



*Proposed FL House Bill 839
2019-2021 Election Results
2019-2020 Committee Directories
Dealing with Classroom Disruption
General Education Council Report
Intercollegiate Athletic Report*



Faculty Association

LUNCHEON BUFFET MEETING

DATE: Thursday, May 9th, 2019

TIME: 12:45 P.M. (*Time Change*)

PLACE: Talon Room, Osprey Commons
Bldg 16, 4th Floor

FACULTY ASSOCIATION MEETING AGENDA

May 9, 2019

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES – April 4, 2019 (2 minutes)

III. ANNOUNCEMENTS (5 minutes)

IV. STANDING COMMITTEE REPORTS & NEXT MEETING (2 minutes per report)

- Academic Programs Committee – Kim Cheek *(No Meeting Scheduled)*
- Academic Standards Committee – Alan Harris *(Tues, 4/30 @11 AM - OFE/FA Conf) Rm*
- Adjunct Affairs Committee – David Mackinnon *(Wed, 5/1 @10 AM – 8/2213)*
- Budget Advisory Committee – Patrick Kreidl *(No Meeting Scheduled)*
- Campus Technology Committee – Georgette Dumont *(TBD)*
- Faculty Affairs Committee – Paul Eason/Dan Richard *(Thurs, 5/16@12:45 PM – OFE/FA Conf Rm)*
- Faculty Enhancement Committee – Suzanne Ehrlich *(TBD –OFE/FA Conf Rm)*
- Nominations and Elections Committee – Claudia Sealey-Potts *(Virtually Meeting)*
- Research Council – Judith Ochrietor *(TBD)*
- Strategic Planning Advisory Committee – Craig Hargis *(No Meeting Scheduled)*
- Support Services Committee – Dawn Witherspoon *(TBD@1 PM -12/2401)*
- Executive Committee – Gordon Rakita *(Tues, 5/21 @12:45 PM – OFE/FA Conf Rm)*

V. SPECIAL REPORTS (10 minutes)

- Academic Affairs Interim Vice President & Provost – Pamela Chally
- United Faculty of Florida – Kally Malcom-Bjorklund
- Campus Safety Advisory Report – John Hale
- General Education Council – Krista Paulsen

VI. QUESTION AND ANSWER PERIOD (10 minutes)

VII. CONSENT AGENDA

FA President will present the consent agenda items # FA 19-29 and #FA 19-33 for approval.

Agenda Item# 2- FA 19-29: Submitted by the Academic Programs Committee
COAS (Graduate) – (School of Music): New Course (1 package)

Agenda Item# 6- FA 19-33: Submitted by the Academic Programs Committee
BCH (Undergraduate) – (School of Nursing): Course Change (1 package)

VIII. LEGISLATIVE CALENDAR (5 minutes to reorder list) (20 minutes to act immediately on or remove item)

IX. ADJOURNMENT

Agenda Item# 1 – FA 19-28: Submitted by the Faculty Enhancement Committee

Faculty Association Bylaws Amendment: Second Reading

Faculty Enhancement Committee Charge Update Proposal

The committee voted to amend its charge to update its language clearly. The proposed changes are shown with strikethrough and underlining below.

ARTICLE VI - COMMITTEES

SECTION 4. - G.

The Faculty Enhancement Committee (FEC) shall review and recommend policies, procedures, and practices concerning activities that enhance and improve a faculty ~~member's~~members' knowledge and skills with regard to ~~his/her~~their duties in teaching, research, and service; and shall be advisory to the Faculty Enhancement Office, meeting regularly with ~~its~~the Office's Director. The Committee shall consider the enhancement needs of both full-time faculty and adjuncts.



Agenda Item # 2 -FA 19-29: Submitted by the Academic Programs Committee

**College of Arts and Sciences
(Graduate)**

Log Number: 201808-108 School of Music – Graduate

Add a new course	Philosophy of Music (3c)	MUH	Beginning Graduate (5xxx)	XXX
<p>Pre-requisite Courses: None</p> <p>Co-requisite Courses: None</p> <p>Course Description: This course introduces students to the variety of philosophical perspectives that have enhanced our understanding of the phenomenon of music. The identity of "music" is explored in light of different cultural, social, and aesthetic contexts. We focus on the linguistic character of music as a symbol form, the source and nature of emotional experiences through music, the cultural and social contexts of music production and reception, and the normative question of how to evaluate musical products and performances. The course offers original insights into music, while teaching basic theoretical insights of linguistic, social-psychological, and cultural philosophy.</p>				

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Agenda Item# 3- FA 19-30: Submitted by the Academic Programs Committee:

**Coggin College of Business
(Graduate)**

Log Number: 201901-32 Marketing & Logistics – Graduate

**Add a new degree-major program
Master of Science - Logistics & Supply Chain Management Major**

Summary of the Changes:

This APC is submitted to officially create the program of study for the Masters of Science in Logistics & Supply Chain Management for purposes of inclusion in the UNF Catalog. The degree program has been approved by the Board of Trustees and signature page is attached to this APC. Preceding documents related to this APC are included in APC 201708-69 titled "Master of Science in Logistics and Supply Chain Management"

The rationale for the MSLSCM is summarized in accordance with goals pertaining to “Community and Business Engagement” in the SUS Strategic Plan 2012-2025. The MSLSCM program will increase the percentage of graduates who continue their education and are employed in Florida. The program will parallel the relatively small (but growing) number of similar MSLSCM programs in highly ranked North American universities. The MSLSCM is an area recognized as a STEM program by the Board of Governors, meaning that these degrees directly contribute to current performance-based metrics. MSLSCM is a rapidly growing field in both size and

stature in today's global business environment, as evidenced by the major universities currently offering logistics and supply chain related programs. MSLSCM is a 32 credit our degree consisting of 8 required courses, 1 elective course, and 1 five-credit research thesis course. Specific courses are listed on the program of study attached to this APC.

The MSLSCM will serve four target populations with a likely minimum of 3 (and as many as 15) years of L&SCM industry experience via a combination of face-to-face and asynchronous delivery. The first target population (the expected majority) will be drawn from the large working-professional L&SCM business community with business undergraduate degrees in Jacksonville (the Jacksonville MSA has 1.3 million people). The second target population would be similar managers from a larger, regional geographic area which would extend south to central Florida and north toward the Savannah, Georgia area. The MSLSCM program's focus on educating working professionals (i.e., returning adult students) and its proposed blended delivery method (i.e., asynchronous learning students) directly addresses this goal. The third target population will be military veterans and/or active-duty military based in the northeast Florida region. UNF currently has approximately 1000 veterans already attending classes; many (156) of these are graduate students. Logistics and SCM is a major specialization in the military, thus there is a large number of potential graduate students who would interested in such a program. The fourth target population, transitioning undergraduate students, will be served by the Master locally and regionally, thus providing an opportunity to increase access to a graduate degree in a discipline not currently served in the Florida SUS. Further rationale is outlined in detail in the program prospectus, which was reviewed and approved by the Board of Governors. Signature page is included in this APC.

The anticipated additional resources for MSLSCM include the addition of an administrative support person in Year 1 with continued funding subject to the Dean's approval and faculty hires beginning in Year 2, dependent on enrollments in the program. Graduate assistants will be considered on an as needed basis. Resources are outlined in detail in the program prospectus, which was reviewed and approved by the Board of Trustees. Signature page is included in this APC.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Add a new course	Graduate Survey in Transportation (3c)	TRA	Graduate (6xxx)	XXX
Pre-requisite Courses: None				
Co-requisite Courses: None				
Course Description: Students will individually and collaboratively review and address significant problems of practice in transportation planning, management, and policy.				

Add a new course	Research Project (5c)	TRA	Graduate (6xxx)	XXX
Pre-requisite Courses: None				
Co-requisite Courses: None				
Course Description: Students will creatively address significant problems of practice in collaboration with others using inquiry informed by observation, multiple perspectives, research, and theory toward improving logistics and supply chain management.				

Agenda Item# 4 -FA 19-31: Submitted by the Academic Programs Committee:

College of Computing, Engineering and Construction (Undergraduate)

Log Number: 201901-8 School of Computing - Undergraduate

Terminate an existing minor Computer Science Minor

Summary of the Changes:

The School of Computing now offers 4 new majors in computer science, information systems, information science, and information technology. The 4 majors share a common core that represents the fundamental knowledge and skills every computing professional must possess. Instead of offering multiple minors as the case is now, the faculty of the School of Computing voted on February 1 to terminate the Computer Science minor (29 credits; this package), the Information Science minor (26 credits; package #201901-9), the Data Science minor (26 credits; package #201901-10), and create a new minor in Computing (21 credits; package #201901-11) that is represented by the common core courses shared among the 4 computing majors. The new minor in Computing will be accessible to all UNF students and will focus on the development of fundamental computing skills. Additionally, the new minor will be 8 credits shorter than the Computer Science minor we are proposing to remove. *(Visit our website: www.unf.edu/unffa/ for the program of study)*

Log Number: 201901-9 School of Computing - Undergraduate

Terminate an existing minor Information Science Minor

Summary of the Changes:

The School of Computing now offers 4 new majors in computer science, information systems, information science, and information technology. The 4 majors share a common core that represents the fundamental knowledge and skills every computing professional must possess. Instead of offering multiple minors as the case is now, the faculty of the School of Computing voted on February 1 to terminate the Information Science minor (26 credits; this package), the Computer Science minor (29 credits; package #201901-8), the Data Science minor (26 credits; package #201901-10) and create a new minor in Computing (21 credits; package #201901-11) that is represented by the common core courses shared among the 4 computing majors. The new minor in Computing will be accessible to all UNF students and will focus on the development of fundamental computing skills. Additionally, the new minor will be 5 credits shorter than the Information Science minor we are proposing to remove. *(Visit our website: www.unf.edu/unffa/ for the program of study)*

Log Number: 201901-10 School of Computing - Undergraduate

Terminate an existing minor Data Science Minor

Summary of the Changes:

The School of Computing now offers 4 new majors in computer science, information systems, information science, and information technology. The 4 majors share a common core that represents the fundamental knowledge and skills every computing professional must possess. Instead of offering multiple minors as the case is now, the faculty of the School of Computing voted on February 1 to terminate the Data Science minor (26 credits; this package) and create a new minor in Computing (21 credits; package #201901-11) that is represented

by the common core courses shared among the 4 computing majors. The new minor in Computing will be accessible to all UNF students and will focus on the development of fundamental computing skills. Additionally, the new minor will be 5 credits shorter than the Data Science minor we are proposing to remove. Additionally, in package #201901-12 we are proposing the creation of a new concentration in Data Science.
(Visit our website: www.unf.edu/unffa/ for the program of study)

Log Number: 201901-11 School of Computing - Undergraduate

**Add a new minor
Computing Minor**

Summary of the Changes:

The School of Computing now offers 4 new majors in computer science, information systems, information science, and information technology. The 4 majors share a common core that represents the fundamental knowledge and skills every computing professional must possess. Instead of offering multiple minors as the case is now, the faculty of the School of Computing voted on February 1 to create a new minor in Computing (21 credits, including a 3-credits prerequisite; this package) and terminate the Computer Science minor (29 credits; package #201901-8), the Information Science minor (26 credits; package #201901-9), and the Data Science minor (26 credits; package #201901-10). The Computing minor uses the common core courses shared among the 4 computing majors. The new minor in Computing will be accessible to all UNF students. Additionally, it will provide students with fundamental computing knowledge and allow them to join the School of Computing graduate programs without a large number of prerequisites. The courses of the minor (listed below) were part of package #201808-53 that was approved in March 2019. The listing also indicates the type of change, if any, as in the approved package #201808-53.

Prerequisite:

COP2220 Programming I (3 Credits)-existing course; only title change

Requirements:

COP3503 Programming II (3 Credits)-existing course; only title change

COP3530 Data Structures (3 Credits)-existing course; credit hours change

CIS3253 Legal & Ethical Issues in Computing (3 Credits)- existing course; no change

COP3XXX Introduction to Databases (3 Credits)- new course

CNT4504 Computer Networks (3 Credits)- existing course; only title change

COT3100 Computational Structures (3 Credits)- existing course; no change

(Visit our website: www.unf.edu/unffa/ for the program of study)

Log Number: 201901-12 School of Computing - Undergraduate

**Add a new concentration to an existing program
Bachelor of Science - Computing & Info Sciences Major
Concentration: Data Science**

Summary of the Changes:

There is a great interest from the industry in graduates with skills related to gathering, managing, processing, analyzing, and presenting data. To meet that national and regional need, the faculty of the School of Computing, in collaboration with the faculty of the Math & Stats department, developed the Data Science concentration within the existing major of "Computing and Information Sciences". The new concentration is at 120 credit hours and does not introduce any new courses beyond those already listed in package #201808-53 and package #201808-54, which were approved in March 2019. Below is a listing of those courses and the type of change.

-Included in package #201808-53

COP2220 Programming I (3 Credits)-existing course; only title change

COP3503 Programming II (3 Credits)-existing course; only title change

COP3530 Data Structures (3 Credits)-existing course; credit hours change

CIS3253 Legal & Ethical Issues in Computing (3 Credits)- existing course; no change
 COP 3XXX Introduction to Databases (3 Credits)- new course
 CNT4504 Computer Networks (3 Credits)- existing course; only title change
 COT3100 Computational Structures (3 Credits)- existing course; no change
 Included in package #201808-54
 CIS4XXX Intro to Data Analytics (3 credits)- new course
 (Visit our website: www.unf.edu/unffa/ for the program of study)

Agenda Item# 5- FA 19-32: Submitted by the Academic Programs Committee:

**College of Education and Human Services
 (Undergraduate)**

**Log Number: 201808-133 Leadership, School Counseling, & Sport Management
 Undergraduate**

**Add a new minor
 Learning Design & Technology Minor**

Summary of the Changes:

We are proposing to add a Learning Design & Technology minor (12 credits) to offer students across the university the opportunity to pursue a focused study of applied educational technology. This minor will benefit students in acquiring skills, developing a value for, and applying strategies for integration of educational technology and training. These skills and strategies may be applied in a variety of setting including corporate, non-profit, and educational/training situations. The minor will provide students with the foundational skills needed to successfully incorporate learning design in their major area of interest and future workplace. This minor will serve as an excellent value-added option for our diverse group of focused majors outside of teacher education and will contribute to the greater workforce in need of learning design skills. The minor will require students to take four classes, for the minor two classes already exist (one needing a name change), and three new classes created. The name change will be for the EME2040 (3 credits) and will change from Introduction to Technology for Educators to Introduction to Educational Technology for Learning Professionals. The three new courses to be created are: EME3xxx Technology Tools & Skills for Effective Communication (3 credits); EME3xxx Technology Tools & Skills for Effective Presentation (3 credits); and EME3xxx Designing for Learning Platforms (3 credits). The last class for the program is EME3044 Issues and Trends in Educational Technology (3 credits), is a special topics course that would be repeatable and could replace one or both of the other 3000 level courses but would only be offered once a year.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Change an existing course	Introduction to Technology for Educators	EME	Sophomore (2xxx)	040
Name change to make the course more inline and appropriate to a wider audience (trainers, designers, etc) than just teachers. No objectives will be changed.				

Add a new course	Technology Tools & Skills for Effective Communication (3c)	EME	Junior (3xxx)	XXX
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<p>Pre-requisite Courses: None</p> <p>Co-requisite Courses: None</p> <p>Course Description: This course provides learners with strategies and applications for communication tools which support learning design systems, including organizational practice for eLearning communication. Course content focuses on a variety of methods in which many organizations integrate communication tools as a way of sharing information. This course requires students to use and apply technology tools for training and development purposes, including (but not limited to) cloud-based sharing, learning management systems, social media and beyond. Writing design elements will also be highlighted to demonstrate best writing practices and strategies for accessibility and effective communication.</p>

Add a new course	Technology Tools & Skills for Effective Presentation (3c)	EME	Junior (3xxx)	XXX
<p>Pre-requisite Courses: None</p> <p>Co-requisite Courses: None</p> <p>Course Description: This course provides learners with strategies and applications for designing learning to organize, structure, create and present effective and engaging presentations for training and education. Course content focuses on a variety of methods in which many organizations integrate presentation tools as a way of sharing information. This course requires students to develop effective and persuasive uses of presentation software in the teaching/training environment, including (but not limited to) PowerPoint, Keynote, Google Presentation, Prezi, Knovio, and beyond. Design elements will be highlighted to demonstrate best strategies for designing presentations for accessibility and design value.</p>				

Add a new course	Designing for Learning Platforms (3c)	EME	Junior (3xxx)	XXX
<p>Pre-requisite Courses: None</p> <p>Co-requisite Courses: None</p> <p>Course Description: This course provides an overview into the various styles and platforms which may be leveraged for learning. Styles may include face-to-face, blended, online, hybrid and flipped as well as the various technology tools which support these learning platforms. Students develop learning objects which can be integrated on these various platforms as well as identify when best to apply each platform for effective learning environments. Learning design tasks for this course will also include task analysis, measurable performance objectives, lesson designs, and course material development.</p>				



Agenda Item# 6 -FA 19-33: Submitted by the Academic Programs Committee:

**Brooks College of Health
(Undergraduate)**

Log Number: 201901-17 School of Nursing– Undergraduate

Change an existing course	Research Translation	NUR	Senior (4xxx)	168
This request is to change NUR 4168 Research Translation from pass/fail to a graded course. This is at the request of students and faculty, who feel that the course has in-depth coursework and an outcome project, which should result in a grade rather than simply pass/fail.				



QUESTIONS & RESPONSES

As many of you are aware, our former Secretary and current co-chair of the Faculty Affairs Committee, Dan Richard, has developed a new website to archive and make publically available our running list of questions and responses. This site can be found here: <https://facultyquestions.domains.unf.edu/>. The site indexes questions by academic year, answer status, and by various keyword tags thus making it much more user-friendly than our previous repository. The Association's leadership is endeavoring to make sure this site becomes the official repository and contains all questions and answers. The site has the added advantage of being online rather than printed making it more environmentally friendly and easier to access.

*Please check all the questions and responses at
<https://facultyquestions.domains.unf.edu/>*

<https://facultyquestions.domains.unf.edu/category/2018-2019/>

https://www.unf.edu/unffa/minutes/Faculty_Association/2018-2019.aspx

INFORMATION ITEMS



1. **Agenda Items Taken Faculty Association Meeting on April 4, 2019 - No Quorum**
2. **Proposed Legislation FL House Bill 839**
3. **Election Results for 2019-2021 Standing and University Committees**
4. **2019-2020 Committee Directories**
5. **Dealing with Classroom Disruption**
6. **General Education Council Activities for 2018-2019**
7. **Intercollegiate Athletic Report 2018-2019**

Information Item# 1- Submitted by the Executive Committee:

**Agenda Items Passed at the Faculty Association Meeting
on April 4, 2019 – No Quorum**

Association Bylaws, Article V, Section 15:

Forty members of the Association shall constitute a quorum for all meetings, except that during the summer term a quorum shall be forty members or twenty-five percent of the total number of FTE faculty lines, whichever is less. A majority of the faculty members on an Association Committee shall constitute a quorum for all meetings of that committee.

During the last Faculty Association Meeting on April 4, 2019, the quorum cannot be achieved to pass the following agenda items: FA 19-24, FA 19-25, FA 19-26, and FA 19-27. The Association President shall present and reopen for discussion any action, which a majority of the members voting at that during May Faculty Association meeting under the provision of this section.

(April 4, 2019 FA Meeting – When There Was No Longer a Quorum)

Agenda Item # 1 -FA 19-24: Submitted by the Academic Programs Committee

**College of Arts and Sciences
(Undergraduate)**

Log Number: 201808-112 Communication – Undergraduate

**Change a degree-major-concentration of an existing program
Bachelor of Science – Communication Major
Concentration: Multimedia Journ. & Production**

Summary of the changes:

The proposed change would add two courses to the pool of major electives that students choose from in the Multimedia Journalism major concentration of the B.S. in Communication:

MMC 3XXX Multimedia Storytelling in Sports

RTV 3XXX Multimedia Sports Production

The two new elective courses aim to provide opportunities for students to understand the fast-evolving sports media industry and to practice basic sports production on various platforms. Adding these two electives will increase students' options in terms of course offering and facilitate graduation. There is no change in the POS because the two courses are 3000-level MMC and RTV classes, and the POS says that students should pick electives that are 3000- or 4000-level classes in MMC and RTV prefix. Thus, those courses are already in the POS under “electives.” The total credit hours for the POS are not changing.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Add a new course	Multimedia Storytelling in Sports (3c)	MMC	Junior (3xxx)	XXX
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Pre-requisite None Co-requisite None Course Description This course will cover the relationships between the sports industry, athletes, media, and audience. It will consist of lectures, discussion, sports media critiques, and guest speakers to meet the course objectives.				
Add a new course	Multimedia Sports Production (3c)	RTV	Junior (3xxx)	XXX
Pre-requisite None Co-requisite None Course Description This course will consist of immersive students live sports production participation, lectures, sports production critiques, guest speakers, and sports production facility tours to meet the course objectives.				

Log Number: 201901-5 Communication – Undergraduate

**Change a degree-major of an existing program
 Bachelor of Arts - Communication Studies Major**

Summary of the changes:

The following changes to the B.A. in Communication Studies are requested:

- eliminate COM 4958 Communication Studies Capstone (3 credits);
- add COM4301 Communication Theory and Research Methods as an alternative to an internship;
- reduce major requirements from 21 credits to 18 credits by removing COM4958; and
- increase major electives from 12 credits to 15 credits.

These changes aim to offer students more flexibility when choosing courses and help them to decrease the time for completing the program, thus improving graduation and retention rates. The total number of credits needed to complete the program will remain the same.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Terminate an existing course	Communication Studies Capstone	COM	Senior (4xxx)	958
The course content of COM 4958 is already thoroughly covered in other required courses. With the goal of removing redundancy in course content, we request eliminating COM 4958.				



Agenda Item# 2- FA 19-25: Submitted by the Academic Programs Committee:

**Coggin College of Business
 (Graduate)**

Log Number: 201808-130 Accounting & Finance – Graduate

**Change a degree-major of an existing program
Master of Business Admin - General Business Major**

Summary of the changes:

Create FIN 6xxx - Fixed Income Analysis. Currently, students are taking FIN 6936 - Special Topics to take fixed income analysis, which is offered to both graduate and undergraduate students. There should be a separate course so that students do not have to take special topics to take this course.

This will be an elective graduate course. There is no change in the total credit hours for an MBA as a result of this course. There is no change in the POS because it is an elective and falls under the last "Select One Course - 6000 Level" heading in the attached, where courses are not individually listed but just indicated by prefix (i.e., FIN).

Therefore, there is no change to the POS.

Students will still be able to choose FIN 6036 for other topics and is not replaced by the new course.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Add a new course	Fixed Income Analysis (3c)	FIN	Graduate (6xxx)	XXX
Pre-requisite None				
Co-requisite None				
Course Description The purpose of this course is to provide students with an understanding of both basic and advanced bond investment theories and strategies that will hopefully give them a foundation to better understand the complexities and subtleties involved in the evaluation and selection of bonds and debt positions with detailed structures.				

Log Number: 201808-131 Accounting & Finance – Graduate

**Add a new non-degree program
Certificate - Graduate Certificate in Financial Analytics Certificate**

Summary of the changes:

The graduate certificate in financial analytics will truly allow a UNF MBA student to distinguish him- or herself by demonstrating the highest level of excellence in a series of boutique finance courses UNF has developed in the last few years and which are by now well-known in the business community. Not only would students complete these specialized courses, but they would also have to complete them at the highest standard of excellence (grade of A). These courses require an intensive work load and require an extremely high level of analysis. In addition to in-class assignments, students in the classes work directly with companies throughout the semester on assigned projects. The opportunity to earn the certificate of financial analytics may also motivate potential students to apply to our program and would be an effective way to market our finance programs. The certificate will require a total of 12 credit hours to complete.

Students can obtain the certificate by taking the following four courses (12 credits) and earning an A in each one:

- 1) FIN 6565 and 6566 – Student Managed Investment Fund (OFG) (Fall and Spring)* (6 credits)
- 2) FIN 6XXX - Fixed Income Analysis (Spring only)* (3 credits) - Course created via APC log # 201808-130
- 3) FIN 6XXX - Financial Modeling (Fall only)* (3 credits) - Course created via APC log # 201801-16; number not yet assigned. *(Visit our website: www.unf.edu/unffa/ for the program of study)*



Agenda Item# 3- FA 19-26: Submitted by the Academic Programs Committee:**College of Computing, Engineering and Construction
(Undergraduate)****Log Number: 201901-4 School of Engineering/Electrical Engineering (Undergraduate)****Change a degree-major of an existing program****BS in Electrical Engineering - Electrical Engineering Major****Summary of the changes:**

The EE Program is cleaning up co-requisites for several laboratory courses. Currently for several of the courses, the course lists the laboratory section as a co-requisite and the laboratory section lists the course as a co-requisite for the course. Having both the course and laboratory section listed as co-requisites prevents students from enrolling in both without an adviser override. In order to correct this, for all courses only the laboratory section will be listed with the course as a co-requisite. This will allow students to enroll in the course without the laboratory, but not in the laboratory without enrolling in the course. Details of the changes are:

- EEE 4309 (Microelectronics II) - Removing EEE 4309L (Electronics Lab) as a co-requisite
- EEL 3701 (Introduction to Digital Systems) - Removing EEL 3701L (Introduction to Digital Systems Lab) as a co-requisite
- EEL 4657 (Linear Control Systems) - Removing EEL 4657L (Linear Control Systems Lab) as a co-requisite
- EEL 4712 (Digital Design) - Removing EEL 4712L (Digital Design Lab) as a co-requisite
- EEL 4713 (Digital Computer Architecture) - Removing EEL 4713L (Digital Computer Architecture Lab) as a co-requisite

The changes do not affect the total credit hours for the degree with remains at 128.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Change an existing course	Microelectronics II	EEE	Senior (4xxx)	309
The EE Program is removing EEE 4309L (Electronics Lab) as a co-requisite for this course. This will allow students to enroll in the course without the corresponding laboratory section without an adviser override. Course prerequisites remain unchanged.				

Change an existing course	Intro to Digital Systems	EEL	Senior (4xxx)	701
The EE Program is removing EEL 3701L (Introduction to Digital Systems Lab) as a co-requisite for this course. This will allow students to enroll in the course without the corresponding laboratory section without an adviser override. Course prerequisites remain unchanged. The second co-requisite of PHY 2042 (Physics for Engineers II) remains unchanged.				

Change an existing course	Linear Control Systems	EEL	Senior (4xxx)	657
The EE Program is removing EEL 4657L (Linear Control Systems Lab) as a co-requisite for this course. This will allow students to enroll in the course without the corresponding laboratory section without an adviser override. Course prerequisites remain unchanged.				

Change an existing course	Digital Design	EEL	Senior (4xxx)	712
The EE Program is removing EEL 4712L (Digital Design Lab) as a co-requisite for this course. This will allow students to enroll in the course without the corresponding laboratory section without an adviser override. Course prerequisites remain unchanged.				

Change an existing course	Digital Computer Architecture	EEL	Senior (4xxx)	713
The EE Program is removing EEL 4713L (Digital Computer Architecture Lab) as a co-requisite for this course. This will allow students to enroll in the course without the corresponding laboratory section without an adviser override. Course prerequisites remain unchanged.				

Log Number: 201808-103 School of Engineering/Mechanical Engineering (Undergraduate)

**Change a degree-major of an existing program
Bachelor of Science - Mechanical Engineering Major**

Summary of the changes:

This package updates the BS Mechanical Engineering curriculum. The total credits required for the degree will remain unchanged at 128. As part of this update, the following changes to the curriculum have occurred:

Course Name Change

- Changed the name of “EML4304L Fluid Mechanics Lab (1 credit hr)” to “EML4304L Thermal Sciences Laboratory I (1 credit hr)” to better describe this laboratory course sequence. The course description was updated to reflect these changes.

- Changed the name of “EML4004L Energy Systems Laboratory (1 credit hr)” to “EML4004L Thermal Sciences Laboratory II (1 credit hr)” to better describe this laboratory course sequence. The course description was updated to reflect these changes.

Removal of corequisite

- Removed “EML4304L Thermal Sciences Laboratory I (1 credit hr)” as a corequisite for “EML 3015 Fluids (3 credit hr)”. “EML 3015 Fluids (3 credit hr)” is already a corequisite for “EML4304L Thermal Sciences Laboratory I (1 credit hr)”. The double corequisite was causing issues when students registered.

- Removed “EML4004L Thermal Sciences Laboratory II (1 credit hr)” as a corequisite for “EML 4140 Heat Transfer (3 credit hr)”. “EML 4140 Heat Transfer (3 credit hr)” is already a corequisite for “EML4004L Thermal Sciences Laboratory II (1 credit hr)”. The double corequisite was causing issues when students registered.

Removal of prerequisite

- Removed “EGN1001C Introduction to Engineering I (2 credit hr)” as a prerequisite to “EML3535C Modern Engineering CAD (2 credit hr)”. The knowledge from “EGN1001C Introduction to Engineering I (2 credit hr)” is no longer required for “EML3535C Modern Engineering CAD (2 credit hr)”.

Added prerequisite(s)

- Added “MAP2302 Differential Equations (3 credit hr)” as a prerequisite to “EML3015 Fluids (3 credit hr)”. This prerequisite ensures the students have the necessary knowledge for the course.

- Added “MAC2311 Calculus I (3 credit hr)” as a prerequisite to “EMA3010 Introduction to Materials Science and Engineering (3 credit hr)”. This prerequisite ensures the students have the necessary knowledge for the course.

- Added “EGN1001C Introduction to Engineering I (2 credit hr)” as a prerequisite to “EML4320C Integrated Design and Manufacturing (3 credit hr)”. This prerequisite ensures the students have the necessary knowledge for the course.

- Add “EGN3321 Dynamics (3 credit hr)” as a prerequisite to “EML4140 Heat Transfer (3 credit hr).” The knowledge in “EGN 3321 Dynamics (3 credit hr)” is required for “EML4140 Heat Transfer (3 credit hr)”.

- Add “EGN3203 Modeling and Analysis of Dynamic Systems (3 credit hr)” and “EGN3321 Dynamics (3 credit hr)” as prerequisites to “EML 4551 Senior Capstone Design 1 (3 credit hr)”. These additional prerequisites ensure the students have the necessary knowledge for their senior capstone project.

Added a corequisite

- Added “EGN1001C Introduction to Engineering I (2 credit hr)” as a corequisite to “EML3100 Thermodynamics I (3 credit hr)”. This is to ensure that only engineering students are taking this engineering course.

Change of prerequisite/corequisite

- For “EML4622 Clean and Renewable Energy (3 credit hr)”, the corequisites of “EML3015 Fluids (3 credit hr)” and “EML4140 Heat Transfer (3 credit hr)” were removed and the prerequisites of “EML3015 Fluids (3 credit hr)” and “EML3101 Thermodynamics II (3 credit hr)” were added. This change was done to ensure the students had the necessary knowledge for the course.

- For “EGN4042 Problem Solving and Continuous Improvement Methods for Engineers (3 credit hr)” removed “EGN 2009C Introduction to Engineering II (1-2 credit hr)” as a prerequisite and added “EGN1001C Introduction to Engineering I (2 credit hr)” as a prerequisite. This change was due to “EGN 2009C Introduction to Engineering II (1-2 credit hr)” no longer being offered as a required course for engineering.

Course removal

- Remove the 3 credit hour course “EML4126: Transport Phenomena (3 credit hr)”. Add some of the content from “EML4126: Transport Phenomena (3 credit hr)” to the course “EML4140 Heat Transfer (3 credit hr)”. The course description for “EML4140 Heat Transfer (3 credit hr)” was updated to reflect these changes. This change was done to align with the other Florida state schools and to streamline the thermal science course sequence.

Course addition for graduation

- An additional 3 credit hour technical elective (3 credit hr) will be required for graduation, to replace the removal of 3 credit hours from “EML4126: Transport Phenomena (3 credit hr)”. The total credits required for the degree will remain unchanged at 128.

Changed course descriptions:

- EMA3010 Introduction to Materials Science and Engineering (3 credit hr)

Changed: Removed reference to laboratory since this is a lecture-based course. Expanded on the lecture topics covered in the class.

- EML4304L: Thermal Sciences Laboratory I (1 credit hr)

Changed: The description was updated to reflect the topics that would be covered within the first course in the thermal science laboratory sequence. The difference between the current description and the previous one is that the explanation of content in the new description is more explicit. The same content has been covered in the courses previously, so it is indeed the same course, but without explicit detailed call out in the descriptions.

- EML4004L: Thermal Sciences Laboratory II (1 credit hr)

Changed: The description was updated to reflect the topics that would be covered within the second course in the thermal science laboratory sequence. The difference between the current description and the previous one is that the explanation of content in the new description is more explicit. The same content has been covered in the courses previously, so it is indeed the same course, but without explicit detailed call out in the descriptions.

- EML4140: Heat Transfer (3 credit hr)

Changed: The course description was updated to include the important topics from EML4126: Transport Phenomena (3 credit hr) since the courses EML4140: Heat Transfer (3 credit hr) and EML4126: Transport Phenomena (3 credit hr) are being combined.

(Visit our website: www.unf.edu/unffa/ for the program of study)

Change an existing course	Energy Systems Lab	EML	Senior (4xxx)	004 L
<p>Changed the name to “EML4004L Thermal Sciences Laboratory II” to better describe this laboratory course sequence. The course description was updated to reflect these changes. The difference between the current description and the previous one is that the explanation of content in the new description is more explicit. The same content has been covered in the courses previously, but without explicit detailed call out in the descriptions.</p> <p>EML4004L: Thermal Sciences Laboratory II Credits: 1 Prerequisite: EML 3101 Co-requisite: EML 4140</p>				

New Description: This laboratory course is designed to provide insight and experience into the advanced fundamental principles taught in core thermal science lecture courses. Topics may include safety, thermodynamic cycles, heat exchangers, conduction and convection heat transfer, turbomachinery, and internal/external flow concepts. Emphasis will also be placed on further development of technical writing skills and oral presentations.

New Course Description:

EML4004L: Thermal Sciences Laboratory II Credits: 1

Prerequisite: EML 3101

Co-requisite: EML 4140

Old Description: The application of mechanical engineering concepts and devices will be performed in this laboratory to include incompressible flows and thermal systems.

Updated Description: This laboratory course is designed to provide insight and experience into the advanced fundamental principles taught in core thermal science lecture courses. Topics may include safety, thermodynamic cycles, heat exchangers, conduction and convection heat transfer, turbomachinery, and internal/external flow concepts. Emphasis will also be placed on further development of technical writing skills and oral presentations.

Change an existing course	Fluid Mechanics Lab	EML	Senior (4xxx)	304 L
<p>Changed the name of “EML4304L Fluid Mechanics Lab” to “EML4304L Thermal Sciences Laboratory I” to better describe this laboratory course sequence. The difference between the current description and the previous one is that the explanation of content in the new description is more explicit. The same content has been covered in the courses previously, but without explicit detailed call out in the descriptions.</p> <p>EML4304L: Thermal Sciences Laboratory I Credits: 1</p> <p>Prerequisite: EML 3100</p> <p>Co-requisite: EML 3015</p> <p>New Description: This laboratory course is designed to provide insight and experience into the basic fundamental principles taught in core thermal science lecture courses. Topics may include safety, problem solving method, instrumentation, definitions, and basic concepts. Emphasis will also be placed on development of technical writing skills.</p> <p>New Course Description:</p> <p>EML4304L: Thermal Sciences Laboratory I Credits: 1</p> <p>Prerequisite: EML 3100</p> <p>Co-requisite: EML 3015</p> <p>Old Description: This laboratory course is designed to provide insight and experience into the fundamental principles taught in core thermal science lecture courses. These principles include internal and external viscous flow. These principles will also be studied using computer based simulation.</p> <p>Updated Description: This laboratory course is designed to provide insight and experience into the basic fundamental principles taught in core thermal science lecture courses. Topics may include safety, problem solving method, instrumentation, definitions, and basic concepts. Emphasis will also be placed on development of technical writing skills.</p>				

Change an existing course	Senior Capstone Design I	EML	Senior (4xxx)	551
<p>Add Mod Computational Methods (EGN3203) and Dynamics (EGN 3321) as pre-requisite courses to EML 4551 to assure that students have the appropriate knowledge for the course and are in the correct course sequence.</p> <p>New Course Description:</p> <p>This course is the first part of a two-semester team design project. Teams are responsible for preparing a project proposal including a problem statement and need identification, concept generation and down selection and a</p>				

project design. Teams are further required to develop and demonstrate a proof of concept or prototype. Additional topics covered include ethics, safety, and intellectual property such as copyrights, trademarks and patents. A final project proposal oral presentation is required.

Prerequisites are: EML 3015 (Fluids)

EML 4320C (Integrated Design and Manufacturing)

EML 4501 (Machine Design)

EGN 3203 (Modern Computational Methods)

EGN 3321 (Dynamics)

Change an existing course	Heat Transfer	EML	Senior (4xxx)	140
<p>- Add "EGN3321 Dynamics" as a prerequisite to "EML4140 Heat Transfer." The knowledge in "EGN 3321 Dynamics" is required for "EML4140 Heat Transfer".</p> <p>- Removed "EML4004L Thermal Sciences Laboratory II" as a corequisite for "EML 4140 Heat Transfer". "EML 4140 Heat Transfer" is already a corequisite for "EML4004L Thermal Sciences Laboratory II". The double corequisite was causing issues when students registered.</p> <p>New Course Description: EML4140: Heat Transfer Prerequisite: EML 3015, EGN3321 Dynamics Co-requisite: EML 4004L Description: In this course concepts are presented and studied describing the processes of transferring energy in the form of heat from one body (solid, liquid, or gas) to another body. Heat transfer by conduction, convection, and radiation will be covered. The design and selection of heat exchangers is also covered.</p>				

Change an existing course	Fluids	EML	Junior (3xxx)	015
<p>- Add "EGN3321 Dynamics" as a prerequisite to "EML4140 Heat Transfer." The knowledge in "EGN 3321 Dynamics" is required for "EML4140 Heat Transfer".</p> <p>- Removed "EML4004L Thermal Sciences Laboratory II" as a corequisite for "EML 4140 Heat Transfer". "EML 4140 Heat Transfer" is already a corequisite for "EML4004L Thermal Sciences Laboratory II". The double corequisite was causing issues when students registered.</p>				

Change an existing course	Integrated Design/Manufacture	EML	Senior (4xxx)	320 C
<p>- Added "EGN1001C Introduction to Engineering I" as a prerequisite to "EML4320C Integrated Design and Manufacturing". This prerequisite ensures the students have the necessary knowledge for the course.</p>				

Change an existing course	Introduction to Materials Science and Engineering	EMA	Junior (3xxx)	010
<p>- Added "MAC2311 Calculus I" as a prerequisite to "EMA3010 Introduction to Materials Science and Engineering". This prerequisite ensures the students have the necessary knowledge for the course.</p> <p>New Course Description: EMA3010 Introduction to Materials Science and Engineering Credits: 3 Prerequisite: CHM2045 ("C+" or better), CHM2045L ("C+" or better), and MAC2311 Calculus I ("C+" or better) This lecture based course covers the fundamentals of materials science and the application of materials</p>				

knowledge to engineering design. Topics covered include the bonding and structure of metals, ceramics and polymers, physical and mechanical behaviors of materials, phase equilibria, phase transformations and microstructural evolution.

Change an existing course	Modern Engineering CAD	EML	Junior (3xxx)	535 C
- Removed “EGN1001C Introduction to Engineering I” as a prerequisite to “EML3535C Modern Engineering CAD”. The knowledge from “EGN1001C Introduction to Engineering I” is no longer required for “EML3535C Modern Engineering CAD”.				

Change an existing course	Thermodynamics I	EML	Junior (3xxx)	100
- Added “EGN1001C Introduction to Engineering I” as a corequisite to “EML3100 Thermodynamics I”. This is to ensure that only engineering students are taking this engineering course.				

Change an existing course	Problem Solving and Continuous Improvement Methods for Engineers	ENG	Senior (4xxx)	042
- For “EGN4042 Problem Solving and Continuous Improvement Methods for Engineers” removed “EGN 2009C Introduction to Engineering II” as a prerequisite and added “EGN1001C Introduction to Engineering I” as a prerequisite. This change was due to “EGN 2009C Introduction to Engineering II” no longer being offered as a required course for engineering.				

Change an existing course	Clean/Renewable Energy Tech	EML	Senior (4xxx)	622
- For “EML4622 Clean and Renewable Energy”, the corequisites of “EML3015 Fluids” and “EML4140 Heat Transfer” were removed and the prerequisites of “EML3015 Fluids” and “EML3101 Thermodynamics II” were added. This change was done to ensure the students had the necessary knowledge for the course.				

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Agenda Item# 4- FA 19-27: Submitted by the Academic Programs Committee:

**College of Education and Human Services
(Undergraduate)**

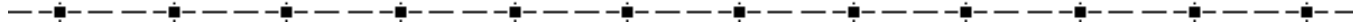
Log Number: 201901-6 Childhood Education, Literacy, & TESOL (Undergraduate)

**Add a new concentration to an existing program
Bachelor of Arts in Education - Elementary Education Major
Concentration: Honors in the Major Elementary Education (K-6)**

Summary of the changes:

We are creating an Honors in the Major (HIM) option for elementary education students, especially those who are interested in graduate school or one day becoming teacher-leaders in their schools. This is in response to a request from Hicks Honors College to develop Honors in the Major options for all majors at UNF. Students with a minimum GPA of 3.2 will be able to apply for HIM during the first semester of their junior year. They will complete an action research project during their student teaching internship. This package contains one new course--EDG 3XXX Elementary Field Experience II. This course was created in APC log. # 201808-100. Total credit hours for students completing Honors in the Major remain the same (120 cr.). We would like the first cohort of students to be able to apply for HIM at the end of Fall 2019.

(Visit our website: www.unf.edu/unffa/ for the program of study)



Information Item# 2 -Submitted by the Executive Committee:

Proposed Legislation FL House Bill 839

[Track This Bill](#)

[Glossary of Legislative Terms](#)

CS/CS/CS/HB 839: Higher Education

GENERAL BILL by Education Committee; Higher Education Appropriations Subcommittee; Higher Education and Career Readiness Subcommittee; Rodrigues, R.

Higher Education; Revises provisions relating to FCSI employees & officers, BOG, SBE, OIG duties, preeminent state research universities program, SUS performance-based incentives, text books & instructional materials, transfer of funds by university board of trustees, J. Hillis Miller Health Center, specified pilot project, budget requests, & statewide articulation agreement; & requires Commissioner of Education to provide recommendations.

Effective Date: 7/1/2019

Last Action: 4/11/2019 House - CS/CS/CS by Education Committee read 1st time -HJ 671

1001.706

(3) POWERS AND DUTIES RELATING TO ORGANIZATION AND OPERATION OF STATE UNIVERSITIES.-

(j) The Board of Governors shall require each institution to conduct an annual assessment of the intellectual freedom and viewpoint diversity at that institution. The Board of Governors shall select or create an objective, non-partisan, and statistically valid survey, to be used by each institution that considers the extent to which competing ideas and perspectives are presented and members of the university community feel free to express their beliefs and viewpoints on campus and in the classroom. The Board of Governors shall annually compile and publish the assessments by September 1 of each year, beginning September 1, 2020.

Bill Text: [PDF](#)



Information Item # 3- Submitted by the Nominations and Elections Committee

Election Results for 2019-2021 Standing and University Committees (A list of winners of the contested positions)

Answer	Response
College of Arts and Sciences	88
Coggin College of Business	21
College of Computing, Engineering, and Construction	16
College of Education and Human Services	29
Brooks College of Health	30
Library	13
Other (Please Specify)	0
Total	197

*(View the links for the 2019-2021 Election Results:
[Standing Committee Election Results](#) & [University Committee Election Results](#))*

Standing Committees (*Appointed by FA president)

Academic Programs Committee:
At-Large – Linda Connelly (BCH-School of Nursing)

Academic Standards Committee:
COAS – Krista Paulsen (Sociology, Anthropology, & Anthropology)
COEHS – Kim Cheek (Childhood Education, Literacy, & TESOL)

Adjunct Affairs Committee:
COAS – Natasha Christie (Political Science & Public Administration)

Campus Technology Committee:
COAS – David MacKinnon (English)
BCH – Andrea Arikawa (Nutrition & Dietetics)

Faculty Affairs Committee:
At-Large – Heather Truelove (COAS – Psychology)
At-Large – Stacy Boote (COEHS – Childhood Education, Literacy, & TESOL)
At-Large – Adrienne Lerner (COAS – Political Science & Public Administration)

Faculty Enhancement Committee:
COEHS – Suzanne Ehrlich (Leadership, School Counseling, & Sport Management)

Research Council:

At-Large – Jennifer Wolff (COAS – Psychology)

At-Large – Thomas Caswell (Library)

Support Services Committee:

COAS – Jennifer Spaulding-Givens (Sociology, Anthropology, & Social Work)

University Committees

*(**Final Appointment Subject to the University President's Approval)*

*(*Appointed by FA president)*

The Calendar Committee:

COAS – Scott Hochwald (Mathematics & Statistics)

Honors Council:

COAS –Christopher Gabbard (English)

Student Conduct Board:

At-Large – Tammy Druash (Library)

At-Large – Rebecca Durney (Library)

At-Large – Richa Jethwani (CCEC – School of Computing>

University Appeals Committee:

COAS –Michelle DeDeo (Mathematics & Statistics)

CCB – Jeffrey Michelman

Information Item# 4- Submitted by the Nominations and Elections Committee

**Faculty Association Standing Committees
and University Committees Directories (2019-2020)**

The 2019-2020 Standing and University Committees Directories are posted on the Faculty Association website homepage at <http://www.unf.edu/unffa/>. Click on the following two links to view the directories.

[Standing Committee Directory \(2019-2020\)](#)

[University Committee Directory \(2019-2020\)](#)

All of the terms will begin in fall 2019. For information, contact Cindy Chin, Faculty Association executive secretary at ext. 2872 or email her cchin@unf.edu.

**View the link for the
[Standing Committee Charges \(2019-2020\)](#)**

Information Item # 5 – Submitted by the Academic Standards Committee:

Dealing with Classroom Disruption

The Faculty Association Academic Standards Committee voted to present to remind faculty of the process in regarding the Dealing with Classroom Disruption.

https://www.unf.edu/acadaffairs/Faculty_Resources.aspx

4.2 Campus Issues and Campus Safety

- [Academic Advising Syllabus](#)
- **[Dealing with Classroom Disruption](#)**

https://www.unf.edu/uploadedFiles/aa/acadaffairs/new_faculty_orientation/Dealing%20w%20Classroom%20Disruption%20Brochure.pdf

- [Disability Resource Center](#)
- [Faculty & Staff Emergency Response Plan](#)
- [Support Our Students Program \(SOS\)](#)
- [Copyright and Campus Responsibility](#)
- [Early Academic Alert Procedures](#)
- [Crisis Management Team \(CMT\)](#)
- [University Police Department \(UPD\)](#)

- Remaining calm will often de-escalate the situation. Listen carefully to what is being said and acknowledge the individual's feelings.
- Consider giving a written warning to the student addressing your concerns, stated expectations, and consequences for non-compliance, such as referral to the Student Conduct System.
- When necessary, you may request that the student leave class immediately. If the student refuses to leave the class, you may contact The University Police Department (ext. 2801) for assistance. If necessary, remove yourself and other students from the situation.
- Immediately report the incident to your department head and the Student Conduct Office (ext. 3979).
- A disruptive student cannot be removed permanently from a class in which he/she is enrolled without formal review.
- Document the incident in writing, noting names of witnesses. Indicate what occurred and what was said, (i.e., specific chronology of events). Note if there have been previous encounters with the student. Save and report all threatening or offensive e-mails, notes, phone calls/voice messages to the University Police.

PROCEDURES FOR DEALING WITH DISRUPTIVE BEHAVIOR

The University may bring charges of misconduct against a student for disruptive behavior, in accordance with the procedure outlined in the Student Conduct Code. As a faculty member, you may be called to be a part of the judicial hearing as the complainant or as a witness in a case in which you are involved.

In circumstances in which the student's behavior may jeopardize the safety, health, or welfare of the student or the University community, the Vice President for Student and International Affairs has the authority to impose an immediate suspension, which prohibits the student from being on University property. Permanent removal requires a hearing by the Student Conduct System.

Offices Available for Additional Help:
Student Affairs
 Student Union (Bldg. 58 E.) Rm. 2309, 620-2600

University Police Department
 Garris Police Building (Bldg. 41), 620-2801

Student Conduct Office
 Founders Hall (Bldg. 2) Rm. 1011, 620-3979

Counseling Center
 Founders Hall (Bldg. 2) Rm. 2300, 620-2602

Office of Faculty Enhancement
 (for classroom management resources)
 Honors Hall (Bldg. 10) Rm. 1102, 620-1447

Endorsed by the UNF Chapter of the United Faculty of Florida.



INTRODUCTION

The University of North Florida is committed to academic freedom for students and faculty. Inherent in this philosophy are two fundamental principles:

- 1) Students have the right to: express opinions germane to the subject matter of a course in a non-disruptive manner only during times when the instructor permits discussion.
- 2) Faculty have the right to: guide classroom discussion; set reasonable limits on the time made available to students for the expression of their opinions; and in cases where class participation is included in the grading process, specify how class participation is graded.

DEFINING DISRUPTIVE BEHAVIOR

Disruptive behavior is defined in the UNF Code of Student Conduct as:

“Acts that impair, interfere with, or obstruct the orderly conduct, processes and functions of the University or the rights of other members of the University community. This includes acts that occur both inside and outside the classroom setting.”

Disruption, as applied to the classroom setting, means behavior that would be viewed as interfering with normal academic functions.

COMMON DISRUPTIVE BEHAVIORS

- Eating or sleeping in class
- Chronic poor personal hygiene
- Tardiness
- Interruptions by electronic devices: cell phones/pagers/beepers/radios
- Engaging in private conversations or passing notes during class
- Monopolizing class discussion
- Talking without being recognized
- Interrupting while others are talking
- Disputing the instructor’s authority/expertise
- Inappropriate language
- Verbal or physical threats to students or faculty (must be reported immediately)

GUIDELINES

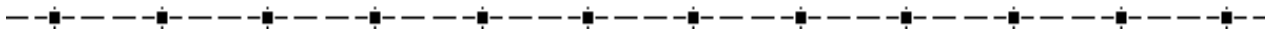
To establish appropriate behavior standards in the classroom, the following guidelines are recommended:

- Clearly define academic standards and expectations in the course syllabus (e.g., attendance, tardiness, class participation, and behavior that constitutes academic misconduct). Define civility during class discussions, how a student will be recognized in class for discussion purposes, and what activities are not acceptable.
- If attendance or class participation is to be used as a grading factor, a consistent method for recording these should be created and communicated.
- Once the semester begins, any revisions to course policies or expectations and the reasons for the changes should be communicated to the class.
- Students have the right to discuss and review their academic performance with you. These discussions should take place outside of the class period at a mutually agreed upon time and location to ensure privacy.
- Serve as a role model and exhibit the type of behavior you expect from your students.

DEALING WITH CLASSROOM DISRUPTION

When disruptive conduct occurs in the classroom, document the incident even if it appears to be minor. This information will be important to show a pattern of behavior. Classroom management techniques for dealing with disruption include:

- If a potentially disruptive situation is developing, a general word of caution to the class rather than directed at a particular student may be effective in deterring the problem.
- If the disruptive behavior continues, it is best to address the problem early and in private.
- If a student prevents you from moving on to another topic, take control of the discussion, express the need to cover all material, and invite the student to continue the conversation during your office hours.



Information Item# 6 -Submitted by the General Education Council:

General Education Council Activities for 2018-2019

UNF's General Education Council met five times this year: in September, November, February, March and April (the October meeting was cancelled due to lack of new business). Approved minutes are posted on the General Education Council website: <https://www.unf.edu/coas/about/genedcouncil.aspx>.

Paramount among the Council's activities this year was review and approval of a change to the Diversity area of General Education curriculum. This change was subsequently approved by Faculty Association and will be effective in the fall 2019 catalog. In the coming months, the Council will review current diversity (CD) courses for congruence with the approved learning outcomes, and will consider proposals for new courses in this area.

Other agenda items this year included:

- Review of one proposal to add a course to the General Education curriculum: LDR3003, Introduction to Leadership. This is the seventh new course to be added to the General Education Program since the curriculum revision that occurred in 2013-14. New additions include courses from CCEC, COEHS, and COAS.
- Review and approval of Gordon Writing designation for two courses (one from COAS, one from CCEC).
- Consideration of and support for a proposal to assist CCEC in reducing to 120 credit hours the programs of study in Engineering.
- Bylaws amendment to include an appointed representative from the Hicks Honors College (the Council had included appointed representatives from the five other colleges, in addition to four elected representatives).
- Ongoing consideration of how to encourage adoption of affordable textbooks and materials in General Education courses.

In addition, current and former General Education Council members participated in the SACSCOC review process, including meeting with an on-site reviewer.

Faculty who would like to propose a course for inclusion in the General Education curriculum are encouraged to meet with Council Chair Krista Paulsen (Associate Dean for Student Learning, COAS; kpaulsen@unf.edu or 620-1650) to discuss the process. Dr. Paulsen is also available to meet with departments about the General Education Program. Resources for proposing new courses, as well as information on General Education instruction and assessment, can be found on the Canvas General Education Faculty Resources site. Any UNF faculty member can self-enroll using this link: <https://canvas.unf.edu/enroll/EMWGP7>.



Information Item# 7 -Submitted by the Intercollegiate Athletic Committee:

Intercollegiate Athletic Report 2018-2019

The student-athletes have enjoyed 15 consecutive semesters with a department GPA of 3.0 or higher. We have about 290 student-athletes.

Fall 2017

Department GPA: 3.324

Number of 4.0s: 22

Women's Team Highest GPA: Womens' Golf 3.652

Men's Team Highest GPA: Men's Tennis 3.441

Spring 2018

Department GPA: 3.383

Number of 4.0s: 29

Women's Team Highest GPA: Women's Cross Country 3.761

Men's Team Highest GPA: Men's Tennis 3.401

Total Graduates 2017-2018: 52

Fall 2018

Department GPA: 3.335

Women's Team Highest GPA: Womens' Golf 3.640

Men's Team Highest GPA: Men's Tennis 3.40 (followed closely by Baseball with its highest GPA in DI-era (3.339))

Number of 4.0s: 37!!!

Number of students above 3.0: 207

