

**University Faculty Senate Meeting
Minutes
Friday November 2, 2012**

1. The UFS meeting was called to order by William McDaniel, President, at 2:00 p.m. in Engineering East 106 on the Boca Raton Campus and videoconference at the Davie Campus, the SeaTech Campus, the Harbor Branch Campus, and the Jupiter Campus.

Members present: see appendix for spreadsheet.

Guests present: Janet Cramer, Ed Pratt, Peter Ricci, Dilys Schoorman and others who did not sign in.

2. Without one correction and no objection, the Senate accepted the October 5, 2012 UFS minutes.

3. The President's report briefly addressed: **a.** October BOT: [i] Approved a bond issue for the new parking garage near stadium/Innovation Village; [ii] Approved refinancing of residence halls at Jupiter Honors College and Innovation Village; [iii] As of this July, a revised new degree application process. First a short feasibility study. Second, a BOG mandated approval by Work Group of Council of Academics VPs to reduce duplication and encourage inter-university cooperation. **b.** A memo of 6-4-2012 makes more clear faculty participation in decisions to terminate degrees. The policy now explicitly states that the process goes through the program level, then GPC or UGC, then Steering, then Senate and then FAU administration. **c.** Steering meetings will now begin at 2 p.m. for remainder of 2012-2013.

4. UPC Consent Agenda [see appendices]: **Accepted without objection**

5. UPC Action Items:

a. New certificates in Hospitality Management and Meetings and Events Management [see appendices] Explanatory comments and answers to questions by Peter Ricci.

Approved by majority vote

b. Changes to the B.S. in Biology: revamping of the core and merging Tiers 2 and 3 [see appendices]. Explanatory comments and answers to questions by ??? ???. **Approved by majority vote**

6. GPC Consent Agenda [see appendices]: **Accepted without objection**

7. GPC Action Item: Program Revision for Education Specialist Degree (Ed.S). Major overhaul, explained by Floyd and Dilys Schoorman. **Approved by majority vote**

8. Business item: The proposal to amend the FAU Constitution concerning Library Advisory Committee was introduced at the October meeting. **Approved by over two-thirds majority vote at this November meeting.** The Bylaws now read: "The Library Advisory Committee shall consist of one faculty member from each college and one member from the Library faculty. The method of selection of the members shall be determined by the individual units. If a regular Committee member is unable to attend a meeting, the unit may designate a proxy. The

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Committee shall elect its chair from among the college members.”

9. Comments by President Saunders: [i] general university information; [ii] there was a visit by the Business Development Board. It reported 800+ new jobs in Palm Beach County recently; [iii] BOT retreat highlight is a reaffirmation of strategy and goals set forth in the 2011 retreat; [iv] comment on implementation of the strategic plan – an ad hoc committee (half faculty, half administrators) will oversee; [v] FAU needs some thought as to courses and programs that support aspirations of those graduating specialties; [vi] tuition increases were to be for quality enhancement. The legislature forced them to be to replace state subsidies. FAU currently has no market rate tuition programs, as other SUS have.

10. Open Forum with the Provost: Provost Brenda Claiborne [i] reported that FAU will have a demonstration report at the BOG meeting in its request for BOG Special Funding; [ii] noted a continuing effort for improving student success has aspects of (α) deans and chairs will see insure better advising and course offering structures, (β) application of the Strategic Plan, (γ) developing statistics on why FAU loses students; [iii] that the APBC will provide input to allocation of the erstwhile restored \$25,000,000.

10. Good of the Senate: **a.** Senator Haky suggested SPOTs become online. Dean Pratt noted a \$20,000 annual expense to paper SPOTs. Online SPOTs may have lower response and written comments could be lost. Bosshardt said that the Assessment Committee had discussed online SPOTs but ultimately rejected the idea. The sense of the Senate is that Steering will discuss whether the Assessment Committee should revisit the matter. **b.** Mike Harris requests that Steering discuss potential Senate input to the issue of post-tenure review. President McDaniel agreed.

11. Adjournment was at 3:20 p.m.

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Appendices

Attendance Spreadsheet:

College - # of Seats	First Name	Last Name	Nov
Engineering - 3	Jonathon	Bagby	
	Evangelos	Kaisar	
	Hari	Kalva	x
DSI - 3	Philippe	D'Anjou	
	Michele	Hawkins	x
	Bruce	Arneklev	x
Honors - 2	Kanybek	Nurtegin	x
	Jon	Moore	
Business - 5	John	Valentine	
	Jim	Han	x
	Eric	Shaw	
	Stuart	Galup	
	Bill	Bosshardt	x
Education - 4	Deborah	Floyd	x
	Joseph	Furner	x
	David	Kumar	
	Meredith	Mountford	

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A&L - 9	MaryAnn	Branaman	
	Brian	McConnell	
	Mike	Harris	x
	Douglas	McGetchin	
	Tim	Lenz	
	Max	Kirsch	
	Fred	Fejes	
	Yolanda	Gamboa	x
	Jennifer	Low	
Science - 6	Chris	Beetle	x
	Stephen	Locke	x
	James	Kumi-Diaka	x
	Markus	Schmidmeier	x
	Fred	Hoffman	
	Tom	Monson	
Medicine - 2	Morton	Levitt	x
	Kathleen	Guthrie	x
Nursing - 1	Susan	Dyess	
Library - 2	Lauri	Rebar	x

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	Teresa	Van Dyke	x
Senator	First Name	Last Name	Nov
Presidential Rotation:			
Senate President	William	McDaniel	x
Past president or president elect	Ronald	Nyhan	x
Faculty Assembly Heads:			
EO Medicine	Rainald	Schmidt-Kastner	x
EO Science	Jerry	Haky	
EO Engineering	Khaled	Sobhan	
EO DSI	Rosalind	Carter	x
EO Honors	Warren	McGovern	
EO Education	Philomena	Marinaccio-Eckel	x
EO A&L	Marshall	DeRosa	
EO Business	John	Bernandin	x
EO Library	Kristy	Padron	
EO Nursing	Bernadette	Lange	x
Committee Chairs:			

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Academic Freedom and Due Process Committee			
Admission and Retention Committee			
Assessment Committee	Nancey	France	
Athletics Committee	Eric	Shaw	
Distance Education Committee			
Graduate Council	Deborah	Floyd	x
Honors and Awards Committee	Michelle	LaRocque	
Library Advisory Committee			
Promotion and Tenure Committee			
Research Committee	Arlene	Fradkin	
Undergraduate Programs Committee	Jerry	Haky	x
Graduate Programs Committee	Nancy	Poulson	
Committee on Committees	Valerie	Bryan	x
Nonvoting Members:			
President	Mary Jane	Saunders	x
Provost	Brenda	Claiborne	x

Item 4:

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UPC Consent Agenda, as amended by Steering

Course #	Title	College/Dept.	Credits	Action
FIL 3803 Form Syllabus	Film Theory	AL/Comm.	3(4)	Change credits
FIL 4672 Form Syllabus	Hollywood, Censorship and Regulation	AL/Comm.	3(4)	Change credits
SPC 4540 Form Syllabus	Persuasion and Propaganda (New title: Propaganda)	AL/Comm.	3	Change title
CRW 4311 Form Syllabus	Poetic Forms	AL/English	3	Change prereqs. and description
CRW 4932 Form Syllabus	Honors Creative Writing Seminar	AL/English	3	New course
LIT 2070 Form Syllabus	Interpretation of Creative Nonfiction	AL/English	3	Add General Education
ACG 3141 Form Syllabus	Intermediate Theory 2	BA/Acct.	3	Change prereq. and desc.
ACG 4401 Form Syllabus	Accounting Information Systems 1	BA/Acct.	3	Change description
BUL 4641 Form Syllabus	Administrative Law	BA/Acct.	3	New course
ISM 4117 Form Syllabus	Data Mining and Data Warehousing	BA/ITOM	3	Remove prereq.
ISM 4212 Form	Database Management Systems	BA/ITOM	3	Remove prereq.

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Item 5.a. from UPC Action

1. New certificates in Hospitality Management and Meetings and Events Management

The Hospitality Management Program in the College of Business Marketing Department is proposing new certificates in Hospitality Management and Meetings and Events Management in response to demand from students and requests from advisors and industry professionals. The programs would be open to both degree-seeking and non-degree-seeking students and would require 15 credits, all with a minimum grade of “C.” The department would be able to offer the programs with no additional costs, faculty members or courses, as discussed in the rationale below. **The UUPC approved the new certificate programs.**

From: Peter Ricci, Director, Hospitality Management, College of Business

Date: September 27th, 2012

Re: Rationale for Proposing Certificates in Hospitality Management and Meetings and Events Management

We are proposing a certificate in Hospitality Management (1) and a second certificate in Meetings and Events Management (2).

The reasons for these proposals include the following:

1) A trend over the past five years of many non-degree-seeking students from the local hospitality workforce taking our courses and *requesting* an official certificate in both areas. We have approximately 15 to 30 non-degree-seeking students per year.

2) Ongoing and regular requests from the College of Business advising office to create these two certificate programs. The advising professionals within the College of Business, the director of the College of Business advising office and the support staff members of the College of Business advising office have all requested for us to create these two certificates. There is an apparent desire from existing FAU students to have the *option* of getting a certificate in either Hospitality Management or Meetings and Events Management (or both) without having to fully pursue the minor in hospitality management.

3) As part of FAU’s strategic plans, which include community engagement, our hospitality industry advising group felt that it was in the best interest of the regional hospitality workforce to have these certificates available. Our competitor institutions (i.e., Lynn University, Florida International University and Palm Beach State College) all have similar certificates in place; actually, they have many more varieties than these two. But, this is a start.

4) The hospitality industry remains the state’s largest private employer and is the largest private employer in Broward, Palm Beach, Miami-Dade, Monroe, Collier, Lee, Martin and most every other surrounding county. This offering of certificates will aid the local workforce in improving their job skills and employability as part of FAU’s community engagement and outreach.

The program director has had *multiple* requests for certificate programs from regional resorts, hotels, private country clubs, casinos, event planning companies, destination marketing agencies, travel agencies, cruise lines, restaurants and attractions. There exists tremendous potential to

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attract non-degree-seeking students to these certificates... and, possibly, to degree programs after completion of these certificate courses.

5) These certificates can be provided with a) **no** additional course offerings to the schedule already in rotation, b) **no** additional faculty members and c) **no** additional costs to the university, college or program except for the paper that the certificates are printed on (and, this paper is already in stock for various other certificates across multiple business programs and is already administered by the College of Business advising office).

In sum, these certificates are fully justifiable to create a “win win” scenario among FAU, the local hospitality workforce and both our traditional students and non-degree-seeking students.

CERTIFICATE IN HOSPITALITY MANAGEMENT

The Certificate in Hospitality Management provides an industry-focused curriculum to those who desire employment within the hospitality and tourism industry – Florida’s #1 private employer. Students must complete 15 credit hours from the courses below. The Certificate in Hospitality Management is open to both degree-seeking and non-degree-seeking students. All courses must be completed with a minimum grade of “C” or better.

Core Courses (9 credits)

Introduction to Hospitality Management	HFT 3003	3
Excellence in Guest Service Management	HFT 4240	3
Fundamentals of Lodging Management	HFT 4253	3

Electives (6 credits); select any two courses from the group below

Principles of Food and Beverage Management	HFT 3263	3
Hospitality Marketing and Revenue Management	HFT 4503	3
Meetings and Events Management	HFT 3741	3
Performance Analysis for Hospitality Managers	HFT 4453	3
Principles of Hospitality Law	HFT 3603	3
Human Resources Management for the Hospitality Industry	HFT 3221	3
International Field Experience in Hospitality Management	HFT 4955	3
Special Topics in Hospitality Management	HFT 4930	3

CERTIFICATE IN MEETINGS AND EVENTS MANAGEMENT

The Certificate in Meetings and Events Management provides an operations-focused curriculum to those who desire employment within the meetings, events, exhibitions or conventions industries. Students must complete 15 credit hours from the courses below. The Certificate in Meetings and Events Management is open to both degree-seeking and non-degree-seeking students. All courses must be completed with a minimum grade of “C” or better.

Core Courses (12 credits)

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Meetings and Events Management	HFT 3741	3
Introduction to Hospitality Management	HFT 3003	3
Fundamentals of Lodging Management	HFT 4253	3
Excellence in Guest Service Management	HFT 4240	3

Electives (3 credits); select any one course from the group below

Principles of Food and Beverage Management	HFT 3263	3
Hospitality Marketing and Revenue Management	HFT 4503	3
Special Venue Marketing	MAR 4933	3
Promotional Management	MAR 4323	3

Item 5.b. from UPC Action

Changes to the B.S. in Biology

The Department of Biological Sciences is proposing changes to its B.S. in Biology program to produce a definitive, up-to-date list of requirements, to streamline the curriculum and to improve flexibility in order to facilitate timely graduation. This involves changes to the program's core requirements, including making into electives some formerly required courses, as detailed in the proposal below. **The UUPC approved the changes.**

Proposal to revise the BS in Biology curriculum.

Dr. Sarah Milton, Dr. John Nambu, Dr. Xing-Hai Zhang, Dr. Colin Hughes

Motivations, changes made and justifications.

Overview of problems with current curriculum. Descriptions of the curriculum requirements for the BS in Biology are out of date, provide little flexibility, are inconsistent among several versions, and some versions contain classes not approved by the faculty. Our goal was to produce a definitive, up-to-date list of requirements and to introduce more flexibility that helps students graduate on time.

Problems, proposed changes and justifications:

1. New courses are being taught that are not listed in the existing curriculum. We have added all missing classes. Justification: this will make the options available to undergraduates obvious.
2. Five pre-professional classes have been inserted into some versions of the curriculum without the approval of faculty. These classes (Introduction to Animal Science & Lab, BSC 4930 and Lab; Animal Nutrition, BSC 4930; Premed Success, IDS 3122; Introduction to Pre-Professional Studies and Lab, PCB 3083 and Lab; Basic Clinical Skills, PCB 4930) have been deleted. Justification: the Biology Faculty decided these were not appropriate for credit toward a Major in Biology. However, the proposed curriculum together with IFP accounts for 106 credit hours, leaving students preparing for careers in health-related fields room to add these classes to their program of study.

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3. The current curriculum provides little flexibility for students. We propose moving Evolution into the core curriculum. We propose requiring students to take three out of four core Biology classes (the others are Ecology, Molecular and Cellular Biology, and Genetics). Justification: this provides flexibility to students; pre-meds and similarly interested people may choose to skip Ecology for example, if that is not interesting to them, while more holistic thinkers might choose to skip Molecular and Cell Biology. Students would however, still be able to take all four classes if they so choose.

4. Since Tier 2 classes are of similar stature to Tier 3 electives, the distinction should be abolished. So the remnant of Tier 2 was merged with Tier 3. This leaves our curriculum with two groups of classes: Core and Electives. Justification: this removes the ambiguity of having two levels of electives and simplifies the structure of the curriculum.

We see these changes as being re-organizing, updating and accuracy checking our curriculum. We anticipate a small effect on the Chemistry department. As discussed with Dr. Haky, while most Biology majors are preparing for a career in health-related fields, most will still take Organic Chemistry Lab and Biochemistry, so the decrease in enrollment that might result from making these electives will be small.

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University Graduate Programs Committee: Consent Agenda 10/10/2012					
Senate Version					
ANG 6306	Ethnographic Perspectives on Health	A & L	3	New	
ARH 6015	History and Ceramics	A & L	4	New	
MMC 6646	Political Economy of the Media	A & L	3	New	
ARC 5272	Professional Practice II	CDSI	3	Change	
ARC 5271	Professional Practice I	CDSI	3	Change	
CCJ 6056	Criminology	CDSI	3	Change	
CCJ 6902	Foundations Readings in the Criminal Justice Process	CDSI	3	Change	
CCJ 6021	Corrections	CDSI	3	Change	
CCJ 6046	Juvenile Justice	CDSI	3	Change	
CCJ 6142	Restorative Community Justice	CDSI	3	Change	
CCJ 6456	Leadership and Future Issues in Criminal Justice Agencies	CDSI	3	Change	
CCJ 6485	Public Policy Models	CDSI	3	Change	
EDG 6622	Documentation and Assessment in Curriculum and Instruction	Education	3	New	
EDF 6615	Teaching African American Students	Education	3	Change	
Memo	Catalogue Change Related to Prerequisites for NGR 7738	Nursing	3	N/A	
Memo	Graduate Website Change	Nursing	N/A	N/A	
Memo	Add Videoclip Component to Application for Master's Degree/LLCL	A & L	N/A	N/A	

Item 7.

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<p>Core Courses: 6 credits</p> <p>Required: EDF 7758 Trends in Analyzing Instructional Practice EDF 7917 Instructional Policies and the Teaching Profession</p>	<p>Core Courses: 12 credits (6 Required and 6 Elective)</p> <p>Required: EDG 7251 Curriculum for School Improvement EDF 7917 Instructional Policies and the Teaching Profession</p> <p>Electives: (Choose 2) EDG 6622 Documentation and Assessment in Curriculum and Instruction EDF 6637 Race, Class and Gender Issues in Education EDG 6285 Program Evaluation EDG 6223 Curriculum Leadership EDG 6935 Seminar in Curriculum EDH 6215 Community College Curriculum</p>
<p>Research/Statistics Courses: 3 credits EDA 6415 Introduction to Qualitative Analysis (Department of Educational Leadership)</p>	<p>Research and Evaluation Courses: 6 credits EDA 6415 Introduction to Qualitative Analysis (Department of Educational Leadership) EDF 6918 Action Research in Schools and Communities</p>
<p>Area of Specialization Courses: 15 credits at the 6000 level or above <i>Take 5 courses in one or two of the following areas:</i> Art Foreign Language Music Reading ESOL Elementary Education English Mathematics Social Science Science Exploratory Electives: 12 graduate credits at the 5000 level or above</p>	<p>Area of Specialization Courses: 12 credits at the 6000 level or above <i>Take 4 courses in one or two of the following areas:</i> Arts Curriculum Early Childhood Foreign Languages Global Studies Mathematics Multicultural Education Reading Research Methodology Science Social Studies Technology TESOL and Bilingual Education Other, in consultation with Advisor</p>
<p>Qualifying Exam: At the end of coursework, students are required to take a 3-hour written examination based upon the student's approved program of study.</p>	<p>EDG 7906 Directed Independent Study in Community Engagement: 3 credits The Capstone Experience, implemented at the end of the Ed.S. program draws on a community or school-based independent study field experience designed by the Ed.S. student and her/his advisor. The Capstone culminates in a manuscript to submit for publication or a poster/paper presentation at a conference. The Capstone project (manuscript or presentation material) will be shared with faculty and graduate students at a colloquium, poster session or Research Brown Bag.</p>

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Education Specialist Degree (Ed.S.) in Curriculum and Instruction Program Revisions Department of Curriculum, Culture, and Educational Inquiry – September 7, 2012

Rationale for changes: Previously, the Ed.S. Degree in Curriculum and Instruction had requirements that did not differentiate this degree from a master's degree or from initial course requirements for the Ph.D. The Department of Curriculum, Culture, and Educational Inquiry (CCCEI) investigated Ed.S. degree programs in other universities in Florida and in the country and determined that the Ed.S. degree should be distinct from a masters and a doctorate, affording experiences that contribute or enhance teacher and curricular leadership capabilities but without the rigorous dissertation experience that prepares educators for potential research careers.

Students in the CCCEI Ed.S. degree program are practitioners interested in deepening their work in a content field beyond the master's degree as well as assuming a greater role in their schools and communities. The issue of context is important for the Ed.S. student; the degree affords students the opportunity to examine school and community contexts through investigation of policy, program evaluation, school curriculum improvement, and curriculum leadership. We expect Ed.S. graduates to assume leadership roles as teachers, as curriculum specialists, and as staff in nonprofit educational organizations. A primary focus of our program is community engagement, a theme of Florida Atlantic University in evidence in the current Strategic Plan. The revisions suggest an important role for Ed.S. faculty advisors who will assist each candidate in planning tailored programs to address skills and competencies needed in schools and communities.

The changes in the Ed.S. Program in Curriculum and Instruction were approved by the Department of Curriculum and Instruction in March of 2012. The changes will have no budgetary impact. All courses in the program already exist except for the new course, in the approval process this fall (2012), EDG 6622, *Documentation and Assessment in Curriculum and Instruction*, which will be an elective in this Ed.S., the Master's, and the Ph.D. in Curriculum and Instruction programs.

Ed.S. in C&I Current Program	Ed.S. in C&I Proposed Revised Program
Program Description The Education Specialist Degree (Ed.S.) in Curriculum and Instruction is designed for students who wish to continue graduate studies beyond the master's (M.Ed.) degree but do not desire the Doctor of Education Degree, which requires additional courses and a research dissertation. The Education Specialist Degree requires a minimum of 36 credit hours above the M.Ed. Degree. Students must pass an end-of-program examination. The degree must be completed within 7 years from the date a student is admitted to the Ed.S. Degree program. Please be advised that you can take no more than 1/3 of the credits in this program as a non-degree student before being officially admitted.	Program Description The Education Specialist Degree (Ed.S.) in Curriculum and Instruction is designed for students who wish to continue graduate studies beyond the Master's (M.Ed.) degree but do not desire the Doctor of Education degree (Ph.D.), which requires additional courses and a research dissertation. The Education Specialist Degree requires a minimum of 33 credit hours above the M.Ed. degree. The degree must be completed within 7 years from the date a student is admitted to the Ed.S. degree program. A student can take no more than 1/3 of the total credits in this program as a non-degree student before being officially admitted to the program.

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<p>Core Courses: 6 credits</p> <p>Required: EDF 7758 Trends in Analyzing Instructional Practice EDF 7917 Instructional Policies and the Teaching Profession</p>	<p>Core Courses: 12 credits (6 Required and 6 Elective)</p> <p>Required: EDG 7251 Curriculum for School Improvement EDF 7917 Instructional Policies and the Teaching Profession</p> <p>Electives: (Choose 2) EDG 6622 Documentation and Assessment in Curriculum and Instruction EDF 6637 Race, Class and Gender Issues in Education EDG 6285 Program Evaluation EDG 6223 Curriculum Leadership EDG 6935 Seminar in Curriculum EDH 6215 Community College Curriculum</p>
<p>Research/Statistics Courses: 3 credits EDA 6415 Introduction to Qualitative Analysis (Department of Educational Leadership)</p> <p>Area of Specialization Courses: 15 credits at the 6000 level or above <i>Take 5 courses in one or two of the following areas:</i> Art Foreign Language Music Reading ESOL Elementary Education English Mathematics Social Science Science Exploratory Electives: 12 graduate credits at the 5000 level or above</p>	<p>Research and Evaluation Courses: 6 credits EDA 6415 Introduction to Qualitative Analysis (Department of Educational Leadership) EDF 6918 Action Research in Schools and Communities</p> <p>Area of Specialization Courses: 12 credits at the 6000 level or above <i>Take 4 courses in one or two of the following areas:</i> Arts Curriculum Early Childhood Foreign Languages Global Studies Mathematics Multicultural Education Reading Research Methodology Science Social Studies Technology TESOL and Bilingual Education Other, in consultation with Advisor</p>
<p>Qualifying Exam: At the end of coursework, students are required to take a 3-hour written examination based upon the student's approved program of study.</p>	<p>EDG 7906 Directed Independent Study in Community Engagement: 3 credits The Capstone Experience, implemented at the end of the Ed.S. program draws on a community or school-based independent study field experience designed by the Ed.S. student and her/his advisor. The Capstone culminates in a manuscript to submit for publication or a poster/paper presentation at a conference. The Capstone project (manuscript or presentation material) will be shared with faculty and graduate students at a colloquium, poster session or Research Brown Bag.</p>

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