</p> <p>Requirements for International Development Concentration</p> <p>Current: 1. Required Core Courses (27 hours)</p> <p>1. Foreign Language (12 hours)</p> <p>1. Additional Courses: (27 hours)</p> <p>A. Required Courses: (15 hours) INST 150 [to be removed]</p> <p>A. Elective Courses (12 hours)</p> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <p>1. Foreign Language (12 hours)</p> <p>1. Additional Courses: (27 hours)</p> <p>A. Required Courses: (15 hours) ECON 202/212 [add]</p> <p>B. Elective Courses (12 hours) INST 490 [add]</p>	<p>International Economics Concentration as it is a prerequisite for many upper-level ECON courses.</p> <p>Rationale: Since ECON 202/212 (Principles of Economics: Micro) is being removed from the proposed required core of the major, it should be added to the required courses in the International Development Concentration as it is a prerequisite for the other required upper-level ECON courses. INST 150 is being removed to keep 3.A. at 15 credits.</p>	
16-35	<p>The Department of Music requests the following: Modifications to the Jazz Minor through the creation of two new courses. This will increase the credit total of the minor from 22 credits to 24 credits:</p> <p>I. New Courses</p> <p>a. MUSC 215: Beginning Improvisation</p> <p>b. MUSC 216: Advanced Improvisation</p> <p>II. Increase credits in Jazz Studies Minor</p> <p>a. Add MUSC 215 and MUSC 216, 1 credit each</p>	<p>Rationale: Improvisation is a core skill for any jazz performer. However, the FSU Jazz Minor does not currently include courses where students receive any concentrated study on how to improvise. Students will benefit from concentrated instruction on improvisation that is directly transferable into other courses, private lessons, and continued study upon graduation. The Department of Music is proposing the creation of these two 1-credit courses and adding them to the minor to provide students with the</p>	<p>Vote required; passed</p>

	<p>The Department of Music and the Department of Theatre & Dance request the following:</p> <ol style="list-style-type: none"> 1. New Minor <ol style="list-style-type: none"> a. Musical Theatre – co-sponsored and co-taught by the Department of Theatre & Dance (already submitted to IPR for their October meeting) b. New Class: MUSC 412/THEA 412: History of Musical Theatre <ol style="list-style-type: none"> i. Also seeking inclusion in GEP Group F – Identity & Difference (already submitted to UUCR for their October meeting) 	<p>appropriate instruction and skills in improvisation necessary to be successful in jazz performance. The total number of credits would move from 22 to 24, well within the number of credits offered in other minors at FSU.</p> <p>Rationale: A Musical Theatre Minor will enable students to focus on a performance area that will require the application of new technologies in the fields of music, theatre, and dance. Moreover, the addition of this minor will enhance recruitment and retention in both the Department of Music and the Department of Theatre and Dance. The new minor will provide students with direct, relevant instruction from all three programs in a collaborative, experiential learning environment.</p>	
16-36	<p>The Department of Nursing requests the following changes: Nursing Department Policy Changes Reflected in the Catalog</p> <ul style="list-style-type: none"> • Students must complete their RN-BSN program within five years of initiation. This change is to reflect assessment data that showed a small percentage of students are not adequately progressing through their program. In order to ensure students time to completion is within a reasonable timeframe this new policy is being implemented within the Nursing department. • Students must also receive a C or better in their chemistry course or have approval from the department chair. • A new policy within the Nursing Department is the course repeat policy. This is identified 	<p>Rationale: The requested changes for the Bachelors of Science in Nursing program are changes reflect course changes, new courses, new course descriptions, and new departmental policies.</p>	<p>Vote required; passed except for policy changes regarding time to completion and course repeat policies, which would differ from University-wide policies; this section will be sent to Academic</p>

	<p>in the catalog as a policy that impacts all upper division nursing requirements.</p> <p>New Course</p> <ul style="list-style-type: none"> • Addition of GOB 160 to the possible chemistry courses that students may take to fulfill their General Education Program for a RN-BSN degree. • Nursing Elective NURS 410 Contemporary Psychiatric Nursing Practice • Nursing Elective NURS 412 Women’s Health in Global Perspectives <p>Change of Catalog Description</p> <ul style="list-style-type: none"> • NURS 404 Nursing Informatics (Only course description not syllabi changes) • NURS 495 Population-Based Nursing Practice (Syllabus Included) • Nursing Preparation (page 129 catalog) has description changes to better inform students of the options they have to earn a nursing degree. The program coordinator name was also changed. <p>Addition of Catalog page</p> <ul style="list-style-type: none"> • Collaborative Bachelors of Science in Nursing option 		<p>Standards for review.</p>
<p>16-37</p>	<p>The Department of Physics and Engineering requests the following:</p> <ul style="list-style-type: none"> • Change in Number (N)/ Title (T)/Credit (C) Physics 262, Principles of Physics II: <u>Thermodynamics</u>, Electricity and Magnetism (T) Physics 264, Principles of Physics IV: Thermodynamics & Modern Physics (T) Physics 492 <u>Capstone</u> Senior Research & Seminar (T) ENEE 408, Capstone Design Project <u>for Electrical Engineers</u> (T) ENME 410, Fundamentals for Design and Engineering of Material Properties 	<p>Rationale: Increasing the credits from 4 cr to 5 cr for PHYS 261 will allow the department to add a 2-hour recitation, along with the 6 hours of lecture/lab. The 8 total contact hours per week are necessary to ensure students learn the skills necessary to successfully complete PHYS 261, as well as the rest of the introductory physics sequence and physics/engineering programs.</p> <p>The title changes for PHYS</p>	<p>Vote required; passed</p>

	<p style="text-align: center;"><u>Capstone Design Project for Materials Engineering</u> (T) ENES 491, Engineering Seminar (C)</p> <ul style="list-style-type: none"> Change in Catalog Description (D)/Prerequisite (P)/Frequency (F) Physics 262, Principles of Physics II: <u>Thermodynamics</u>, Electricity and Magnetism (D) Physics 263, Principles of Physics III: Sound & Light 4 c r. (D) Physics 264, Principles of Physics IV: Thermodynamics & Modern Physics (D) <p>ENEE 408, Capstone Design Project <u>for Electrical Engineers</u> (D) (P) ENEE 475, Power Electronics (P) ENES 401, Fundamentals of Energy Engineering (P) ENME 400, Machine Design (D) (P) ENME 410, Fundamentals for Design and Engineering of Material Properties <u>Capstone Design Project for Materials Engineering</u> (D) (P) PHYS 492, <u>Capstone</u> Senior Research & Seminar (D) (P)</p> <p>ENES 491, Engineering Seminar (P) PHYS 491, Seminar (P)</p> <p><u>1. ACTION: CHANGE IN NUMBER/TITLE/CREDIT</u> PHYS 262, Principles of Physics II: Thermodynamics, Electricity, and Magnetism (Title) PHYS 264, Principles of Physics IV: Thermodynamics and Modern Physics (Title) PHYS 492 Capstone Senior Research & Seminar (Title) ENEE 408, Capstone Design Project for Electrical Engineers (Title) ENME 410, Fundamentals for Design and Engineering of Material Properties <u>Capstone Design Project for Materials Engineering</u> (Title) ENES 491 Engineering Seminar 2- <u>3</u> crs. (Credit)</p>	<p>262 and 264 reflect reorganization of the introductory physics sequence. These changes are necessary to reduce the total number of credits taken by engineering majors in those programs: engineering majors will now be able to take PHYS 261-263 (13 credits) instead of the 15 credits required in the current PHYS 261-264 format. Additionally, these changes should allow the FSU physics courses to align more directly to physics courses from other institutions. The individual courses currently in the FSU introductory physics sequence do not align well with other institutions.</p> <p>ENME 410 and PHYS 492 are the respective capstone courses for students completing the Materials Engineering concentration and Physics major. Including “Capstone” in the title makes the role of ENME 410 in the Materials Engineering curriculum and PHYS 492 in the Physics curriculum clear.</p> <p>The title change for ENEE 408 makes it clear that it is the capstone for students in the Electrical Engineering Concentration.</p> <p>ENES 491 Seminar should only be offered as a 3 credit course.</p> <p>Rationale: The catalog description changes for PHYS</p>	
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	<p>2. ACTION: CHANGE IN CATALOG <u>DESCRIPTION/ PREREQUISITE</u> PHYS 262, PRINCIPLES OF PHYSICS II: <u>THERMODYNAMICS, ELECTRICITY, AND</u> MAGNETISM PHYSICS 263, PRINCIPLES OF PHYSICS III: SOUND & LIGHT PHYS 264, PRINCIPLES OF PHYSICS IV: THERMODYNAMICS & MODERN PHYSICS <u>EENE 408, CAPSTONE DESIGN PROJECT FOR</u> <u>ELECTRICAL ENGINEERS</u> EENE 475, POWER ELECTRONICS ENES 401, FUNDAMENTALS OF ENERGY ENGINEERING ENME 400, MACHINE DESIGN ENME 410, FUNDAMENTALS FOR DESIGN AND ENGINEERING OF MATERIAL PROPERTIES <u>CAPSTONE DESIGN PROJECT</u> <u>FOR MATERIALS ENGINEERING</u> PHYS 492, <u>CAPSTONE SENIOR RESEARCH &</u> SEMINAR</p> <p>ENES 491, ENGINEERING SEMINAR PHYS 491, SEMINAR</p>	<p>262, 263, and 264 reflect reorganization of the introductory physics sequence. These changes are necessary to reduce the total number of credits taken by engineering majors in those programs: engineering majors will now be able to take PHYS 261-263 (13 credits) instead of the 15 credits required in the current PHYS 261-264 format. Additionally, these changes should allow the FSU physics courses to align more directly to physics courses from other institutions. The individual courses currently in the FSU introductory physics sequence do not align well with other institutions.</p> <p>The changes to ENEE 408, ENME 410, and PHYS 492 are motivated by the fact that capstone courses should not be repeatable. An independent study or a special project could be taken if that is the type of experience a student would like to have. These courses should also be taken in separate semesters since each is a time-intensive experience alone and difficult for students to complete simultaneously in the same semester; therefore, the descriptions are noting specifically that when a student takes one of the capstone courses, then the other two cannot be taken at the same time. Since the ENES 491 and PHYS 491 seminar courses are the</p>	
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		<p>respective fall prerequisites leading into the spring capstone courses for engineering and physics, the proposed description changes for ENES 491 and PHYS 491 also restrict taking both at the same time. The course description change for ENME 410 more accurately reflects the nature of the capstone experience for Materials Engineering students.</p> <p>The proposed changes for ENEE 475, ENES 401, and ENME 400 are simply clarifying enrollment requirements for those courses. The change to ENEE 475 provides flexibility for students enrolling from either the Electrical or Materials Engineering concentrations. The addition of ENME 382 as a prerequisite for ENME 400 ensures students have the necessary background to fully understand and apply concepts in ENME 400.</p>	
16-38	<p>THE SGA requests the following: To raise the current institutional credit hour limit from 17.5 to 18 credit hours.</p>	<p>Rationale: The SGA conducted a benchmarking analysis of peer or “like” institutions and found that most colleges or universities had an 18 hour threshold before entering “overload” procedural space The Academic Standards Committee approved this request believing that this would reduce time to graduation, improve retention, and reduce unnecessary paperwork at the advisor and Registrar levels.</p>	<p>Vote required; passed</p>

16-39	<p>The Registrar's Office requests the following change: "Completion of all semester credit ours beyond 90 credits at FSU except for up to seven credit hours following the" "to Completion of all semester credit ours beyond 90 credits from FSU except for up to seven credit hours following the....."</p>	<p>Rationale: This change will help clarify the requirements, since the Registrar's Office has been fielding increasing numbers of questions from students who have taken or plan to take classes online at other institutions while at FSU.</p>	<p>Vote required; passed</p>
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• **FCC 16-09(H): Student Evaluation Instrument**

Agenda Item	Summary	Proposal	Action
FCC 16-09(H)	<p>Student Evaluation Instrument</p> <p>Substantial (vote required)</p> <p>Amend the Student Evaluation Instrument to clarify that students who have withdrawn from a course are not eligible to complete the instrument for that course and to reincorporate language from Page A-23 and to explicitly include online courses and exclude courses with enrolments of 0 or 1.</p> <p>Add a provision that exceptions to the established Faculty Evaluation procedures must be reviewed and approved by FCC.</p> <p>Editorial (vote not required)</p> <p>Amend pages A-24 and A-29 to be consistent with FCC 15-20(H) and FCC 16-03(H) about the Student Evaluation Instrument.</p>	<p>AIR has asked for guidance on administering the Student Evaluation of Instruction:</p> <ol style="list-style-type: none"> 1. Whether students who have withdrawn from a course should complete the instrument for that course. 2. To which courses the instrument applies. <p>Additionally, this item cleans up some old language inconsistent with FCC 15-20(H), which established the new Student Evaluation of Instruction Instrument.</p>	<p>Approved</p> <p>Unanimous</p>

- **FCC 16-11(H): Committee System Language**

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

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

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

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

Agenda Item	Summary	Proposal	Action
FCC 16-13	Emeritus Nomination for Dr. Henry Bullamore	Dr. Henry (Hank) Bullamore has been nominated for emeritus status by the Department of Geography. Dr. Bullamore has had a distinguished 31-year career at FSU. Among his many achievements include two Fullbright Scholar grants, the Faculty Achievement Award for Service, and the FSU Presidential Award. Dr. Bullamore was instrumental in the creation of a number of programs, including Urban and Regional Planning and Sustainability Studies, which he	<p>Approved</p> <p>Unanimous</p>

		currently coordinates. He has served on Faculty Senate for 14 years, including as Chair of both the Faculty Concerns Committee and the Institutional Priorities and Resources Committee. His numerous other accomplishments are outlined in the letter from Geography.	
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To: Dr. Benjamin Norris
Chair, Faculty Concerns Committee

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

Subject: Nomination of Dr. Henry Bullamore for Professor Emeritus

Date: November 28, 2016

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

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

- Dr. Bullamore was awarded FSU Presidential Award in 2016 and Faculty Achievement Award in Service in 2000.
- Dr. Bullamore was instrumental in the creation of several programs at Frostburg State University including Urban and Regional Planning, International Studies, African American Studies and Sustainability Studies. He proposed and taught most of the upper level Geography courses for the Urban and Regional Planning Program.
- Dr. Bullamore has also held several administrative responsibilities at Frostburg State University. He served two-terms as the Chair of the Geography Department (1993-1999), Director of Research and Sponsored Programs (1987-1990) and Summer 2003, Interim Director of the Center for International Education (2004, 2007 and 2009), and Coordinator of Urban and Regional Planning and the Sustainability Minor.
- Dr. Bullamore was the founding Director of Research and Sponsored Programs, he took the first group of FSU students to China and coauthored the NSF proposal for the renovation of Gunter Hall that provided the largest federal grant to Academic Affairs.
- Dr. Bullamore was the recipient of two Fulbright Core Scholar grants to teach in Finland (2000) in the Department of Geography at Turku University and Japan (2008) in the Faculty of Economics at Tohoku University. He also successfully wrote a scholar in residence grant to bring a Fulbright faculty to the College of Education at FSU, Dr. Egon Hedegaard from Denmark and arranged for a short visit of a Fulbright Scholar from Ghana to FSU.
- Dr. Bullamore's service to the University is very impressive. He served on the Faculty Senate for fourteen years and had additional responsibilities as Secretary of the Senate, Chair of Faculty Concerns and Institutional Priorities and Resources Committees. He also served on the 2016 Middle States Steering Committee and as Co-Chair of a work group.

- Dr. Bullamore’s Community and Outreach service includes over 20 years of service to the Cumberland Historic Preservation Commission, Board Member of the Foundation for Frostburg, Guest Lecturer for Princesses, Celebrity, Disney, and Royal Caribbean Cruise Lines, and Judge at the Maryland Geography Bee.
- Dr. Bullamore has served as a mentor to several students of the Geography Department. His contribution to the Urban and Regional Planning program is outstanding. Graduates of the program have gained employment in a variety of fields including Municipal and County Governments. Some students have gained admission into graduate school and performed very well.
- Dr. Bullamore has a strong support by the department for emeritus appointment. His service to FSU students, the University, and Community is remarkable.

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

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

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

Title	Executive Summary	Proposal
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<p>GC 16-2 <i>Proposal for</i> College of Education EDLP Changes</p>	<p>Executive Summary:</p> <ol style="list-style-type: none"> 1. Change of course EDLP 801 title from Cognition and Exceptionalities to Leadership in a Diverse Educational Environment 2. Removal of the Reading Specialization courses due to lack of interest. Delete REED 732, 733, and 734. 3. Streamline the research courses. EDLP 808 will be an overview research course and candidates will take that first. EDLP 806 will focus on quantitative statistical tools. EDLP 807 will focus on qualitative tools of research. EDLP 900 will focus on developing proposals, basic research topics, qualitative and quantitative methodologies and how to array the data when analyzed. 4. Change of a course title from "Strategic Planning and Data-Driven" to "Strategic Planning and Data-Informed Decision-Making" for EDLP 840. 	<p>Passed:</p> <ol style="list-style-type: none"> 1. Delete REED 732,733 and 734 – This specialization was deleted in 2013 due to low enrollment. Courses no longer needed. 2. Change title and description of EDLP 801 – The focus on cognition and exceptionalities in leadership is changing to a focus on leadership in the planning for, development and implementation of strategies which address current and future issues in education that are related to diversity and exceptionalities. <p><u>Current Catalog:</u> EDLP 801 Cognition and Exceptionalities 3 cr. A review of human cognition and learning theory and the array of exceptionalities present in a student population, with a focus on the connection between cognitive development and learning needs. Variable</p> <p><u>New Title and Description:</u> EDLP 801 Leadership in a Diverse Educational Environment Understanding the necessity to lead planning and implementation of strategies to address current and future issues related to diversity and exceptionalities in educational institutions. Variable</p> <ol style="list-style-type: none"> 3. Change in Course description for EDLP 806, 807, 808, and 900 to reflect what is being taught in the course. <p><u>Current Catalog:</u> EDLP 806 Educational Research I 3 cr. Descriptive statistics through analysis of variance, with an emphasis on applicability in the field. Variable. EDLP 807 Educational Research II 3 cr. Advanced quantitative methods and qualitative statistical processes. The practical use of Action Research will be examined. Variable. EDLP 808 Applying Theory and Research to Practice 3 cr. A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual’s dissertation study. Variable. EDLP 900 Capstone Seminar 3 cr. A focus on the prospectus, with the completion of the introduction, literature review and research question; and the selection, presentation, and approval of the prospectus by the end of the course. Grade P/N Variable.</p> <p><u>New Descriptions:</u> EDLP 806 Educational Research I 3 cr. Variable Understanding the tools of quantitative statistical analysis, how to interpret the results, and how to array the findings in a meaningful way. Variable EDLP 807 Educational Research II 3 cr. Variable Using the tools of qualitative research methods to create meaningful data, how to interpret the results, and how to array the findings in a meaningful way. Variable EDLP 808 Applying Theory and Research to Practice 3 cr. Variable</p>
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	<p>5. Creation of an Independent Study course EDLP 799 for candidates that need to take additional credits in the doctoral program to continue enrollment.</p>	<p>Understanding the terminology and conceptual underpinnings of scholarly research. EDLP 900 Capstone Seminar 3 Cr. Variable A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual's dissertation study. Emphasis on Using the FSU style guide and APA manual to format the writing. 3 cr. Variable. 4. Old Title EDLP 840 Strategic Planning and Data-Driven Decision-Making 3 cr. variable New Title: Change Title EDLP 840 Strategic Planning and Data-Informed Decision-Making 3 cr. variable 5. Creation of new course EDLP 799 - Independent Study 3 credits. Repeatable Students who enter into dissertation who must be enrolled for more than 6 credit hours to qualify for full-time graduate study and students who would like to supplement their learning through independent study for various reasons currently have no course options in the program. The addition of this independent study will satisfy this option. Course Description: Focused study in the doctoral candidate's dissertation interest. Repeatable. Prerequisite: approval of Program Coordinator.</p>
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- **IPR 16-01: Resource portions of the Nurse Practitioner Program Note: This is a modification to GC 16-1**

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

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

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

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

Vote Not Required:

- **None**

- V. NEW BUSINESS
 - A. As Needed

VI. ADJOURNMENT

Committee Reports

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

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

Wednesday Dec. 14th, 2016 4:00 PM CSC237

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

Proposal Representatives: Jodi Welsh representing College of Education, Richard Russo representing International Studies, Rebekah Taylor representing Biology, Phillip Klickman representing Music and Theatre, Heather Gable representing Nursing, Jason Speights representing Physics and Engineering

Excused: JoAnna Shore and Nazanin Tootoonchi

- I. Call to order at 4:05 PM
- II. Minutes of the November 2016 meeting were approved.
- III. Reports:
 - a. Office of the Provost/Academic Standards Committee – Dr. Santamaria-Makang:
Two items will be taken up by AAC from Academic Standards (16-38 and 16-39).
 - b. Dean's Council – Dean Joseph Hoffmann:
For the purpose of expediency, no report.
 - c. Registrar's Office – Ms. Jodi Ternent:
Nothing new to report this month; preparing for final grades and Commencement.
 - d. UUCR – Dr. Melody Kentrus:
UUCR approved PHYS 492 and ENME 410 for capstones. Nursing course approved for GEP Cat. F.
 - e. AAC Chair Report – Dr. Travis English: We've received some unconventional proposals from Academic Standards; there's a need for a protocol regarding the rare instances when items pass from Academic Standards to AAC for a vote. Travis will be working with Dr. Evan Offstein in the Spring to develop a simple template. (Discussion also extended to having a clear and simple template for AAC proposals, given the diversity of forms they take. Agreement was unanimous that we need something more user-friendly, for the sake of the work of AAC and those who are tasked with submitting proposals.)
- IV. New Business:
 - a. 16-28: Vote required; passed
 - b. 16-29: Vote required; passed

- c. **16-30:** Vote required; passed
- d. **16-31:** Vote required; passed
- e. **16-32:** Tabled and sent back for editorial corrections; will be reviewed in February
- f. **16-33:** No vote required
- g. **16-34:** Vote required; passed
- h. **16-35:** Vote required; passed
- i. **16-36:** Vote required; passed except for policy changes regarding time to completion and course repeat policies, which would differ from University-wide policies; this section will be sent to Academic Standards for review.
- j. **16-37:** Vote required; passed
- k. **16-38:** Vote recommended; passed
- l. **16-39:** Vote Recommended; passed

16-28	<p>The Department of Educational Professions requests the following:</p> <p>Early Childhood/Elementary</p> <ol style="list-style-type: none"> 7. Update faculty listing 8. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent 9. Revision of major credit totals 10. Specialization <ol style="list-style-type: none"> a. ECED 150 and ECED 293 – Concurrent with Phase I 11. Professional Sequence <ol style="list-style-type: none"> a. EDUC 335 listed under Phase I b. Required credit number revised c. Course Title Change <ol style="list-style-type: none"> i. ELED 307: Teaching Assistantship d. New Courses <ol style="list-style-type: none"> i. EDUC 401: Assistantship Seminar (1) ii. EDUC 402: Internship I Seminar (1) e. Change in Credits <ol style="list-style-type: none"> i. ELED 495: Internship II – 9 credits 12. Graduation/Exit Requirements <ol style="list-style-type: none"> a. Praxis II completion b. Placement in intermediate grades 4-5 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>
16-29	<p>The Department of Educational Professions requests the following:</p> <p>Phase Requirements</p> <ol style="list-style-type: none"> 5. Corrections of typographical errors 6. Inclusion of Math Core Skills in grade requirement (C or better) 7. Inclusion of “concentration” where specialization is mentioned 8. Admission requirements for PDS/Internship I 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>

	<p>Course Descriptions</p> <ul style="list-style-type: none"> 6. Course Descriptions added <ul style="list-style-type: none"> a. EDUC 333, EDUC 372, EDUC 340, EDUC 440 7. Course Title Changed <ul style="list-style-type: none"> a. EDUC 422: Leadership Seminar: P-9 b. ELED 307: Teaching Assistantship c. EDUC 401: Assistantship Seminar d. EDUC 402: Internship I Seminar 8. Course Credits Changed <ul style="list-style-type: none"> a. ELED 495: 9 credits b. EDUC 401: 1 credit c. EDUC 402: 1 credit 9. Course Descriptions Revised <ul style="list-style-type: none"> a. REED 425 b. ELED 472 c. EDUC 401 d. EDUC 402 10. Course Deletions <ul style="list-style-type: none"> a. EDUC 210: Educational Psychology b. EDUC 346: Educational Technology Lab I c. EDUC 447: Educational Technology Lab II d. EDUC 448: Educational Technology Lab III e. EDUC 405: Leadership f. EDUC 410: Teacher Intern Seminar: P-8 g. EDUC 441: Classroom Discipline Strategies h. EDUC 444: Cooperative Learning Workshop Level I i. EDUC 403: Assessment and Management of Learning j. ELED 470: General Curriculum 		
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	<ul style="list-style-type: none"> k. REED 422: Practicum in Reading Instruction l. REED 450: Classroom Techniques in Diagnosis and Correction of Reading Difficulties 		
16-30	<p>The Department of Educational Professions requests the following:</p> <p>Elementary</p> <ul style="list-style-type: none"> 9. Update faculty listing 10. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent 11. Individualized specialization 12. Phase statements 13. Revision of major credit totals 14. Concentrations <ul style="list-style-type: none"> a. Course number corrections and Honors additions b. New courses as electives – MUSC 336; GEOG 110 c. Admission change – ELED 472 15. Professional Sequence <ul style="list-style-type: none"> a. Required credit number revised b. Course Title Change <ul style="list-style-type: none"> i. ELED 307: Teaching Assistantship c. New Courses <ul style="list-style-type: none"> i. EDUC 401: Assistantship Seminar (1) ii. EDUC 402: Internship I Seminar (1) d. Change in Credits <ul style="list-style-type: none"> i. ELED 495: Internship II – 9 credits 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>

	<p>16. Graduation/Exit Requirements</p> <ul style="list-style-type: none"> a. Praxis II completion b. Placement in intermediate grades 4-5 		
16-31	<p>The Department of Educational Professions requests the following changes for the Elementary/Middle School Education major:</p> <ul style="list-style-type: none"> 7. Update faculty listing 8. Grade requirement for all specialization and concentration courses taught within the department or transfer equivalent 9. Revision of major credit totals 10. Specializations – All requirements now listed 11. Professional Sequence <ul style="list-style-type: none"> a. Required credit number revised b. Course Title Change <ul style="list-style-type: none"> i. ELED 307: Teaching Assistantship c. New Courses <ul style="list-style-type: none"> i. EDUC 401: Assistantship Seminar (1) ii. EDUC 402: Internship I Seminar (1) d. Change in Credits <ul style="list-style-type: none"> i. ELED 495: Internship II – 9 credits 12. Graduation/Exit Requirements <ul style="list-style-type: none"> a. Praxis II completion 	<p>Rationale: Corrections to 2015-17 catalog and amendments to reflect current requirements.</p>	<p>Vote required; passed</p>
16-32	<p>The Department of Biology requests the following:</p> <p>Changes to our curriculum pages:</p> <p>Biology</p> <ul style="list-style-type: none"> 1. Addition of BIOL 401: <ul style="list-style-type: none"> a. The addition of this laboratory class will give our students more 	<p>Rationale: Justifications included below each change.</p>	<p>Tabled and sent back for editorial corrections; will be reviewed in February</p>

	<p>experiential learning opportunities as this class is hands-on in nature and only adds 1 additional credit to our major.</p> <ol style="list-style-type: none"> 2. Addition of BIOL456 (Advance Microscopy) to the list of options in category 3: <ol style="list-style-type: none"> 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. 3. Elimination of MATH 210 as an option: <ol style="list-style-type: none"> a. This course has not been taught in years. New text better reflects our intentions. 4. Typographical changes to faculty and reflects achieved promotions/etc. <p>Biology (minor)</p> <ol style="list-style-type: none"> 1. Addition of BIOL456 (Advance Microscopy) to the list of options in category 2: <ol style="list-style-type: none"> 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. 2. Exclusion of BIOL 401 as an option in category 2: <ol style="list-style-type: none"> a. This 1-credit class is not sufficient to be one of the 3 electives for the Biology minor. <p>Biology (Pre-Health option)</p> <ol style="list-style-type: none"> 1. Addition of BIOL 401: <ol style="list-style-type: none"> a. The addition of this laboratory class will give our students more experiential learning opportunities as this class is hands-on in nature. <p>Biology – Molecular Biology concentration</p> <ol style="list-style-type: none"> 1. Only typographical changes 		
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	<p>Biology – Environmental Sciences concentration</p> <ol style="list-style-type: none"> 1. Elimination of MATH 103 as an option: this class is no longer offered <p>Interpretive Biology and Natural History</p> <ol style="list-style-type: none"> 1. Addition of CHEM 150 as alternative CHEM requirement: <ol style="list-style-type: none"> a. This additional option allows students more flexibility in completing the requirements. b. A letter of support has been requested. It was the Chair of Chemistry that first suggested the change might be a benefit to IBNH students 2. Changes reflect the course numbering changes we are proposing. <p>Ethnobotany</p> <ol style="list-style-type: none"> 1. Elimination of MATH 210 as an option: this course has not been taught in years. New text better reflects our intentions. 2. Addition of CHEM 150 as alternative CHEM requirement: <ol style="list-style-type: none"> a. This additional option allows students more flexibility in completing the requirements. b. A letter of support has been requested. It was the Chair of Chemistry that first suggested the change might be a benefit to Ethnobotany students 3. Changes reflect the course numbering changes we are proposing. <p>Forestry (minor)</p> <ol style="list-style-type: none"> 1. Changes reflect the course numbering changes we are proposing. <p>Wildlife/Fisheries</p> <ol style="list-style-type: none"> 1. Addition of Math requirement: <ol style="list-style-type: none"> a. The American Fisheries Ass. now requires at least 1 course in calculus at the time of graduation in order to be 		
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	<p>certified. Many jobs require certification. (See letter of support below (from Math)</p> <ol style="list-style-type: none"> 2. Addition of BIOL 402 as option for elective: <ol style="list-style-type: none"> a. This will give students more freedom and flexibility. 3. Replacement of BIOL 312 with BIOL 313 as option: <ol style="list-style-type: none"> a. BIOL 312 was deleted as a course 3 years ago. BIOL 313 is the replacement course. 4. Changes reflect the course numbering changes we are proposing. 		
16-33	<p>The English Department requests the following:</p> <p>New Course: ENGL 493: The Shakespeare Festival (1-3 credits) Course Description:</p> <p>Supervised experiential-learning opportunity to participate in FSU's Shakespeare Festival. Experience mentoring high school students in the community, helping them read, understand, and present an interpretation of a scene from Shakespeare. Repeatable for up to 9 credits. Spring. <i>Prerequisites: English 282 or 340, or permission of instructor; departmental approval.</i></p>	<p>Rationale: This course has been offered very successfully as an independent study during the past several years, drawing about 10-12 students each spring. However, under the new workload policy, it can no longer be offered as an independent study for a group of students; it must be offered as a regularly-scheduled class.</p>	<p>Vote required; passed</p>
16-34	<p>The International Studies Program requests the following: Change to the requirements for the major [p.136-8 in the 2015-2017 catalog]</p> <p>1. Required Core Courses</p> <p>Current: (27 hours) Proposed: (21 hours) – 7 courses</p> <p>INST 150 INST 200 INST 491 ECON 201/211 GEOG 104/114 or GEOG 110 HIST 100/111 or HIST 114 MATH 109/110 POSC 113/114 or POSC 131</p>	<p>Rationale: The proposed curriculum allows students and their advisors to develop an individualized educational experience for the INST major which will help students prepare for (or build on) a study abroad experience as well as provide them the background needed to pursue post-graduation career plans. It allows students to develop regional expertise which can add</p>	<p>Vote required; passed</p>

	<p style="text-align: center;">ECON 202/212 [to be removed in proposed core] INTR 330 [to be removed in proposed core]</p> <p>2. Additional courses [This section is where significant changes are proposed]</p> <p>Current: (21 hours)</p> <p>Required: (15 hours) ECON 309 GEOG 407 POSC 341 <i>and two of the following:</i> INST 150 MDFL 111 SOCI 224 Elective Courses: (6 hours)</p> <p>Proposed: (21 hours – choose 7 courses from at least 3 disciplines in consultation with a student’s academic advisor) [This list represents all the current courses available to INST students as electives in the major, either without a concentration or with.</p> <p style="text-align: center;">Additional courses are those with international emphasis.]</p> <p style="text-align: center;">INST 490 [add]</p> <p>Requirements for International Politics Concentration</p> <p>Current: 1. Required Core Courses (27 hours) 2. Foreign Language (12-18 hours) 2. Additional Courses: (27 hours) B. Required Courses: (18 hours) POSC 250 or GEOG 380 [to be removed]</p> <p>Proposed: 1. Required Core Courses (21 hours – listed above) 2. Foreign Language (12 hours) 2. Additional Courses: (27 hours) B. Required Courses: (18 hours) B. Elective Courses: (9 hours) INST 490 [add]</p> <p>Requirements for International Business Concentration</p> <p>Current: 1. Required Core Courses (27 hours) 2. Foreign Language (12-18 hours)</p>	<p>demand to upper-level regional courses in several departments across campus as well as courses in modern languages. Students with an interest in the environment or culture can develop a global perspective within this proposed curriculum. These changes create a flexible curriculum that is more in line with those available to other undergraduates in International Studies programs the U.S. and more firmly supports FSU’s mission to “prepare leaders to meet the challenges of a complex and changing global society.”</p> <p>Rationale: GEOG 380 (Research Methods in Geography) is a heavily quantitative course which does not develop the types of skills most needed by professionals in the field of international politics. GEOG 380 also has a prerequisite (GEOG 275 Fundamentals of Geographic Data Handling) which adds unnecessary time toward completion.</p> <p>Rationale: INTR 330 (International Business) was removed from the general required core for the major and therefore should be added as a required course for the International Business Concentration. In order to keep the Additional Courses in the concentration to 27 hours, the required hours of electives was reduced from 12 hours to 9 hours since the addition of INTR 330 raised the hours of required courses from 15 to 18.</p>	
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<p>2. Additional Courses: (27 hours)</p> <p style="padding-left: 40px;">B. Required Courses: (15 hours) [to be increased to 18 hours]</p> <p style="padding-left: 40px;">B. Elective Courses: (12 hours) [to be reduced to 9 hours]</p> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <p style="padding-left: 20px;">2. Foreign Language (12 hours)</p> <p style="padding-left: 20px;">2. Additional Courses: (27 hours)</p> <p style="padding-left: 40px;">B. Required Courses: (18 hours)</p> <p style="padding-left: 80px;">INTR 330 [add]</p> <p style="padding-left: 40px;">B. Elective Courses: (9 hours)</p> <p style="padding-left: 80px;">INST 490 [add]</p> <p>Requirements for International Economics Concentration</p> <p>Current: 1. Required Core Courses (27 hours)</p> <p style="padding-left: 20px;">2. Foreign Language (12-18 hours)</p> <p style="padding-left: 20px;">2. Additional Courses: (27-28 hours)</p> <p style="padding-left: 40px;">B. Required Courses: (21-22 hours)</p> <p style="padding-left: 80px;">[this number is incorrect in current catalog should be 18-19 hours]</p> <p style="padding-left: 40px;">B. Elective Courses (6 hours)</p> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p> <p style="padding-left: 20px;">2. Foreign Language (12 hours)</p> <p style="padding-left: 20px;">2. Additional Courses: (30-31 hours)</p> <p style="padding-left: 40px;">B. Required Courses: (21-22 hours)</p> <p style="padding-left: 80px;">ECON 202/212 [add]</p> <p style="padding-left: 40px;">B. Elective Courses (6 hours)</p> <p style="padding-left: 80px;">INST 490 [add]</p> <p>Requirements for International Development Concentration</p> <p>Current: 1. Required Core Courses (27 hours)</p> <p style="padding-left: 20px;">2. Foreign Language (12 hours)</p> <p style="padding-left: 20px;">2. Additional Courses: (27 hours)</p> <p style="padding-left: 40px;">B. Required Courses: (15 hours)</p> <p style="padding-left: 80px;">INST 150 [to be removed]</p> <p style="padding-left: 40px;">B. Elective Courses (12 hours)</p> <p>Proposed: 1. Required Core Courses (21 hours – listed above)</p>	<p>Rationale: Since ECON 202/212 (Principles of Economics: Micro) is being removed from the proposed required core of the major, it should be added to the required courses in the International Economics Concentration as it is a prerequisite for many upper-level ECON courses.</p> <p>Rationale: Since ECON 202/212 (Principles of Economics: Micro) is being removed from the proposed required core of the major, it should be added to the required courses in the International Development Concentration as it is a prerequisite for the other required upper-level ECON courses. INST 150 is being removed to keep 3.A. at 15 credits.</p>	
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	<p>2. Foreign Language (12 hours)</p> <p>2. Additional Courses: (27 hours)</p> <p style="padding-left: 40px;">B. Required Courses: (15 hours)</p> <p style="padding-left: 80px;">ECON 202/212 [add]</p> <p>B. Elective Courses (12 hours)</p> <p style="padding-left: 40px;">INST 490 [add]</p>		
16-35	<p>The Department of Music requests the following:</p> <p>Modifications to the Jazz Minor through the creation of two new courses. This will increase the credit total of the minor from 22 credits to 24 credits:</p> <p style="padding-left: 40px;">III. New Courses</p> <p style="padding-left: 80px;">a. MUSC 215: Beginning Improvisation</p> <p style="padding-left: 80px;">b. MUSC 216: Advanced Improvisation</p> <p style="padding-left: 40px;">IV. Increase credits in Jazz Studies Minor</p> <p style="padding-left: 80px;">a. Add MUSC 215 and MUSC 216, 1 credit each</p> <p>The Department of Music and the Department of Theatre & Dance request the following:</p> <p style="padding-left: 40px;">2. New Minor</p> <p style="padding-left: 80px;">a. Musical Theatre – co-sponsored and co-taught by the Department of Theatre & Dance (already submitted to IPR for their October meeting)</p> <p style="padding-left: 80px;">b. New Class: MUSC 412/THEA 412: History of Musical Theatre</p> <p style="padding-left: 120px;">i. Also seeking inclusion in GEP Group F – Identity &</p>	<p>Rationale: Improvisation is a core skill for any jazz performer. However, the FSU Jazz Minor does not currently include courses where students receive any concentrated study on how to improvise. Students will benefit from concentrated instruction on improvisation that is directly transferable into other courses, private lessons, and continued study upon graduation. The Department of Music is proposing the creation of these two 1-credit courses and adding them to the minor to provide students with the appropriate instruction and skills in improvisation necessary to be successful in jazz performance. The total number of credits would move from 22 to 24, well within the number of credits offered in other minors at FSU.</p> <p>Rationale: A Musical Theatre Minor will enable students to focus on a performance area that will require the application of new technologies in the fields of music, theatre, and dance. Moreover, the addition of this minor will enhance recruitment and retention in both the Department of Music and the Department of Theatre and Dance. The new minor will provide students with direct, relevant instruction from all three programs in a collaborative,</p>	<p>Vote required; passed</p>

	Difference (already submitted to UUCR for their October meeting)	experiential learning environment.	
16-36	<p>The Department of Nursing requests the following changes:</p> <p>Nursing Department Policy Changes Reflected in the Catalog</p> <ul style="list-style-type: none"> • Students must complete their RN-BSN program within five years of initiation. This change is to reflect assessment data that showed a small percentage of students are not adequately progressing through their program. In order to ensure students time to completion is within a reasonable timeframe this new policy is being implemented within the Nursing department. • Students must also receive a C or better in their chemistry course or have approval from the department chair. • A new policy within the Nursing Department is the course repeat policy. This is identified in the catalog as a policy that impacts all upper division nursing requirements. <p>New Course</p> <ul style="list-style-type: none"> • Addition of GOB 160 to the possible chemistry courses that students may take to fulfill their General Education Program for a RN-BSN degree. • Nursing Elective NURS 410 Contemporary Psychiatric Nursing Practice • Nursing Elective NURS 412 Women's Health in Global Perspectives <p>Change of Catalog Description</p>	<p>Rationale: The requested changes for the Bachelors of Science in Nursing program are changes reflect course changes, new courses, new course descriptions, and new departmental policies.</p>	<p>Vote required; passed except for policy changes regarding time to completion and course repeat policies, which would differ from University-wide policies; this section will be sent to Academic Standards for review.</p>

	<ul style="list-style-type: none"> • NURS 404 Nursing Informatics (Only course description not syllabi changes) • NURS 495 Population-Based Nursing Practice (Syllabus Included) • Nursing Preparation (page 129 catalog) has description changes to better inform students of the options they have to earn a nursing degree. The program coordinator name was also changed. <p>Addition of Catalog page</p> <ul style="list-style-type: none"> • Collaborative Bachelors of Science in Nursing option 		
16-37	<p>The Department of Physics and Engineering requests the following:</p> <ul style="list-style-type: none"> • Change in Number (N)/ Title (T)/Credit (C) Physics 262, Principles of Physics II: <u>Thermodynamics</u>, Electricity and Magnetism (T) Physics 264, Principles of Physics IV: <u>Thermodynamics</u> & Modern Physics (T) Physics 492 <u>Capstone</u> Senior Research & Seminar (T) ENEE 408, Capstone Design Project <u>for Electrical Engineers</u> (T) ENME 410, Fundamentals for Design and Engineering of Material Properties <u>Capstone Design Project for Materials Engineering</u> (T) ENES 491, Engineering Seminar (C) • Change in Catalog Description (D)/Prerequisite (P)/Frequency (F) Physics 262, Principles of Physics II: <u>Thermodynamics</u>, Electricity and Magnetism (D) Physics 263, Principles of Physics III: Sound & Light 4 c r. (D) 	<p>Rationale: Increasing the credits from 4 cr to 5 cr for PHYS 261 will allow the department to add a 2-hour recitation, along with the 6 hours of lecture/lab. The 8 total contact hours per week are necessary to ensure students learn the skills necessary to successfully complete PHYS 261, as well as the rest of the introductory physics sequence and physics/engineering programs.</p> <p>The title changes for PHYS 262 and 264 reflect reorganization of the introductory physics sequence. These changes are necessary to reduce the total number of credits taken by engineering majors in those programs: engineering majors will now be able to take PHYS 261-263 (13 credits) instead of the 15 credits required in the current PHYS 261-264 format. Additionally, these changes should allow the FSU physics courses to align more directly to physics courses from other</p>	<p>Vote required; passed</p>

<p>Physics 264, Principles of Physics IV: Thermodynamics & Modern Physics (D)</p> <p>ENEE 408, Capstone Design Project <u>for Electrical Engineers</u> (D) (P)</p> <p>ENEE 475, Power Electronics (P)</p> <p>ENES 401, Fundamentals of Energy Engineering (P)</p> <p>ENME 400, Machine Design (D) (P)</p> <p>ENME 410, Fundamentals for Design and Engineering of Material Properties</p> <p style="text-align: center;"><u>Capstone Design Project for Materials Engineering</u> (D) (P)</p> <p>PHYS 492, <u>Capstone</u> Senior Research & Seminar (D) (P)</p> <p>ENES 491, Engineering Seminar (P)</p> <p>PHYS 491, Seminar (P)</p> <p><u>1. ACTION: CHANGE IN NUMBER/TITLE/CREDIT</u></p> <p>PHYS 262, Principles of Physics II: <u>Thermodynamics</u>, Electricity, and Magnetism (Title)</p> <p>PHYS 264, Principles of Physics IV: Thermodynamics and Modern Physics (Title)</p> <p>PHYS 492 <u>Capstone</u> Senior Research & Seminar (Title)</p> <p>ENEE 408, Capstone Design Project <u>for Electrical Engineers</u> (Title)</p> <p>ENME 410, Fundamentals for Design and Engineering of Material Properties</p> <p><u>Capstone Design Project for Materials Engineering</u> (Title)</p> <p>ENES 491 Engineering Seminar 2- 3 crs. (Credit)</p> <p><u>2. ACTION: CHANGE IN CATALOG DESCRIPTION/ PREREQUISITE</u></p> <p>PHYS 262, PRINCIPLES OF PHYSICS II: <u>THERMODYNAMICS, ELECTRICITY, AND MAGNETISM</u></p> <p>PHYSICS 263, PRINCIPLES OF PHYSICS III: SOUND & LIGHT</p> <p>PHYS 264, PRINCIPLES OF PHYSICS IV: THERMODYNAMICS & MODERN PHYSICS</p> <p>ENEE 408, CAPSTONE DESIGN PROJECT <u>FOR</u></p>	<p>institutions. The individual courses currently in the FSU introductory physics sequence do not align well with other institutions.</p> <p>ENME 410 and PHYS 492 are the respective capstone courses for students completing the Materials Engineering concentration and Physics major. Including “Capstone” in the title makes the role of ENME 410 in the Materials Engineering curriculum and PHYS 492 in the Physics curriculum clear.</p> <p>The title change for ENEE 408 makes it clear that it is the capstone for students in the Electrical Engineering Concentration.</p> <p>ENES 491 Seminar should only be offered as a 3 credit course.</p> <p>Rationale: The catalog description changes for PHYS 262, 263, and 264 reflect reorganization of the introductory physics sequence. These changes are necessary to reduce the total number of credits taken by engineering majors in those programs: engineering majors will now be able to take PHYS 261-263 (13 credits) instead of the 15 credits required in the current PHYS 261-264 format. Additionally, these changes should allow the FSU physics courses to align more directly to physics courses from other institutions. The individual courses currently in the FSU introductory physics sequence do not align well with</p>	
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<p><u>ELECTRICAL ENGINEERS</u> ENE 475, POWER ELECTRONICS ENES 401, FUNDAMENTALS OF ENERGY ENGINEERING ENME 400, MACHINE DESIGN ENME 410, FUNDAMENTALS FOR DESIGN AND ENGINEERING OF MATERIAL PROPERTIES <u>CAPSTONE DESIGN PROJECT FOR MATERIALS ENGINEERING</u> PHYS 492, <u>CAPSTONE SENIOR RESEARCH & SEMINAR</u></p> <p>ENES 491, ENGINEERING SEMINAR PHYS 491, SEMINAR</p>	<p>other institutions.</p> <p>The changes to ENEE 408, ENME 410, and PHYS 492 are motivated by the fact that capstone courses should not be repeatable. An independent study or a special project could be taken if that is the type of experience a student would like to have. These courses should also be taken in separate semesters since each is a time-intensive experience alone and difficult for students to complete simultaneously in the same semester; therefore, the descriptions are noting specifically that when a student takes one of the capstone courses, then the other two cannot be taken at the same time. Since the ENES 491 and PHYS 491 seminar courses are the respective fall prerequisites leading into the spring capstone courses for engineering and physics, the proposed description changes for ENES 491 and PHYS 491 also restrict taking both at the same time. The course description change for ENME 410 more accurately reflects the nature of the capstone experience for Materials Engineering students.</p> <p>The proposed changes for ENEE 475, ENES 401, and ENME 400 are simply clarifying enrollment requirements for those courses. The change to ENEE 475 provides flexibility for students enrolling from either the Electrical or Materials Engineering concentrations. The addition of ENME 382 as a prerequisite for ENME 400 ensures students have the</p>	
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		necessary background to fully understand and apply concepts in ENME 400.	
16-38	THE SGA requests the following: To raise the current institutional credit hour limit from 17.5 to 18 credit hours.	Rationale: The SGA conducted a benchmarking analysis of peer or “like” institutions and found that most colleges or universities had an 18 hour threshold before entering “overload” procedural space The Academic Standards Committee approved this request believing that this would reduce time to graduation, improve retention, and reduce unnecessary paperwork at the advisor and Registrar levels.	Vote required; passed
16-39	The Registrar’s Office requests the following change: "Completion of all semester credit ours beyond 90 credits at FSU except for up to seven credit hours following the"....."to Completion of all semester credit ours beyond 90 credits from FSU except for up to seven credit hours following the....."	Rationale: This change will help clarify the requirements, since the Registrar’s Office has been fielding increasing numbers of questions from students who have taken or plan to take classes online at other institutions while at FSU.	Vote required; passed

I. Adjournment at 6:25

Respectfully submitted,
Travis English, PhD, Chair AAC

Faculty Concerns Committee Report to the Faculty Senate.

The Faculty Concerns Committee (FCC) met December 14, 2016 and approved the minutes of the November 11, 2016 meeting.

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

Absent: None

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

Vacancies: one (CUSF)

Reports:

A. Chair's Report:

B. Norris reported that the Faculty Workload & Compensation Subcommittee will be focusing on clarifying the workload calculation for each course component type to align with the component codes used by the Registrar's office (LEC, LAB, ENS, STU, INT, etc.). B. Norris also reported that the Subcommittee will be hearing its first workload appeal in December.

B. Academic Department Chairs Council.

M. Michael reported that the chairs conducted a strategic planning activity. Chairs also continued to brainstorm ways to improve response rate for the online student evaluations.

C. Council of University System Faculty (CUSF).

K. Hall reported that system-wide enrollment is up 6,644 (6,400 at UMUC alone). Potential 2017 legislative items include possible improvements to the ORP (Optional Retirement Program) and low- or no-cost course materials. USM continues to oppose the proposals from 2-year institutions to confer bachelor's degree. K. Hall also discussed the use of online communication tools for shared governance.

Other News from the Regents and CUSF:

- HBIs are down in enrollment.
- Some regents believe online is the future.
- Faculty want legislators to better understand faculty workload as well as scholarship and service components of the job.
- There are discussion about democratization of data and the role of shared governance at system level.

- Regents report that faculty salary system-wide increased from 67th percentile nationally to 81st percentile in support of USM goal of 85th percentile. However, some institutions, including FSU, are still low salary.
- R. Kauffman highlighted success of Faculty Code of Conduct at FSU.

D. Faculty Promotion and Tenure / Permanent Status Subcommittee.

The Subcommittee met during FCC’s meeting on December 12, 2016, to review promotion, tenure, and permanent status applications, and thus A. Duncan was absent and no report was given.

E. Faculty Development and Sabbatical / Professional Leave Subcommittee.

N. Buta reported that sabbatical/PRL recommendations were made to the provost and the provost’s recommendations have been made to the President. The Subcommittee has discussed the proposal to revise the sabbatical/PRL application process and has some additional work to do.

F. Faculty Handbook Subcommittee.

D. Moorehead reported that the Subcommittee did not meet in November. The Subcommittee will meet in January.

Please refer to supporting documents on the U: Drive at <\\fsunas1\deptshares\Campus\Faculty Concerns Committee\Senate\5. 2017 February>

Old Business:

Agenda Item	Summary	Proposal	Action
FCC 16-09(H)	<p>Student Evaluation Instrument</p> <p>Substantial (vote required)</p> <p>Amend the Student Evaluation Instrument to clarify that students who have withdrawn from a course are not eligible to complete the instrument for that course and to reincorporate language from Page A-23 and to explicitly include online courses and exclude courses with enrolments of 0 or 1.</p> <p>Add a provision that exceptions to the established Faculty Evaluation procedures must be reviewed and approved by FCC.</p> <p>Editorial (vote not required)</p>	<p>AIR has asked for guidance on administering the Student Evaluation of Instruction:</p> <ol style="list-style-type: none"> 3. Whether students who have withdrawn from a course should complete the instrument for that course. 4. To which courses the instrument applies. <p>Additionally, this item cleans up some old language inconsistent with FCC 15-20(H), which established the new Student Evaluation of Instruction Instrument.</p>	<p>Approved</p> <p>Unanimous</p>

	Amend pages A-24 and A-29 to be consistent with FCC 15-20(H) and FCC 16-03(H) about the Student Evaluation Instrument.		
FCC 16-10 4:35 PM	<p>Student Evaluation Instrument</p> <p>Issues which need to be addressed:</p> <ol style="list-style-type: none"> 1. Are we evaluating faculty or instruction? 2. Interpretation of data: Is the Instrument summative, formative, or trying to do both? 3. Calculation of averages – is the student or the statement the item of analysis? 4. Does this instrument apply to all instructors or only to instructors participating in the Faculty Evaluation system? 5. Who gets the data? Currently instructors and department chairs get the data. Should others (e.g. program coordinators). 	<p>B. Norris and M. Murtagh met with AIR on 12/6/2016, and discovered the source of the issue regarding the strange calculation of averages.</p> <p>Specifically, AIR has been administering a “Student Evaluation of <u>Faculty</u>” that is designed to produce an aggregate, summative rating of the instructor for <u>each student</u>, and thus the student is the item of analysis, and the averages are calculated over the student scores. This rating is incorporated into the Faculty Evaluation Score in the Teaching category.</p> <p>The Faculty Handbook now describes a “Student Evaluation of <u>Instruction</u>” with the intent of providing some quantitative, but formative, evaluation data on specific instructional behaviors in addition to the summative component. For this reason, and because of the format of the Student Evaluation reports that go back to faculty, a common interpretation of these data is that the statement/question is the item of analysis.</p>	Discuss to continue at a future meeting

New Business:

Agenda Item	Summary	Proposal	Action
<p>FCC 16-11(H)</p>	<p>The Committee System</p> <p>Clarify/amend the section on Service on various types committees:</p> <ol style="list-style-type: none"> 1. Specify that faculty members can ordinarily only be elected/assigned serve on a maximum of either 1) one University Committee and one University Subcommittee or 2) two University Subcommittees. However, ex officio memberships would not count toward this total. 2. Include the Faculty Ombudsperson Committee in the list of mutually exclusive mandated/adjudicative committee memberships. 3. Clarify the language that specifies that the Vice-Chair and Secretary of the Senate shall not be assigned to any committees to refer only to University Committees (allowing these individuals to serve on other types of committees if eligible). 	<p>The language in this section is inconsistent, and not reflective of current practice.</p>	<p>Approved</p> <p>Unanimous</p>
<p>FCC 16-12(H)</p>	<p>Admissions/Financial Aid Advisory Group</p> <p>Remove this advisory group from the Faculty Handbook.</p>	<p>The Admissions/Financial Aid Advisory Group last met during Dr. Gira’s Presidency (over 10 years ago). Its functions were absorbed into the Enrollment Management Committee.</p>	<p>Approved</p> <p>Unanimous</p>
<p>FCC 16-13</p>	<p>Emeritus Nomination for Dr. Henry Bullamore</p>	<p>Dr. Henry (Hank) Bullamore has been nominated for emeritus status by the Department of Geography. Dr. Bullamore has had a distinguished 31-year career at FSU. Among his many</p>	<p>Approved</p> <p>Unanimous</p>

		<p>achievements include two Fullbright Scholar grants, the Faculty Achievement Award for Service, and the FSU Presidential Award. Dr. Bullamore was instrumental in the creation of a number of programs, including Urban and Regional Planning and Sustainability Studies, which he currently coordinates. He has served on Faculty Senate for 14 years, including as Chair of both the Faculty Concerns Committee and the Institutional Priorities and Resources Committee. His numerous other accomplishments are outlined in the letter from Geography.</p>	
FCC 16-14(H)	<p>President’s Advisory Council for Sustainability (PACS)</p> <p>Update the PACS charter and include it in the list of Standing Administrative Advisory Groups in Part C of the Faculty Handbook.</p>	<p>The charter of PACS has been updated in regards to clarification of some terminology, to reference new student groups, and to provide clarification on membership. Additionally, a new charge has been given to PACS – to advise on the use of the new sustainability fee.</p>	<p>Approved</p> <p>Unanimous</p>

The next meeting of the FCC will be February 8, 2017 at 4 PM in room 109 of the Lane Center.
Respectfully submitted,
Benjamin N. Norris, Chair

Graduate Council Report to the Faculty Senate

The Graduate Council (GC) met on Monday, December 12, 2016 and approved minutes of November 14, 2016 meeting.

Reports

GC Chair's report – We have had a generally light Fall semester. That said there are several items regarding GA policy which we have been suggesting we need to look at all semester and depending on what transpires between now and our first Spring semester meeting we want to move through remaining discussions regarding GAs. The Office of Graduate Services (OGS) is editing the GA handbook and there was a preliminary discussion about the GA contract and when we need them on campus. This will feature heavily in our first meeting or two until we start seeing curricular or other changes affect our agenda so I once again strongly recommend that Program Coordinators review and think about such things as the GA Handbook, contracts, or other GA policies. If you do not review and comment these items will by default be implemented and in place making it more difficult to affect change. Program Coordinators are the backbone of the GA system and if you have issues please involve your Deans in the discussion.

Provost's Advisory Council Report – PAC meetings occur the Friday before GC meets on Mondays and minutes are not typically available but the Provost Office representative on GC will bring noteworthy items to the GC meeting as necessary. It was also noted that perhaps we should change our charter to formally have a rotating position between Colleges for Dean representation on the Graduate Council.

Office of Graduate Services Report – Enrollment is slightly ahead of where we were at this time last year, however this is reflecting registration and not a guarantee of overall higher enrollment which seems to be lagging for the MBA, Computer Science, MAT, and EdD programs. A new methodology has been approved for monitoring enrollment targets. A list of recruitment activities the OGS is involved in as well as tools that may help were discussed in the report.

Old Business:

None

New Business:

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

Title	Executive Summary	Proposal
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<p>GC 16-2 <i>Proposal for</i> College of Education EDLP Changes</p>	<p>Executive Summary:</p> <ol style="list-style-type: none"> 6. Change of course EDLP 801 title from Cognition and Exceptionalities to Leadership in a Diverse Educational Environment 7. Removal of the Reading Specialization courses due to lack of interest. Delete REED 732, 733, and 734. 8. Streamline the research courses. EDLP 808 will be an overview research course and candidates will take that first. EDLP 806 will focus on quantitative statistical tools. EDLP 807 will focus on qualitative tools of research. EDLP 900 will focus on developing proposals, basic research topics, qualitative and quantitative methodologies and how to array the data when analyzed. 9. Change of a course title from "Strategic Planning and Data-Driven" to "Strategic Planning and Data-Informed Decision-Making" for EDLP 840. 	<p>Passed:</p> <ol style="list-style-type: none"> 1. Delete REED 732,733 and 734 – This specialization was deleted in 2013 due to low enrollment. Courses no longer needed. 2. Change title and description of EDLP 801 – The focus on cognition and exceptionalities in leadership is changing to a focus on leadership in the planning for, development and implementation of strategies which address current and future issues in education that are related to diversity and exceptionalities. <p><u>Current Catalog:</u> EDLP 801 Cognition and Exceptionalities 3 cr. A review of human cognition and learning theory and the array of exceptionalities present in a student population, with a focus on the connection between cognitive development and learning needs. Variable</p> <p><u>New Title and Description:</u> EDLP 801 Leadership in a Diverse Educational Environment Understanding the necessity to lead planning and implementation of strategies to address current and future issues related to diversity and exceptionalities in educational institutions. Variable</p> <ol style="list-style-type: none"> 3. Change in Course description for EDLP 806, 807, 808, and 900 to reflect what is being taught in the course. <p><u>Current Catalog:</u> EDLP 806 Educational Research I 3 cr. Descriptive statistics through analysis of variance, with an emphasis on applicability in the field. Variable. EDLP 807 Educational Research II 3 cr. Advanced quantitative methods and qualitative statistical processes. The practical use of Action Research will be examined. Variable. EDLP 808 Applying Theory and Research to Practice 3 cr. A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual’s dissertation study. Variable. EDLP 900 Capstone Seminar 3 cr. A focus on the prospectus, with the completion of the introduction, literature review and research question; and the selection, presentation, and approval of the prospectus by the end of the course. Grade P/N Variable.</p> <p><u>New Descriptions:</u> EDLP 806 Educational Research I 3 cr. Variable Understanding the tools of quantitative statistical analysis, how to interpret the results, and how to array the findings in a meaningful way. Variable EDLP 807 Educational Research II 3 cr. Variable Using the tools of qualitative research methods to create meaningful data, how to interpret the results, and how to array the findings in a meaningful way. Variable EDLP 808 Applying Theory and Research to Practice 3 cr. Variable</p>
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	<p>10. Creation of an Independent Study course EDLP 799 for candidates that need to take additional credits in the doctoral program to continue enrollment.</p>	<p>Understanding the terminology and conceptual underpinnings of scholarly research. EDLP 900 Capstone Seminar 3 Cr. Variable A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual's dissertation study. Emphasis on Using the FSU style guide and APA manual to format the writing. 3 cr. Variable. 4. Old Title EDLP 840 Strategic Planning and Data-Driven Decision-Making 3 cr. variable New Title: Change Title EDLP 840 Strategic Planning and Data-Informed Decision-Making 3 cr. variable 5. Creation of new course EDLP 799 - Independent Study 3 credits. Repeatable Students who enter into dissertation who must be enrolled for more than 6 credit hours to qualify for full-time graduate study and students who would like to supplement their learning through independent study for various reasons currently have no course options in the program. The addition of this independent study will satisfy this option. Course Description: Focused study in the doctoral candidate's dissertation interest. Repeatable. Prerequisite: approval of Program Coordinator.</p>
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Next Graduate Council Meeting is scheduled for Monday February 13, 2017. ***Proposals for catalog changes are due on Monday, February 6, 2017 by 12:00 noon. Proposals received after the deadline will be automatically placed on the following month's agenda.***

Institution Priorities & Resources Committee Report to the Faculty Senate.

Institutional Resources and Priorities Committee
Report to the Faculty Senate
December, 2016
IPR convened on December 12, 2016 at 4:00pm

Attendance

Absent

Dr. Jodi Nichols is excused

General Discussion

- Faculty Workload and Compensation minutes were included as part of the IPR agenda. Old and New business issues are included at the end of this report. **Informative Update**
- PACIE - Institutional Effectiveness Plan is currently under development. They can be found here: <http://internal.frostburg.edu/PACIE/> A rubric was distributed by Evan and Sara Beth for the committee to review all the plans on the website. After much discussion, the committee is still “grading” the one page plans and met again on 12/15/2016.

Proposal Reviews

- a. Minor in Musical Theatre championed by Dr. James Reddan and Dr. Phil Klickman.

The proposal was updated with specific language addressing any concerns about the possible need for an adjunct professor.

The proposal was approved at the October meeting but it did not go through CLAS. The only issue was the need for an occasional adjunct. As a side issue, the resource needs for minors was asked- not inferring the proposal isn't needed, but what if it or any new minor necessitates PINS which are basically fixed. One gains at the expense of another dept. Incremental revenue increases do not equate to PINS.

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

- b. M. S. in Nursing, Nurse Practitioner Program with concentrations in Family Nurse Practitioner and Psychiatric and Mental Health Nurse Practitioner Proposal championed by Dr. Kelly M. Rock and Dr. Heather Gable.

General discussion by Dr. Rock and Dr. Gable

NOTE: There was a brief, curriculum discussion outside the purview of the committee, discussion omitted

- There is a plan for a tuition differential to cover program costs. It is planned to be implemented in the future at \$70/credit hour.
- Program fees are needed for simulation equipment and health consumables.

- The Nursing Department is confident their grant funding requests will be successful. In addition, there are other contingency funding plans such as State enhancement money which would continue indefinitely.
- The planned enrollment begins at 10 students and increases to 60 over a five-year period.
- The enrollment could go higher but would need additional faculty to maintain appropriate ratios.

Questions from the committee

Would not getting a doctoral program approved at a future time, hurt this program?

No it would not... the NP is a recognized program and there is a push for this new program in the nursing field.

The accrediting agency would question not pursuing a doctoral program but it isn't mandatory.

Question about if their grant funding does not materialize.

The program cannot run without the grant funding.

.01% of all healthcare dollars in Maryland are set aside for nursing education.

Why should we add staff personnel for course design, recruitment and advising?

Previously Nursing had a grant funded recruiter. If the grant ends, then so does the position. Thirty classes need to be created and designed within two years. Instructional designers /assistants are needed. The existing two at the university cannot be dedicated to this work.

Could language be added that if the grants would run out then the positions would fade out?

The chair of IPR suggested that adding such language could weaken the proposal as it moves down state. There is the three-year review process which could help address this concern.

Other, general, comments:

The Provost office supports the proposal

Training expenses do not compete with University allocation for faculty development.

Motion by Murtagh to accept pending the following proposal modifications:

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

Motion seconded by Lombardi.

Vote Required - Passed- Unanimously, with acclamation!

Other

Future Business

- a. IPR should revisit the charter change decision to include non-faculty member on the committee. (Tentative - February meeting – Pending new proposals)
- b. Review faculty priorities report from several years ago. The report, and accompanying priorities list, needs to be located distributed to the committee. The purpose of the report was show the

faculty's priorities for when/if there were a surplus of funds to allow the University to address faculty resource concerns. (Tentative Spring 2017)

- c. We will be looking at the programs approved in 2012-2013: (Spring 2017) Dual Elementary/Middle School Program, Minor in Jazz Studies

Meeting adjourned at 6:00 pm, with acclamation!

Best Regards,

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

CUSF Report to the Faculty Senate

Since my December CUSF report to the FSU Senate, CUSF has had two ExCom and two Council meetings. The December Council meeting was at Coppin and the January 18th meeting was at System in Adelphi. The following are a sampling of the activities conducted by CUSF since the last report.

- **The Changing Professoriate in 2020** – At the December meeting, George Mehaffy, Vice President for Academic Leadership and Change, American Association of State Colleges and University spoke to the Council members on the changing professorship. His interesting session ran over into the lunch hour.
- **CUSF Logo Approved** – The CUSF Logo was approved at the December meeting. It is at the top of this page.
- **Statement Supporting Open Access Dissemination of Scholarship** – At the January meeting, Charles Thomas, Executive Director of the USMAI, sought an endorsement from CUSF on the statement supporting open access dissemination of scholarship. After a give and take discussion, the Council passed a motion endorsing the statement. Endorsement was viewed as enabling of the general concept.
- **Social Media Platform** – In the December report to the BOR, the report highlighted the use of the social media platform, SLACK, used by the College Park Senate and the Senate Chair, Jordan Goodman, to facilitate communications among the faculty. The Faculty Affairs Committee of CUSF discussed the need for a social media platform. An action item was created.
- **Textbook Lead Time** – At the December meeting, the faculty raised the issue of lead time required for ordering textbooks. Upon further discussion by the Academic Affairs Committee of CUSF, an action item was added to this effect. It may require a change in the law, and the proposed change needs to be framed in the context of the original legislation, and that it benefits students.
- **STRIDE at UMBC** – Autumn Reed outlined the STRIDE at UMBC and provided Council members with numerous examples of the benefits of the program.. Formally launched in 2015 and adapted from the University of Michigan’s foundational STRIDE model, UMBC – STRIDE embraces a peer to peer education model in which highly respected faculty serve as STRIDE fellows who work within their communities to raise awareness about implicit biases and strategize best practices for recruiting and retaining a diverse and inclusively excellent professoriate.

Respectfully Submitted: January 22, 2017

Robert B. Kauffman, Ph.D.

Chair, Council of University System Faculty

Faculty Senate Minutes.

FACULTY SENATE MINUTES

December 7, 2016; 4:00 P.M.

Atkinson Room, Lane Center

Attendance:

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

Excused: J. Nichols, T. Russell, J.

Absent:

Commenced at 4:07 pm

1. APPROVAL OF THE MINUTES:

Faculty Senate Minutes of November 2, 2016 (Separate Blue Packet)

Corrections needed: Sally Stephenson was excused, not absent. Slides from Dave Rose's 11/2/16 budget presentation need to be added.

Minutes were approved pending the changes above.

2. ANNOUNCEMENTS:

1. Future Faculty Senate Meetings (Date, Time, Room)

February 1, 2017 4:00 Atkinson Room, Lane Center

March 1, 2017 4:00 Atkinson Room, Lane Center

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

2. Future Faculty Assembly Meetings (Date, Time, Room)

Meeting #2 TBA
Meeting #3 TBA

3. REPORTS & INFORMATION:

1. Chair's Report (Page 9)

- Provost search – All is going as planned. The committee recently finished the interview process with the third and final candidate. They are currently reviewing information and preparing their report to the president for a final decision.
- Strategic planning - moving along. Reminder: last one for faculty session tomorrow (Thurs 12/8 at 11:00 in room 111) Denise Murphy & Mike Murtagh will be facilitating
- There has been some confusion over workload compensation issues. There has been some confusion over workload compensation issues. Some departments felt that if a faculty member had an under-enrolled course as part of their 12 credit load, that the chair was to assign them an additional under-enrolled course to teach as well (thus 5 classes, 2 under-enrolled) with no additional compensation. This is not the case. If an under-enrolled course is allowed to run, and if it is part of a faculty members regular workload (no overload), then it is treated the same as a fully enrolled class.
- Faculty evaluation changes go into effect next semester. This runs counter to how things have been done before. Make sure departments are aware of this. Evaluations will include 13 questions instead of 10, and these questions will be used to calculate faculty ratings. Five additional questions have been added, as well as questions added by individual departments. These numbers will not be included in the overall teaching ratings.

- AAC Report (Pages 10-11)
 - FCC Report (Pages 12-15)
 - GC Report (Pages 15-18)
 - IPR Report (Pages 18-22)
 - CUSF Report (Page 22-24)
 - Administrators Reports
- Tom Bowling attended in place of President Nowaczyk who was attending a meeting of the presidents of the Capital Athletic Conference at St. Mary's College.
- Thank you on behalf of Dr. Nowaczyk to all who served on Provost Search Committee.
 - Strategic planning - The sessions have been very engaging. A few more are still to be conducted. The chairs are in the process of getting data back from groups. Data will be uploaded to the strategic planning web site between now and Jan 24. This data will be distilled at the sense-making workshop on Jan. 25 and this information will also be made available.
 - All faculty & staff are encouraged to complete the email survey. The survey is being sent to faculty, staff, and student leaders. They are currently finalizing the group of student leaders. It consists of 6 open-ended questions.
 - The final question asks about values that are important for FSU to demonstrate.
 - After the sense-making workshop: A visioning conference on March 31, and final goals at around on April 28.
 - All faculty are encouraged to review the mid-year SGA report. It was sent via an email from Kathi Perkins. It shows great insight and the thoughtful leadership of this year's student government.
- Evan Offstein attended for Provost Tootoonchi who was attending the Middle States Conference.
- We are still on track for both areas of the Middle States report.
 - General Education: Faculty engagement has been high. 25-30% of the Standard 12 report has been written. Data has been collected for 6 learning objectives, and two of the objectives are completely finished. Middle States representatives (and one of the provost applicants) expressed their surprise at how far along we are in the process.
 - Institutional effectiveness – We have begun the 12 days of assessment emails. Evan recognized Jason Draper in Sara Beth Bittinger's office who has been doing regression analysis.
 - Tom Sigerstad, Greg Wood, Scott Fritz, and Ben Norris are looking into concerns about the IDIS classes. (*Followed up with Dr. Offstein for more information after Senate meeting: "Middle States has concerns about the number of substitutions in regards to IDIS. It is also unclear whether we are providing the right control mechanisms to ensure that the substitutions are, indeed, interdisciplinary in nature."*)
 - Office space for the Center for Teaching Excellence has been completed in the library.
 - The Provost's Advisory Council is now called the Provost Academic Council.
 - FSU & Hagerstown Community College agreement for dual enrollment and reverse transfer has been signed. Nobody has signed up yet.
 - We are planning a similar agreement with Allegany College of Maryland. The document is being reviewed at Allegany College of Maryland

- Eight sabbatical applications have been submitted by the Provost to the President. The President’s approval depends on budgetary conditions.
- The Provost expressed appreciation to all who reviewed the sabbatical applications.
- Automation of the appeals process is on track. Thank you to Troy Donoway for his work with this. Evan noted that he’s learned a lot about the damage that comes from not getting grades in on time. This reflects on institutional effectiveness.

- Questions for Administrators

- Q: Requested clarification of SGA document mentioned. TB: This was attached to an email to faculty, staff, and students. It was sent by Kathi Perkins. Additional Comment: This was one of the most professional documents seen with student concerns. It is highly recommended reading for faculty.

1. 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 16-27

PASSED

16-27	<p>African American Studies requests the following:</p> <p style="padding-left: 40px;">I. <u>Catalog Description of AAST 494: AAST Practicum</u></p>	<p>Rationale: I. Often no additional fees are required to take this class. However, in some cases, labs or travel may be involved. Therefore, additional fees may be required in those situations.</p> <p>II. This course uses the work rate of 3</p>	Vote Required
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<p>Original:</p> <p>Catalogue Description: Study of African American history and culture through field trips to cities in Maryland and neighboring states, articulated with a theoretical analysis of major themes under study. Readings, some classroom sessions, private consultations with the instructor, and personal writings constitute the theoretical component of the practicum. Lecture, travel, and independent study. Additional fees required. Every semester. Prerequisite: permission of the instructor.</p> <p>Proposed change:</p> <p>Catalogue Description: Study of African American history and culture through field trips to cities in Maryland and neighboring states, articulated with a theoretical analysis of major themes under study. Readings, some classroom sessions, private consultations with the instructor, and personal writings constitute the theoretical component of the practicum. Lecture, travel, and independent study. Additional fees <i>may be</i> required. Every semester. Prerequisite: permission of the instructor.</p> <p>II. <u>Change in credit hours for AAST 494</u></p> <p>Original: 3 credits</p> <p>Proposed change: 1-3 credits.</p> <p>III. <u>Addition of Two Existing Classes to the Elective List</u></p> <p>After careful review of the syllabi for ENGL</p>	<p>hours per week for each credit hour. Some students are working on projects that are smaller in scope, and three credits will not accommodate their tasks. More flexibility in credit hours will allow for more opportunities for our students to take this course and gain experiential learning. Moreover, many departments on campus have set precedent for this credit range for practicum classes.</p>	
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	<p>271 and ENGL 379, the steering committee voted to include these classes in the list of electives for the minor:</p> <p>ENGL 271: Asian and African Literature</p> <p>ENGL 379: Postcolonial Literature</p>		
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- **FCC 16-08(H)**

PASSED

<p>FCC 16-08(H)</p>	<p>Student Evaluation Instrument</p> <p>The Distance Education Advisory Group has reviewed the new statements for the Student Evaluation Instrument and suggested updates to three statements to make the statements equally appropriate for online courses.</p>	<p>Update three SEI statements to use language that is appropriate for course in all formats.</p> <p>Specifically:</p> <ol style="list-style-type: none"> 1. Replace “class” and “classroom” with “course”. 2. Add language to the outside of class / office hours statement to include more flexible office hour arrangements used in some online courses 	<p>Approved – Unanimous</p>
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- GC 16-1

PASSED

Title	Executive Summary	Proposal
<p>GC 16-1</p> <p><i>Proposal for The Nursing Department's Nurse Practitioner Program</i></p> <p>With two possible concentrations:</p> <p>FNP Family Nurse Practitioner and PMHNP Psychiatric and Mental Health Nurse Practitioner</p>	<p>Executive Summary:</p> <p>The progressively worsening healthcare provider shortage in America is widely publicized and acknowledged, especially in rural areas. There is a projected shortage of 20,400 primary care providers by the year 2020. In Maryland alone, it is estimated that a minimum of 1,052 additional primary care providers are going to be needed in order to meet the primary care needs across the state by 2030. The shortage of mental health providers is even more startling, especially for children/adolescents. Approximately 20% of children and adolescents under the age of 18 suffer from a mental, behavioral, or emotional disorder. Sadly, nearly 75% of them go without treatment. Nationwide, approximately 96.5 million Americans live in areas with known shortages of mental-health providers.</p> <p>Indirect response to the obvious need as described above and to our community of interest as evidence by the letters of support in this proposal, the College of Liberal Arts and Sciences is proposing a M. S. in Nursing, Nurse Practitioner Program with concentrations in Family Nurse Practitioner and Psychiatric and Mental Health Nurse Practitioner. The new program aims to admit and retain seasoned, experienced Registered Nurses (RNs) who live and work in rural, medical underserved regions in Maryland with the goal of graduates being able to deliver expert, higher-level care in the communities in which they already live and work.</p> <p>The focus of this new program is to facilitate academic knowledge and expert clinical skills necessary for health promotion, disease prevention, advanced assessment, accurate diagnosis and evidenced based management of</p>	<p>Passed</p> <p>PMHNP core credits: 29</p> <p>FNP core credits: 30</p> <p>PMHNP Concentration credits: 32</p> <p>FNP concentration credits: 25</p> <p>Core Courses:</p> <p>NURS 504 Nursing Informatics</p> <p>NURS 602 Research and Systematic Analysis</p> <p>NURS 603 Roles and Issues In Advanced Practice Nursing</p> <p>NURS 605 Health Systems and Populations</p> <p>NURS 650 Advanced Physiology and Pathophysiology Across the Lifespan</p>

	<p>acute and chronic illness. Upon completion of either concentration, the NP will be prepared to assume a leadership position, manage complex clinical care and take responsibility and accountability for primary health care or mental health care within the communities across the nation.</p> <p>The curriculum for the NP program is based on the <i>AACN's Essentials of Master's Education for Advanced Practice Nursing</i> and the <i>National Organization of Nurse Practitioner Faculties (NONPF) 2016 Criteria for Evaluation of Nurse Practitioner Programs</i> (5th ed.). Accreditation through the Commission on Collegiate Nursing Education (CCNE) the accrediting body of the AACN will be pursued as it is required for the graduates to complete certification examinations in order to practice in their specialty.</p> <p>The FNP concentration is 55 credit hours which can be completed full time in 6 semesters or part time in 10. The PMHNP concentration is 61 credit hours which can be completed full time in 7 semesters or part time in 13. Students in both concentrations will complete over 600 clinical hours in experiential education and training across the lifespan. Students will be able to complete clinical requirements in their home communities, making this program flexible and accessible. Both concentrations are blended in nature with time-limited on-campus requirements only when required for training and testing purposes (90-95% online; 5-10% on campus). Graduates of both concentrations will be eligible to sit for respective national certification examinations, required prior to licensure and active practice.</p>	<p>NURS 651 Advanced Health Assessment & Diagnostic Reasoning Across The Lifespan – Theory</p> <p>NURS 652 Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan – Practicum</p> <p>NURS 653 Advanced Pharmacology: Essential Concepts Across the Lifespan</p> <p>NURS 701 Transitional Role Course For the Nurse Practitioner</p> <p>NURS 675 Quality Improvement in Advanced Nursing Practice</p> <p>FNP Concentration</p> <p>NURS 660 Primary Care Management Across the Lifespan</p> <p>NURS 662 Primary Care Management Across the Lifespan Practicum I</p> <p>NURS 663 Primary Care Management Across the Lifespan Practicum II</p> <p>NURS 664 Primary Care</p>
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		<p>Management Across the Lifespan Practicum III</p> <p>NURS 665 Pediatrics in Primary Care</p> <p>NURS 666 Pediatrics in Primary Care Practicum I</p> <p>NURS 668 Women’s Health in Primary Care Across the Lifespan</p> <p>NURS 669 Women’s Health in Primary Care Across the Lifespan Practicum</p> <p>NURS 670 Mental Health in Primary Care Across the Lifespan</p> <p>NURS 671 Mental Health in Primary Care Across the Lifespan Practicum</p> <p>PMHNP Concentration</p> <p>NURS 625 Neurobiology of Psychiatric Disorders Across the Lifespan</p> <p>NURS 626 Psychopharmacology Across the Lifespan</p> <p>NURS 627 Psychiatric Diagnostic Reasoning Across the Lifespan – Theory</p>
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		<p>NURS 628 Psychiatric Diagnostic Reasoning Across the Lifespan – Practicum</p> <p>NURS 629 Physical Health Issues Common In Psychiatric Disorders Across the Lifespan</p> <p>NURS 630 Therapeutic Management of Adult/Geriatric Psychopathology I – Theory</p> <p>NURS 631 Therapeutic Management of Adult/Geriatric Psychopathology I – Practicum</p> <p>NURS 632 Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Theory</p> <p>NURS 633 Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Practicum</p> <p>NURS 634 Therapeutic Management of Child/Adolescent Psychopathology II – Theory</p> <p>NURS 635 Therapeutic Management of Child/Adolescent Psychopathology II –</p>
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		<p>Practicum</p> <p>NURS 636 Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Theory</p> <p>NURS 637 Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Practicum</p> <p>NURS 638 Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Theory</p> <p>NURS 639 Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III - Practicum</p>
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- **SSC 16-01(H) [Note this item if passed will amend FCC 16-05(H): Change to Syllabus for all General Education Sections]**

Goal/objective typo Added which goals the objective linked to.

Passes (Senate agreed to look at this).

Item passes.

Senate previously passed a proposal requiring, starting in Spring Semester 2017, that all sections of GEP courses must include a specific table in the first page of their syllabus that shows the students which Learning Objects the class will introduce, emphasize, and/or reinforce. This current proposal fixes a key

typo and adds a link between the objectives and the goals.

GENERAL EDUCATION PROGRAM LEARNING OBJECTIVES:

This course is part of the General Education Program at Frostburg State University. The activities and assignments in this course introduce, emphasize, and/or reinforce the learning objectives of the General Education Program marked/checked below.

Written Communication —We want our students to demonstrate proficiency in their written communication that would satisfy both academic and applied audiences. (Links to GEP Goal 1: Core Skills)	
Oral Communication —We want our students to demonstrate proficiency and professionalism in oral communication. (Links to GEP Goal 1: Core Skills)	
Mathematical and Quantitative Reasoning —We want our students to analyze and assess problems through calculation and by employing quantitative tools. (Links to GEP Goal 1: Core Skills)	
Critical Thinking and Reasoning —We want our students to demonstrate skill and knowledge in solving problems using qualitative skills and conceptual rigor. (Links to GEP Goal 2: Liberal knowledge and skills of inquiry, critical thinking, and synthesis)	
Values and Social Responsibility —We want our students to demonstrate civic oriented behaviors and apply principles of social responsibility to solve community challenges. (Links to GEP Goal 3: Values and social responsibility)	
Appreciation of Cultural Identities —We want our students to interpret situations through a lens of diversity and globalization. (Links to GEP Goal 4: Appreciation of cultural identities)	

- **SSC 16-02(H)**

Passes (Senate agreed to look at this).

Item passes with changes.

Additional information and discussion on SSC 16-02(H)

- Most Senate committees are assigned by the faculty chair. This is not a subset of Senate, and it is also not elected. The reason for this is because it is complicated to find appropriate combination of people representing different groups and expertise needed for the committee. Members will be by appointed by the Provost and Senate chair. This ensures representation of both academics (Provost) and curriculum (Faculty Senate Chair).
- The committee reports to the appropriate committee. This can vary, sometimes Academic Affairs, steering, a specific department or other group.
- Q&A
 - Why can't there be some faculty who are elected (some appointed and some elected) A: It is a numbers issue. Adding faculty could make the committee too large. Adding members through voting could result in a loss of functionality.
 - Wording concern: 2nd bullet is confusing.

Original Text of 2nd Bullet:

- One department regularly offering courses in each of the six Modes of Inquiry:
 - Group A: Fine and Performing Arts
 - Group B: Humanities
 - Group C: Natural Sciences
 - Group D: Behavioral and Social Sciences
 - Group E: Interdisciplinary Colloquia (IDIS)
 - Group F: Identity and Difference

Revised Text of 2nd Bullet (See the full text below for other revision suggestions):

- **For each of the following Modes of Inquiry, one faculty member from a department or program that regularly offers courses in that mode:**
 - Group A: Fine and Performing Arts
 - Group B: Humanities
 - Group C: Natural Sciences
 - Group D: Behavioral and Social Sciences
 - Group E: Interdisciplinary Colloquia (IDIS)
 - Group F: Identity and Difference

- Could each college/department slot be elected? The system becomes very difficult as the system becomes more complicated to have that many specific elements.
 - Could there be a caveat that positions are appointed? This is also complicated because voting would really be needed by a specific academic area.
 - Consider asking for nominations and then choosing from those. At least we would get a sense of who is interested. This might be a good compromise. Provost & chair could originally do a "call out" for those who are interested. This method could identify faculty who were originally not considered
 - There was general agreement among Senators that this would be a good idea.
 - Individual departments could nominate people who are qualified/interested and send out those names. (The call-out mentioned previously might take care of this.)
 - Core skills - we would always need representation from English & Math.
 - Technology fluency. Where does this fit into this discussion. "Officially" it is separate, but the General Education Committee may wish to consider adding this as well as other skills such as Information Literacy in the future.
 - Consider having just one elected position. This could be a counterweight. Having someone who isn't intimately involved. This still results in a messy process and large group. It was noted that even with adding more members, the group is smaller than Faculty Concerns Committee.
 - Technology fluency – There is an argument against adding it to the General Education Committee. Currently, some transfers are able to double-dip. We would need language to allow double-dipping. It would increase the size of GEP.
 - Are there only 6 faculty members on the committee? Actually, the total faculty is 10.
 - What about broadening the group who appoints faculty, such as adding Senate Steering to work with the Provost and chair? This becomes large group for decision-making.
 - Suggestion: We can try it this way (appointed by Provost and Senate Chair), amend it if there is a problem.
 - This will still be going through Senate Steering and, so Steering can provide input.
 - Do we wish to codify this when it could change so regularly, since Chairs should be reaching out for information?
 - Concern that this is not as democratic coming from 2 individuals
 - This is more of "appointing a cabinet" or experts. The members are not actually making the changes, but they would be receiving results and making recommendations. Other entities will be contributing to this.
- Passed with changes to wording of 2nd bullet point

Proposal

Add to Part C: Governance of the Faculty Handbook the charter of the General Education Program Review Committee.

Rationale

As a permanent standing committee, the General Education Review Committee will coordinate assessment of the General Education Program, and, based on that assessment, facilitate any revision to the General Education Program. The establishment of a permanent committee will ensure that these essential tasks will be performed regularly and sustainably in a faculty-driven manner.

General Education Program Review Committee

Membership

Administrators

Director of Assessment and Institutional Research or Designee

One Academic Affairs Administrator appointed by the Provost

Faculty

Ten faculty members, at least one from each college and no two from the same department, with a special interest and/or background in student learning assessment or general education appointed jointly by the Provost and the Chair of Faculty to staggered three-year terms to ensure representation of the following:

- Each department that offers courses in the Core Skills component of the GEP
- ~~Representation from six departments or programs regularly offering courses in one of the six modes of inquiry with the stipulation that all six modes of inquiry are represented.~~ One department regularly offering courses in each of the six Modes of Inquiry: For each of the following modes of inquiry, one faculty member from a department or program that regularly offers courses in that mode.
 - Group A: Fine and Performing Arts
 - Group B: Humanities
 - Group C: Natural Sciences
 - Group D: Behavioral and Social Sciences
 - Group E: Interdisciplinary Colloquia (IDIS)
 - Group F: Identity and Difference

- One department that does not regularly offer courses in the GEP
- The Library

Student

One student selected by the Student Government Association

Purpose

The General Education Program Review Committee is a standing University Advisory Committee dedicated to the assessment and improvement of the General Education Program.

1. Coordinate the assessment of the General Education Program, including
 1. Reviewing and make recommendations on the procedures for the assessment of the learning goals and associated learning objectives of the General Education Program by the Academic Departments and the Library, including
 1. Reviewing and recommending assessment instruments and rubrics;
 2. Reviewing and approving departments, courses, and assessment events as appropriate for assessment of GEP learning goals and associated learning objectives; and
 3. Grounded in the assessment data, periodically update the list of GEP objectives to be assessed in a given assessment cycle to ensure all GEP learning goals and associated learning objectives are covered.
 2. Reviewing benchmarks for GEP learning goals and associated learning objectives;
 3. Receiving and reviewing GEP assessment data from Academic Departments, the Library, and the Offices of the Provost and Assessment and Institutional Research;
 4. Reviewing syllabi of existing GEP courses to determine coverage of GEP learning goals and associated learning objectives;
 5. Making recommendations for improvement of learning outcomes in the GEP based on assessment data; and
 6. Communicating assessment outcomes and resulting recommendations to the Student Learning Assessment Advisory Group, the Office of the Provost, and to any appropriate academic department(s), committee(s), or campus unit(s) that could implement the recommendations.
2. Facilitate campus-wide review and revision of the structure, goals, and objectives of the General Education Program, including

1. Presenting assessment outcomes and recommendations at open campus forums and receiving feedback;
2. Reviewing and making recommendations on the addition, removal, and revision of GEP learning goals and associated learning outcomes;
3. Reviewing and making recommendations on the criteria for course inclusion in the GEP and providing those criteria to the University Undergraduate Curriculum Subcommittee to implement during the curriculum review process;
4. Monitoring offerings of GEP courses and making recommendations to improve offerings;
5. Reviewing General Education Programs at sister, peer, and aspirational institutions as well as monitoring national trends and best practices in General Education;
6. Reviewing Code of Maryland (COMAR) requirements for General Education at 4-year institutions to ensure FSU remains in compliance;
7. Periodically facilitating campus-wide dialogue on the GEP based on assessment outcomes and institutional priorities leading to recommendations to revise the structure, goals, and objectives of the GEP; and
8. Communicate any recommendations on the revision of the structure, goals, and objectives of the GEP to the campus community and to appropriate University Committee(s) and/or Subcommittee(s) for review.

3. Identify faculty development needs and opportunities related to the GEP and administer and award any funds provided by the Provost's Office to meet those needs.

Procedures

1. Officers

1. The Committee shall elect from its members a Chair, a Vice-Chair, and a Secretary to serve one-year terms.
2. The Chair shall set the agenda and preside over meetings.
3. The Vice-Chair shall assume the Chair's responsibilities in the Chair's absence.
4. The Secretary shall keep appropriate records of all proceedings of regular meetings.

2. The Committee shall meet at least once per month during the Academic Year (August – June).
3. All members of the Committee are voting members, and a quorum shall be a simple majority of the members.
4. The Committee may, at its discretion, invite additional individuals with particular expertise to help the Committee carry out its responsibilities. These individuals shall not be voting members.
5. The Committee shall establish such additional procedures as deemed necessary to conduct its business in an orderly fashion.

Vote Not Required:

- **None**

5. NEW BUSINESS

1. No new business

6. ADJOURNMENT

Adjourned at 5:08

