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**Faculty Council**

[**https://www.umb.edu/faculty\_staff/faculty\_council**](https://www.umb.edu/faculty_staff/faculty_council)

**Monday, Oct 7, 2024, 1:00-3:00 PM**

**Chancellor’s Conference Room**

**Third Floor, Quinn Administration Building**

**Agenda**

Supporting documents may be found in the orange October folder in the Fall meeting documents folder: [1) Fall 2024 Faculty Council Meeting Documents](https://liveumb-my.sharepoint.com/:f:/g/personal/faculty_council_umb_edu/Eq-0X7NOvHBMg_i-wQ3EPsoBjqT8roJSa55WEMrPGgNAHA?e=r4gyQ4)

To access these documents, you must be signed into your UMB account

I. Motion to approve the agenda

II. Motion to approve the Sept 9, 2024 Meeting Minutes

III. Reread and vote on motion passed on Sept 9.We discussed the suggestion that undergraduate students be required to secure their *instructors’* consent before taking *that instructor’s course* pass/fail and the suggestion that the Add/Drop deadline be moved up to 11:59 pm on the fourth class day of the semester.

Motion [rephrased for clarity]: The Faculty Council Requests that the Academic Affairs Committee prepares a report in response to these suggestions and presents it to Faculty Council.

IV. Discussion of Standing Committee Membership (see [Appendix A](https://liveumb-my.sharepoint.com/:w:/g/personal/faculty_council_umb_edu/EeP71nAzwDVOkiW2lhvyE4UBH5w1D6tGjMDHdDcxkS6CwA?e=XcQNQy)); Motion to accept Standing Committee Membership.

V. Open Seats: there are open seats on Faculty Council, including a parliamentarian and a representative to the Board of Trustees. We also need volunteers for the Faculty Council elections committee - these need not be Faculty Council members.

VI. Motions from the General Education Distribution Committee (See Appendix B at the end of this document)

VII. Motions from the Graduate Studies Committee (See Appendix C at the end of this document)

VIII. Joint Discipline and Grievance Committee update on reporting academic dishonesty via Maxient

IX. Dean’s Search Committee updates; process for ensuring the involvement of faculty governance

X. Restarts in Curriculog:Program approved in March has stalled in Curriculog due to restarts (participants added or removed at Provost step). Restarts were not reported back to the initiator. Such delays may negatively impact program development and student recruitment.

XI. Discussion of previously circulated reports

a. Chancellor – Marcelo Suárez-Orozco

b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger

c. Vice Chancellor for Administration & Finance – Kathleen Kirleis

d. Faculty Representative to the Board of Trustees – ~~Sana Haroon~~ (pending)

e. Representative from the Faculty Staff Union – Caroline Coscia, FSU President

f. Representative from the Professional Staff Union – Michael Mahan

g. Representative from the Classified Staff Union – Alexa McPherson, CSU President

h. Representatives from the Graduate Employee Organization – TBD

i. Representatives from the Undergraduate Student Government – Julia Olszewski, Vice President

j. Representatives from the Graduate Employees Organization – TBD

XI. New Business

XII. Motion to Adjourn

**Appendix B:** The General Education Committee and its Distribution Subcommittee offer two motions for the October 7 Faculty Council agenda. The proposals may be found in Curriculog.

Motion 1: That English 111E, Language, Writing, and Cultural Exchange, be approved as satisfying the World Cultures distribution requirement.

Course Description: English 111E is designed for students who were educated outside of U.S. school systems or have completed partial K-12 schooling in the United States and who are learning English as an additional language. In this course, multilingual students build a foundation of university academic writing, language learning, and culture-oriented literacies to successfully integrate in their new community. ENGL 111E offers a balanced developmental approach that highlights the synergies among language proficiency, writing knowledge, and intercultural competency. The course focuses on study topics like meanings of culture, relationships between language and culture, identity, politics, language and power, economic behavior, adaptation to new environments, etc. In working with these topics, students reflect upon challenges arising from ethnocentrism and develop reflective awareness about the value of ethnorelativism. In addition to two major writing projects, students complete periodic reflective journals and/or video blogs through which they further explore course topics and campus resources, engage in the writing process, and practice oral presentation skills.

General Education Capabilities (two are required): Verbal Reasoning (Critical Thinking), Critical Reading and Analysis, and Collaborative Work.

Motion 2: That Gerontology 170, Sexuality and Aging, be approved as satisfying the Social and Behavioral Science distribution requirement.

Course Description: This course will instruct students in the embodied experience of the aging population, with a particular focus on sex and sexuality throughout the years of mid and later life. This will include fostering understanding of adults' changing sexual desires, needs, and activities throughout the lifespan, as well as recent trends among newer cohorts of aging adults as pertains to marriage, divorce, and late life romantic relationships. There will also be focus on the unique experiences of sexual minority older adults (e.g., LGBTQ+) and the diverse experiences of sexual majority and minority older adults in an international and global setting.

General Education Capabilities (two are required): Verbal Reasoning (Critical Thinking) and Critical Reading and Analysis, and Effective Communication (writing, speaking, or other forms of expressive communication.

**Appendix C: GSC Motions for October 2024 FC Meeting.** All materials available for review on Curriculog

**Motion #1** From: CM

Request for program changes: to turn MBA Specializations into optional Tracks and transition students to the Tracks before removing Specializations from the catalog. The optional MBA tracks will be created in two batches, starting with the most highly enrolled specializations. The first batch of 5 proposals are: MBA Accounting Track, MBA Business Analytics Track, MBA Digital Marketing Track, MBA Finance Track, and MBA Leadership and Organizational Change Track. Students will choose 3 courses from a list specific to their Track, similarly to the Specializations.

Rationale: Doing this within the Curriculog system will correct the MBA specialization criteria as they are currently reflected in the catalog, ensure they have degree audits for them within the Registrar’s systems, and allow the collection of accurate enrollment, retention, and graduation data for them. In addition, the tracks will appear on student transcripts.

**Motion #2** From: CEHD

Request for a new course, CSP 781 Internal Practicum in Counseling Psychology, to provide the structure for first-year Counseling and School Psychology PhD students who are completing an internal practicum in the UMB Counseling Center, allowing the department to have direct onsite observation and assessment of the students’ clinical skills and abilities. The students will have all completed an applied Master’s program and are bringing clinical experience. Students will receive weekly individual and group supervision through the course and will provide approximately 10-12 hours of clinical services per week. The course will be 6 credits per semester and students will complete a minimum of 100 hours of experience per semester. The course will be taken twice for a total of 12 credits and at least 200 hours of experience as part of the updated curriculum for the Counseling and School Psychology (PhD) - Counseling Psychology Track, currently in governance.

Description: Counseling psychology doctoral training includes systematic, intensive supervised experiences in the application of psychological principles and skills to human problems. Practica are intended to provide the psychologist-in-training experiences with a diversity of client populations and prepare the learner for the predoctoral internship. This practicum is intended to prepare students for clinical training in the UMass Boston Counseling Center and includes weekly supervision and training. This supervision experience will include exploration of theoretical perspectives, a scientific approach to clinical work, treatment planning, cultural responsiveness to diverse clinical populations, and case conceptualization. Students will also explore their own experiences working with clients and the therapy process. It is a core class and required by the program.

**Motion #3 -** From: MGS

Request for a new course CONRES 640 Third Party Interventions in Conflict. This is a new seminar to fill a curricular need for a broad survey course on different approaches to intervening in conflict as a third party ‘neutral’.

Description: A range of interventions can be used to try to de-escalate, manage, and resolve conflict, and to try to heal relationships and address structural problems that make ongoing conflict more destructive. In addition to individual/internal strategies like meditation and direct bilateral strategies like negotiation, many of the approaches in the conflict resolution field involve skilled third parties assisting those in conflict. This class surveys a range of third-party interventions, from arbitration and ombuds work to mediation, dialogue, and circle processes, among others. It explores the underlying logic and theories of change beneath the various third-party interventions as well as foundational questions of neutrality and positionality, and develops cross-cutting skills like conflict analysis, effective communication, and evaluation. It introduces how various interventions work in practice, and offers opportunities to explore cases, hear directly from practitioners, and practice through applied exercises in order to expose students to the strengths and drawbacks of different interventions for various contexts and types of conflict.

Rationale: This course has been offered twice as a Special Topics course. Both times, it has been one of the highest-enrolled courses offered in the conflict resolution program during that respective semester and there are multiple faculty who are interested in and qualified to teach it. This course provides a mapping of many of the fields of practice that graduates of the program enter.

**Motion #4 -** From: MGS

Request for a new course CONRES 641 Nonviolent Action. Given interest from students in the context of national protests for racial equality, against violent conflict abroad, and against patriarchy, and given faculty identification of this topic as a key gap in the curriculum, this course is an important contribution to the department’s offerings, and one that can be offered regularly since it aligns with the expertise and teaching interests of multiple department faculty. This course has been offered twice as a Special Topics course.

Description: Nonviolent action, also known as civil resistance, refers to conflict waged by nonviolent means. It requires collective action, it is strategic and oriented toward a shared goal, it involves contentious action outside of normal institutional channels, and those practicing it refrain from using violence. Given the power asymmetries in many societies, other conflict resolution and dialogue tools may prove insufficient if one party benefits from the status quo and does not perceive an incentive to negotiate. In these cases, nonviolent action can be a way of using ‘People Power’ to change power dynamics and the opponent’s perception of how costly it is to refuse to negotiate. This course will introduce the foundational concepts and theories of nonviolent action, explore the research on its effectiveness, study cases from the United States and around the world of how it has worked even in very challenging or repressive contexts, and introduce tools to analyze and plan a campaign relying on nonviolent action to address an injustice or threat.

**Motion #5 -** From: SGISD

Request for five new courses: VISN 670 Overview of Deafblindness, Including Psychosocial and Multicultural Perspectives; VISN 671 Communication for Deafblind Learners, Including Personalized Literacy; VISN 672 Application of Assessment Findings Using High Quality Practices; VISN 673 High-Quality Instructional Practices for Learners with Deafblindness; VISN 674 Assistive Technology for People who are Deafblind: Barriers and Solutions. These 5 courses will make up the proposed new Deafblind Graduate Certificate, currently in governance, which responds to the needs of the community to prepare teachers with expertise in deafblindness. This graduate certificate will be the 3rd program in North America. These courses will also serve as needed electives in the department. VISN 670 is being offered as a Special Topics course in Fall 2024.

Descriptions:

VISN 670 Overview of Deafblindness, Including Psychosocial and Multicultural Perspectives - This course will provide an overview of deafblindness as a unique disability, encompassing learners with a wide range of visual and hearing impairments. Topics will include the range of sensory and learning differences among deafblind learners, the importance of building trusting relationships, touch as a critical component of learning, and the need for collaborative educational teams, and consideration of the array of psychosocial, cultural, and family perspectives.

VISN 671 Communication for Deafblind Learners, Including Personalized Literacy - This course focuses on receptive and expressive communication with an emphasis on the forms and functions of each. Information about the various ways Deafblind Learners communicate, along with how to teach communication skills, will be highlighted. Content will address personalized literacy and cultural-sustaining practices including the following:

Consistent approach using turn-exchanges for starting, maintaining, and ending interactions.

Affirmation of a student’s initiative or response.

Indicators of a student’s processing time.

Matching observations of a student with strategies to share emotions with him or her.

The range of equipment used to provide communication access and the factors that influence the choice to use or not use specific equipment.

VISN 672 Application of Assessment Findings Using High Quality Practices - The course centers on information and opportunities to practice skills associated with gathering assessment information, identifying biases, determining learning targets, and designing instruction for learners with Deafblindness. Emphasis will be given to assessing sensory abilities, concept development, literacy, communication, mobility, social-emotional, academic, and life skills.

VISN 673 High-Quality Instructional Practices for Learners with Deafblindness - This course will examine the current research around High-Quality Instructional Practices for deafblind learners, including how those practices are implemented within and across settings. Topics will include strategies for establishing joint attention, the use of touch cues as well as the role of collaboration in planning, evaluation, and monitoring of student success and challenges.

VISN 674 Assistive Technology for People who are Deafblind: Barriers and Solutions - This course will explore the role Assistive Technology (AT) plays in the lives of children with combined sensory disabilities with or without additional disabilities. The primary objective of this course will be to learn what constitutes best practices in assistive technology assessment and implementation, including collaboration with other professionals. Rather than learning how to use individual technologies, we will survey various technologies that may benefit students who are Deafblind. We will also discuss what the law has to say about assistive technology. The content of this course will include readings, instructor and guest presentations, group discussions, quizzes and exams, field experiences, and assignments.