



Senate Meeting #5

3:00pm-5:00 pm

Agenda for Monday, January 23, 2012

(Subject to minor changes prior to 01-23-2012 Senate meeting)

Meeting Locations

DPC: POST 225, Polytechnic: PRLTA 135, Tempe: EDC 117, West: FAB S101

1. Update from Campuses & Sound Check

- a. Mirna Lattouf-Downtown.
- b. Jeff Thomas-Polytechnic.
- c. Mark Lussier-Tempe.
- d. Barbara Tinsley-West.

2. Call to Order

- a. Total attendance calculation by clicker.
- b. Quorum Requirements met.

3. Old Business

- a. CAPC (2nd Reading) Consent Agenda motions and new course proposals (see Appendix B)

Senate [Motion 2012-16](#) Request from the College of Liberal Arts and Sciences – School of Life Sciences – to establish a graduate degree program – PhD in History and Philosophy of Science

Senate [Motion 2012-17](#) Request from the College of Liberal Arts and Sciences – School of Social Transformation – to establish a graduate degree program – MA in Social and Cultural Pedagogy

- b. UAC (2nd reading) NTT Task Force, Senate Motion 2012-18

Senate [Motion 2012-18](#) University Professional Support for Non-Tenure Track Faculty (2nd Read)

4. New Business

a. CAPC motions (1st Read)

Senate [Motion 2012-19](#) Request from the W.P. Carey School of Business – Name change of a graduate degree program from a Master of Science in Commerce to Master of Science in Management

Senate [Motion 2012-20](#) Request from the W.P. Carey School of Business – for the establishment of a graduate degree - Doctor of Business Administration in Global Financial Management

Senate [Motion 2012 -21](#) Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – Name change of an undergraduate degree program from Selected Studies to Educational Studies

Senate [Motion 2012-22](#) Request from the Herberger Institute for Design and the Arts—The Design School - for the establishment of a graduate degree – Master of Industrial Design (MID) in Industrial Design

Senate [Motion 2012-23](#) Request from the Herberger Institute for Design and the Arts – The Design School-for the establishment of a graduate degree- Master of Visual Communication Design in Visual Communication Design

Senate [Motion 2012-24](#) Request from the School of Letters and Sciences – Science, Mathematics and Social Science - for the establishment of a graduate degree-MS in Global Technology and Development

Senate [Motion 2012-25](#) Request from the College of Liberal Arts & Sciences - School of International Letter & Cultures – for the establishment of an undergraduate certificate – European Union Studies

Senate [Motion 2012-26](#) Request from the College of Liberal Arts and Sciences – Department of English – for the establishment of an undergraduate certificate – Teaching English as a Second or Other Language (TESOL)

Senate [Motion 2012-27](#) Request from the College of Liberal Arts and Sciences – American Indian Studies – for the establishment of a graduate degree – MS in American Indian Studies

December 1, 2011 and January 26, 2012 CAPC Information items See Appendix A.

5. Committee Reports

- a. Committee on Committees, Chris Kyselka.
- b. Library Liaison Committee, Victor Pambuccian

6. UAC Report

7. Open Forum

8. Adjournment

Appendix A

On December 1, 2011 the Curriculum and Academic Programs Committee, recommended approval of the following:

Sandra Day O'Connor College of Law

Name change of a graduate concentration

From: Master of Laws (US Law and Global Legal Practice)

To: Master of Laws (Global Legal Studies)

College of Liberal Arts & Sciences

Department of Psychology

Establishment of an undergraduate concentration

BS in Psychology (Psychological Science)

On January 26, 2012 the Curriculum and Academic Programs Committee, will recommend approval of the following:

W.P. Carey School of Business

Name change of an undergraduate concentration

From: BA in Business (Law)

To: BA in Business (Legal Studies)

Mary Lou Fulton Teachers College

Division of Teacher Preparation

Name change of an undergraduate concentration

From: BAE in Elementary Education (Diversity in Language and Learning)

To: BAE in Elementary Education (Bilingual Education/English as a Second Language)

College of Nursing and Health Innovation

Establishment of undergraduate concentration

Bachelor of Science in Nursing (Clinical Nursing Program)

Appendix B – New Course Proposals

AIS 504 American Indian Film & Activism
AIS 505 Contemporary Visual Arts of American Indians
AIS 506 Indigenous American Literature and the Tribal Community
AIS 508 Revitalizing Indigenous Languages
AIS 509 American Indian & Indigenous Rights
AIS 510 Social Change in American Indian Communities
AIS 512 Historical Trauma, Healing, and Decolonization
AIS 513 Urban Indian Issues
AIS 514 American Indian Intellectuals
AIS 517 Customary Tribal Law and Governance
AIS 518 Tribal Jurisdiction
AIS 519 Burial Rights, Repatriation, and Sacred Places Matters
AIS 521 American Indian Leadership and Resistance
AIS 522 Tribal Governance
AIS 523 Community Development with American Indian Communities
AIS 524 Indian Control of Indian Education: Tribal Colleges and Universities
ART 444 Web Art
ART 461 Polymer Plate Prints
ART 523 Graduate Painting
ART 527 Graduate Art on Paper
ART 553 Experimental Printmaking: Beyond the Matrix
ART 554 Graduate Screenprinting
ART 561 Polymer Plate Prints
BME 212 Conservation Principles
CTI 101 Success in Technology & Innovation
DBA 701 Macroeconomic Policies in a Global Environment
DBA 702 Global Financial Systems: Markets and Institutions
DBA 703 Global Financial Systems-Institutional Investing
DBA 704 Design of Knowledge Base Organizations for Performance and Innovation
DBA 705 Global Corporate Strategy
DBA 706 Strategic Visioning, Leadership and Change Management
DBA 707 Risk Management : An Enterprise Perspective
DBA 708 Challenges of Corporate Finance and Governance
DBA 709 Finance and Law
DBA 710 Financial Decision Making
DBA 711 Financial Innovations
DBA 712 Advanced Topics in Global Economy and Finance-Domestic Module
DBA 713 Advanced Topics in Strategy and Management-Domestic
DBA 714 Current Trends in Global Economy, Finance and Management-US Module
DBA 715 Current Trends in Global Economy, Finance and Management-Europe Module
DBA 721 Research Seminar I-Research in Action I
DBA 722 Research Seminar II-Research in Action II
DBA 723 Research Seminar III-Research in Action III
HSC 332 Health Care Legislation

HSC 440 Health Coaching Concepts and Skills
IEE 454 Risk Management
IEE 456 Introduction to Systems Engineering
IEE 458 Project Management
IEE 556 Introduction to Systems Engineering
KOR 321 Korean Literature in Translation
MTE 280 Investigating Quantity: Number, Operations & Numeration Systems
MUS 254 Blues to Heavy Metal
MUS 362 Rap Music and Hip Hop Culture
NUR 367 Nursing Practice: Psychiatric/Mental Health
NUR 384 Gerontological Nursing
NUR 414 Nursing Concepts for Adult Health
NUR 415 Nursing Concepts for Childbearing Family
NUR 416 Nursing Concepts: Community/Public Health
NUR 417 Nursing Concepts: Pediatric Clients
NUR 418 Nursing Concepts: Complex Care
NUR 419 Leading & Managing Nursing in Organizational Systems
NUR 474 Nursing Practice: Adult Health
NUR 475 Nursing Practicum: Care of the Childbearing Family
NUR 476 Nursing Practice: Community and Public Health
NUR 477 Nursing Practice: Pediatrics
NUR 478 Nursing Practice: Complex Care
NUR 479 Nursing Practice: Clinical Immersion
RED 504 Real Estate Site Analysis, Master Planning and Design
RED 505 Land Use Law and Public Entitlement Process
RED 506 Real Estate Law for Developers
RED 507 Synthesis Project #1 Residential Development
RED 508 Real Estate Engineering and Construction
SPE 321 Classroom and Special Education Assessment
SOS 102 Perspectives in Energy SOS 328 Sustainability and Enterprise
STP 280 Probability and Statistics for Researchers

**ARIZONA STATE UNIVERSITY
UNIVERSITY SENATE
FALL 2011
SPRING 2012**

Second Reading

Senate Motion # 2012-16

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: November 21, 2011

Date of Second Reading: January 23, 2011

Title of Motion: Request from the College of Liberal Arts & Sciences – School of Life Sciences - for the establishment of a graduate degree program - PhD in History and Philosophy of Science

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of Liberal Arts and Sciences – School of Life Sciences – for the establishment of a graduate degree program – PhD in History and Philosophy of Science

Rationale:

This degree program is especially appropriate for students with a background in philosophy who seek to broaden their disciplinary studies with an historical perspective. Applicants will typically come from undergraduate programs that have included philosophical, historical, or history and philosophy of science training or with a master's degree in one of those fields. Science students are eligible as well, and will make up relevant undergraduate humanistic core courses during their first years. Most graduates will seek a career based in philosophical or historical analyses of the sciences.

Senate Motion # 2012-17

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: November 21, 2011

Date of Second Reading: January 23, 2011

Title of Motion: Request from the College of Liberal Arts and Sciences – School of Social Transformation for the establishment of a graduate degree program - MA in Social and Cultural Pedagogy

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of Liberal Arts & Sciences – School of Social Transformation for the establishment of a graduate degree program – MA in Social and Cultural Pedagogy

Rationale:

The M.A. in Social and Cultural Pedagogy is an innovative degree that immerses students in the theory and practice of social pedagogy, and prepares them for working with diverse populations in a variety of organizational and community settings. The program is geared to those working in education-related settings primarily in the independent/non-profit sector. The program emphasizes research, theory and practice related to non-formal and informal education dynamics throughout the lifespan, focusing on change-oriented processes and foregrounding anthropological and sociological perspectives. This degree is relevant for individuals interested in areas such as childhood and youth studies, adult education and workplace learning, Popular and digital cultures, social movement learning, restorative justice, disabilities, Indigenous knowledge, and ecopedagogy.

Senate Motion #2012-18

Motion Introduced by: Personnel Committee/UAC
Date of First Reading: November 21, 2011
Date of Second Reading: January 23, 2012
Title of Motion: University Professional Support for Non-Tenure Track Faculty

Whereas full-time, non-tenure-track (NTT) faculty constitute at least 30% of the ASU faculty, and

Whereas full-time NTT faculty contribute significantly to every aspect of the university's mission, including teaching, scholarship, embedded service to ASU and the community, and global embeddedness, the role of NTT faculty is *critical* to the *mission* of ASU (the New American University) and the State of Arizona, and

Whereas many full-time NTT faculty are career professionals who have made vested long term commitments to the university, a faculty survey showed 30% being employed six to ten years, and 21% being employed 11 or more years at ASU, and

Whereas full time NTT faculty who have committed to the university have a right to view their position as a career, and

Whereas ABOR's policy (ABOR 6-201) establishes that full-time NTT faculty who have demonstrated excellence in their field have the right to apply for a Multi-Year appointment; and

Whereas, it is in the best interests of the University to provide a sense of security of employment for qualified NTT faculty through the use of rolling multi-year contracts in that exceptional faculty who qualify would be provided with a fair and ethical sense of job security, and

Whereas the American Association of University Professors and the Coalition on the Academic Workforce have performed significant research and have recently recommended improving the status of full-time, non-tenure track faculty nationwide,

Be it resolved:

1. That ASU re-establish the system of multi-year contracts for NTT faculty, in keeping with the approved Senate Motion IV (February 23, 2009 Special Session).
2. That ASU require each college and school to establish in their bylaws a clear path for review and promotion of NTT faculty, to include defined dates for contract renewals or terminations, in keeping with ACD 111-02.
3. That ASU reinstitute the use of rolling multi-year contracts for NTT faculty who qualify, in keeping with the approved Senate Motion IV (February 23, 2009 Special Session).
4. That the University Senate request consultation with the ASU Administration to define, for purposes of the ACD Manual, the requirements, responsibilities, and promotional pathway (if any) for the position of Instructor.
5. That the University and units provide full-time NTT faculty professional development opportunities to include travel, recognition, awards, paid professional leave, and emeritus status.
6. That units allow participation of full-time NTT faculty on governance decisions in matters that affect them.
7. That the University Senate establishes a standing committee, NTT Policy Committee, to address concerns and make recommendations to the UAC regarding NTT faculty issues.
8. That any NTT faculty policies and procedures adopted as a result of this resolution be reviewed three years after implementation by the proposed NTT Policy Committee.

**ARIZONA STATE UNIVERSITY
UNIVERSITY SENATE
SPRING 2012**

First Reading

Senate Motion # 2012-19

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the W.P. Carey School of Business – for the name change of a graduate degree program – from Master of Science in Commerce to Master of Science in Management

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the W.P. Carey School of Business – for the for the name change of a graduate degree program – from Master of Science in Commerce to Master of Science in Management

Rationale:

The rationale for the change is this is a more common name for this degree and will have stronger market recognition.

Senate Motion # 2012-20

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the W.P. Carey School of Business – for the establishment of a graduate degree program – Doctor of Business Administration (DBA) in Global Financial Management

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the W.P. Carey School of Business – for the establishment of a graduate degree program – Doctor of Business Administration (DBA) in Global Financial Management

Rationale:

The proposed Doctor of Business Administration (DBA) in Global Financial Management degree program is an applied research professional doctorate designed for corporate leaders and senior government officials in China seeking a terminal degree alternative to the traditional Ph.D. intended for those pursuing an academic career. This is an ASU degree with a highly qualified China partner, the Shanghai Advanced Institute of Finance (SAIF) providing assistance. The Shanghai city government and Shanghai Jiaotong University, one of China's oldest and most respected universities, jointly established SAIF to advance finance education and research in China.

ASU will be responsible for curriculum development, faculty selection and program execution with assistance from SAIF to insure curriculum quality and relevance in a Chinese context. In addition, SAIF will provide facilities for course delivery as well as local logistics support for program delivery in Shanghai. Upon completion of the program curriculum, the participant will earn an ASU DBA in Global Financial Management degree and a SAIF Advanced Program Certificate.

Senate Motion # 2012-21

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree – from Selected Studies to Educational Studies

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree – from Selected Studies to Educational Studies

Rationale:

The name change from Selected Studies to Educational Studies more accurately describes the nature of the degree. The intent for this degree is geared toward students who would like to work in the educational field, but not necessarily as teachers. Therefore, this program would not lead to teacher certification. It will be geared for people who may want to work for non-profit organizations, go on to graduate school in another field, work in afterschool programs, become museum educators, work in the field of educational technology and development, and more. The program would also be for students who decide, after taking some educational courses and gaining experience in the field, that they do not want to be classroom teachers but still want to work in education in careers that do not require teacher certification.

Senate Motion # 2012-22

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the Herberger Institute for Design and the Arts – the Design School – for the establishment of a graduate degree program – Master of Industrial Design (MID) in Industrial Design

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Herberger Institute for Design and the Arts – the Design School – for the establishment of a graduate degree program – Master of Industrial Design (MID) in Industrial Design

Rationale:

The Master of Industrial Design degree is a 60 credit-hour studio-based degree in which students will learn to design new product-service systems that solve critical global problems. Students will engage in research, brainstorming, idea visualization, prototyping and testing of creative solutions that address critical problems we face in the world today. Graduates of this program will be adept in using principles of design innovation, sustainability, and systems thinking in problem-solving, and are expected to find positions in industry as well as academia after graduation.

Senate Motion # 2012-23

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the Herberger Institute for Design and the Arts – the Design School – for the establishment of a graduate degree program – Master of Visual Communication Design (MVCD) in Visual Communication Design

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Herberger Institute for Design and the Arts – the Design School – for the establishment of a graduate degree program – Master of Visual Communication Design (MVCD) in Visual Communication Design

Rationale:

The Master of Visual Communication Design degree is a 60 credit hour studio-based degree in which students will work on strategic visual communication design projects with a focus on the development of visual communication systems firmly focused on information design and interaction design. Students in this program will engage in research, ideation, visualization, prototyping and testing of creative solutions that address critical problems humanity face in the contemporary visual world. Graduates of this program will be adept in using principles of experience design, sustainability, and systems thinking in problem identification and its appropriate contextual solutions. The graduates of this program are expected to find positions in visual communication and media industry as well as academia after graduation.

Senate Motion # 2012-24

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the School of Letters and Sciences – Science, Mathematics and Social Science - for the establishment of a graduate degree program – MS in Global Technology and Development

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the School of Letters and Sciences – Science, Mathematics and Social Science - for the establishment of a graduate degree program – MS in Global Technology and Development

Rationale:

The MS in Global Technology and Development is a program in international social, Economic and political development, which highlights the variable of technology in these development processes, and analyzes change within the context of the current era of globalization. One of the central concerns addressed in the program is the global disparity in wealth and access to resources and basic needs, both between and within countries. Students are encouraged to pursue unique research questions in the developed or the developing worlds, which engage them in social science research on issues related to technology and human socioeconomic and political development. Students take theoretical, research, policy and regional studies courses to prepare them for their master's culminating experience requirement of a thesis, applied project, or comprehensive examination, depending upon the interests and goals of each student.

Senate Motion # 2012-25

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the College of Liberal Arts & Sciences – – School of International Letters & Cultures - for the establishment of an undergraduate certificate – European Union Studies

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of College of Liberal Arts & Sciences – School of International Letters & Cultures - for the establishment of an undergraduate certificate – European Union Studies

Rationale:

The proposed certificate is trans-disciplinary in nature. Although, at its basis, it studies the cultures of Europe, and is thus housed in the School of International Letters and Cultures (SILC) and supported by the Europeanists there, it engages also with ASU experts on the EU in the fields of Political Science, History, Economics, Geography, and potentially other fields as well. The certificate is not affiliated with any degree program at ASU, and there is no similar degrees or certificates dealing with the EU.

Senate Motion # 2012-26

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the College of Liberal Arts & Sciences – Department of English - for the establishment of an undergraduate certificate- TESOL – Teaching English as a Second or Other Language

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of College of Liberal Arts & Sciences – Department of English - for the establishment of an undergraduate certificate- TESOL – Teaching English as a Second or Other Language

Rationale:

The proposed certificate program would allow recognizing the coherent set of courses students take in the field of TESOL. The TESOL certificate is likely to increase the marketability of our undergraduate students who are applying for an English-teaching position overseas.

Senate Motion # 2012-27

Motion Introduced by: Curriculum and Academic Programs Committee
Arnold Maltz, Chair

Date of First Reading: January 23, 2012

Date of Second Reading: February 20, 2012

Title of Motion: Request from the College of Liberal Arts & Sciences – American Indian Studies – for the establishment of a graduate degree program - Master of Science (MS) in American Indian Studies

Action Requested:

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of College of Liberal Arts & Sciences – American Indian Studies – for the establishment of a graduate degree program - Master of Science (MS) in American Indian Studies

Rationale:

The MS in American Indian Studies is an interdisciplinary program that will result in an intellectual and practical understanding of the issues facing American Indian populations and the ability to apply that knowledge and resultant problem solving skills in a range of professional arenas including governmental, private, and nonprofit agencies. Focus will be on languages, cultures, arts, histories, legal policy, and education from an AIS perspective. Delivery will be mainly through in-person and online courses.

Students may select a thesis (research) or non-thesis (professional) option. Thesis students will be involved in a major research project under the direction of their faculty advisors, culminating in a thesis. This is the option students should select if they have an interest in a research-oriented position within an organization or agency, or wish to pursue a doctorate degree. Non-thesis students will complete a research project that identifies and addresses an applied problem or issue relevant to a partner agency/organization under the direction of their faculty advisors. This is the option students should select if they are interested in a leadership / managerial level position within an organization or agency.