

Agenda
Faculty Meeting
April 12, 2011

- I. Call to Order
- II. Approval of the minutes from the February 22, 2011 meeting.
- III. Elections
- IV. Executive Committee Report
- V. Report from the Faculty Senate

A. From the Department of Biology

Item 1 concerns eliminating the Computer Science requirement from General Education.

Item 2 concerns deleting the requirement from the Environmental Science Option in Biology portion of the catalog.

Item 3 concerns deleting the requirement from the Chemistry portion of the catalog.

Item 4 concerns deleting requirement from the English portion of the catalog.

Item 5 concerns deleting requirement from the Art Education portion of the catalog.

Item 6 concerns deleting requirement from the Mathematics portion of the catalog.

Item 7 concerns deleting the requirement from the Nursing portion of the catalog.

Item 8 concerns deleting the requirement from the Environmental Science Option in Physics portion of the catalog.

Items 9-13 concern deleting the requirement from several education curriculums.

Item 14 concerns deleting the requirement from the Medical Technology program with McLeod portion of the catalog.

Item 15 concerns deleting the requirement from the General Education portion of the catalog.

Item 16 concerns deleting the requirement from the Biology portion of the catalog.

Item 17 concerns deleting the requirement from the four year plan in Chemistry.

Item 18 concerns deleting the requirement from the four year plan in Medical Technology Option with a Chemistry Major.

Item 19 and 20 concern deleting the general education requirement from the Environmental Science Option in Chemistry and lowering the total number of general education hours.

Item 21 concerns lowering the total number of general education hours from the English portion of the catalog.

Item 22 concerns lowering the total number of general education hours from the Art Education portion of the catalog.

Item 23 concerns lowering the total number of general education hours from the Math portion of the catalog.

Item 24 concerns lowering the total number of general education hours from the Environmental Science Option in Physics portion of the catalog.

Item 25 concerns lowering the total number of hours required for graduation from the Environmental Science Option in Physics portion of the catalog.

Items 26-29 concern lowering the total number of general education hours from several education curriculums.

Item 30 concerns lowering the total number of general education hours for the Medical Technology program.

B. From the Department of Fine Arts

Item 1 concerns changing the course description for ARTE 501, The School Art Program.

Item 2 concerns the requirements for the Music Industry major.

Item 3 concerns changes in the catalog relative to specialization in one area of instrument or voice.

Item 4 changes the prerequisites for MU 170, Introduction to Music Technology.

Item 5 changes the prerequisites for MU 171, Sound Recording and Reinforcement.

C. From the Honors Program

Items 1 and 2 concern prerequisite changes for HNRS 391 and HNRS 397.

Item 3 concerns cosmetic changes to the description of HNRS 491-499.

D. From the Department of Nursing

Item 1 concerns number changes in required hours for Bachelor of Science in Nursing Program.

Item 2 concerns language change in a catalog heading.

Item 3 concerns required credit hours in the nursing curriculum lower division.

Item 4 concerns language changes related to heading descriptors.

Item 5 concerns credit hour changes in for RN to BSN students.

Item 6 concerns terminology changes in catalog description.

Item 7 concerns language changes in course requirements for students.

Item 8 concerns credit hour changes.

Item 9 and 10 concern adding the appropriate URL for students who wish to procure nursing applications online.

Items 11 and 12 change contact hour requirements for NRN 333 and NRN 447 to reflect current practice.

Item 13 concerns the addition of NURS 200, Women's Health and Society.

Item 14 concerns the addition of NURS 400, Transcultural Nursing.

E. From the Department of Psychology

Item 1 concerns changing the course description of PSY 316, Adolescent Behavior: Growth and Development.

F. From the Faculty Life Committee

Item 1 concerns a resolution regarding the FMU Honor Code.

Item 2 concerns a change to the Faculty Handbook concerning the FMU Honor Code.

G. From the Professional Development Committee

Item 1 concerns changes in Faculty hand book dealing with the Sabbatical application process.

VI. Approval of Candidates for Graduation (as distributed by email on Friday, April 01, 2011)

VII. Candidates for Professor Emeritus 2011

Dr. Ken Autrey, Professor of English (1989, or 22 years)

Dr. Dorothy Harris, Professor of Education (1985, or 26 years)

Dr. J.J. "Mike" Jordan, Professor of Psychology, (1972, or 39 years)

Dr. Robert Pugh, Professor of Management (1990, or 21 years)
 Dr. Richard D. West, Professor of Mathematics (1999, or 12 years)

The faculty emeritus criteria, FYI, are as follows:

The title Emeritus/a will be conferred on Assistant, Associate or Full professors upon retirement from a minimum of twelve years full-time faculty service. Emeritus/a candidates will be identified by department chairs or deans, forwarded to the chairperson of the general faculty, presented for approval by simple majority vote at a meeting of the general faculty, and submitted for concurrence to the president of the university. These criteria are retroactive: faculty having already retired are eligible for Emeritus status provided they meet the criteria above.

VIII. Old Business

A. From the Faculty Life Committee

Item 1 concerns a change in the Faculty Constitution - ARTICLE II. THE FACULTY SENATE, Section 3. Officers of the Faculty Senate, A. Election of Officer of the Faculty Senate - postponed
 Item 2 concerns a change in the Faculty Constitution - ARTICLE II. THE FACULTY SENATE, Section 5. Faculty Senate Committees: Selection and General Membership, A. Executive Committee.

IX. New Business

X. Announcements

XI. Adjournment

11. **DELETE**, on page 170 of the 2010-2011 catalog, under Elementary Education, General Education:

CS 150 (special section).....3

12. **DELETE**, on page 171 of the 2010-2011 catalog, under Middle Level Education, General Education:

CS 150 (special section).....3

13. **DELETE**, on page 175 of the 2010-2011 catalog, under Secondary Education, General Education:

CS 150 (special section).....3

14. **DELETE**, on page 184 of the 2010-2011 catalog, under Medical Technology:

Computer Science - (CS 150 or 190).....3 hours

15. **CHANGE** on page 73 of the 2010-2011 catalog, in General Education Requirements

FROM:

1. Communications 12 hours 24 hours

TO:

1. Communications 9 hours 21 hours

FROM:

Total Semester Hours for
the General Education Program 51 hours 62 hours

TO:

Total Semester Hours for
the General Education Program 48 hours 59 hours

16. **CHANGE** on page 79 of the 2010-2011 catalog, under Environmental Science Option in Biology

FROM:

Communications12 hours

TO:

Communications9 hours

17. **CHANGE** on page 81 of the 2010-2011 catalog, in four year plan

FROM:

Computer Science 150 3

TO:

Elective 3

18. **CHANGE** on page 83 of the 2010-2011 catalog, in four year plan

	<u>FROM:</u>	
Computer Science 150 or 190		3
	<u>TO:</u>	
Elective		3

19. **CHANGE** on page 86 of the 2010-2011 catalog, under Environmental Science Option in Chemistry

	<u>FROM:</u>	
General Education Requirements.....		51 hours
Communications		12 hours
	<u>TO:</u>	
General Education Requirements.....		48 hours
Communications		9 hours

20. **CHANGE** on page 87 of the 2010-2011 catalog, under Environmental Science Option in Chemistry

	<u>FROM:</u>	
Total Hours Required for Graduation.....		127-130 hours
	<u>TO:</u>	
Total Hours Required for Graduation.....		126-129 hours

21. **CHANGE** on page 89 of the 2010-2011 catalog, under ENGLISH

	<u>FROM:</u>	
General Education		59
Communications		24 hours
	<u>TO:</u>	
General Education		56
Communications		21 hours

22. **CHANGE** on page 105 of the 2010-2011 catalog, under ART EDUCATION

	<u>FROM:</u>	
General Education		51 hours
Communications		12 hours
	<u>TO:</u>	
General Education		48 hours
Communications		9 hours

23. **CHANGE** on page 119 of the 2010-2011 catalog, under MATHEMATICS

	<u>FROM:</u>	
Communications	12 hours	24 hours
	<u>TO:</u>	
Communications	9 hours	21 hours

24. **CHANGE** on page 135 of the 2010-2011 catalog, under Environmental Science

30. CHANGE on page 184 of the 2010-2011 catalog, under MEDICAL TECHNOLOGY

FROM:

1. A minimum of 94 semester hours ...

TO:

1. A minimum of 91 semester hours ...

Justification

The computer science requirement was added to our general education requirements in response to a SACS accreditation technology requirement over 10 years ago. Since then computer literacy and availability has increased in our student population. South Carolina students receive instruction in technology use in high school to meet adopted state standards (see the International Society for Technology in Education (ISTE) attached). Thus students entering FMU now have more background in technology use than they did when the course was added to the general education requirements.

The main justification for this course was to satisfy the SACS technology requirement and our General Education goal of “an understanding and appreciation of ...basic computer skills” (2010-2011 catalog page 72). In the intervening years since computer science was added many majors have infused their courses with the use of appropriate technology and this can satisfy the SACS requirement and our General Education goal. Other comparable SC Universities do not find it necessary to require a course like CS150 to satisfy SACS (see some catalog extracts below). Last year Florence Darlington Technical College dropped a course in computer science from their general education requirements for their associate degrees in Arts and Sciences. Another rationale for the course has been that it will assist incoming freshmen in their studies. This is rebutted by the example that in fall 2010 only 24.5% of students in computer science were freshmen.

FMU has one of the most extensive sets of General Education requirements in the state. This may not be a bad thing *per se*. However, we should be willing to re examine the requirements to ensure that they are appropriate and do not impose unnecessary credit hours that may impinge on program effectiveness.

I am not proposing the deletion of Computer Science 150 altogether and some programs may wish to make it a requirement. I propose only to remove it from the general education requirements. My changes suggested above reflect references to computer science as a general education requirement and I have not proposed removal from any plan of study other than those related to the biology programs.

Enrollment for Fall 2010 provided by the registrar's office:

Total number of students enrolled in CS 150 courses	=293
Total number of new-freshmen in CS 150 courses	= 66

Total number of students by classification enrolled in CS 150 :

Freshmen	(0-22 hrs earned)	= 72
Sophomores	(23-53 hrs earned)	=145
Juniors	(54-86 hrs earned)	= 56
Seniors	(87+ hrs earned)	= 20

Information from comparable institutions in South Carolina

USC Aiken, 2010-11 Bulletin, General Education Requirements (p. 32):

A. Skills and Competencies, 21-23 hours; including a writing proficiency portfolio; 6 hours of English, 6 hours of Math/Statistics/Logic; 3 hours of Applied Speech Communication; and 6-8 hours of Languages. There is NO requirement for a computer science, or indeed any computing, class.

Lander University, 2010-11 Catalog, General Education (p. 74):

3 credit hours required in Logic & Analytical Thought. May be satisfied by any one of eight Math courses; Phil 103 (Logic); OR CIS 130 (Problem Solving and Programming Methods). The course most like our CS 150 is CIS 102, "Application Software." It is not a requirement for anyone.

USC Upstate, 2010-11 Academic Catalog, General Education Competencies (p. 62):

Competency 5: The USC Upstate graduate should demonstrate responsible and appropriate use of information technologies.

5.1 Students are able to gather and correctly process information through appropriate use of technological tools.

5.2. Students demonstrate the ability to use information technologies to communicate information to others.

How this competency is addressed:

General Education Course Distribution (p. 62):

III. Information Technology Course: 3 hours required (any one information technology course).

They do have a course, SCSC 138: Introduction to Computer Technology (3). It covers basics of computer use and applications like word processing, spreadsheet, database, Internet. . . etc. But it is not a general requirement of all students. Other options may be taken.

Winthrop University, 2010-11 Undergraduate Catalog. They refer to their "Touchstone Program: Distinctive General Education at Winthrop University" (pp. 14-16).

Under "Goal Three: To use critical thinking, problem-solving skills, and a variety of research methods" comes number 4: Use computers competently (one of 5 criteria for meeting Goal Three).

How Goal Three is addressed: Courses: Under "Critical Skills" comes "Technology", which may be fulfilled by 3 credit hours from a variety of courses in many disciplines. For example, BIOL 300 (Scientific Process in Biology) & 480 (Integration of Biological Principles) meet the technology requirement.

The three technology hours may also be fulfilled by taking CSCI 101 (Introduction to Computers and Information Processing; includes content in HTML and scripting languages to develop web systems); OR courses from CSCI 101A (Windows, Frontpage, Powerpoint), B (Excel), C (Access), F (Photoshop), I (Illustrator), or P (C++ Programming); or any of three higher level CSCI courses.

Winthrop summary: Nothing like our CS 150 is required of all students. Technology options are diverse and spread throughout the curriculum.

B. Proposal from the Department of Fine Arts:

1. **CHANGE**, on page 106 of the current catalog, under **ART EDUCATION COURSES** the following:

FROM:

501 The School Art Program (3) (Prerequisite: 415 and 416 or permission of department) Preparation for teaching school art, partially meets art teacher certification requirements through discussion, and lecture in art. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshman, sophomores, and juniors may not take 500-level courses.

TO:

501 The School Art Program (3) (Prerequisite: 415 and 416 or permission of department) This course is the capstone course for Art Education majors. Course includes information to assist in a successful transition into the art teaching profession. Pragmatic in nature, it addresses major art education issues that the new teacher will face the first few years of teaching through discussion, group presentations and lectures. Other issues covered include classroom management, lesson planning, instructor and classroom evaluation, developing professional dispositions and leadership skills.

Rationale: The description better describes what course content provides for the students. Old description is outdated and graduate course information is not necessary.

2. **CHANGE**, on page 107 of current catalog, under **MAJOR**, the following:

FROM:

3. Music performance: 6 semester hours from any combination of MU 100, 120, 130, 140, 150, and/or 160

TO:

3. Music performance: At least one ensemble every semester selected from any combination of MU 100, 120, 130, 140, 150, and/or 160. No more than a total of 6 semester hours may apply toward graduation.

Rationale: The Music Industry major students need to perform in at least one ensemble every semester to maintain the important performance aspect of their music degree. Only six of the credits will apply to graduation to maintain the 56 hour total Music Industry hours required for graduation.

3. **CHANGE**, on page 107 of current catalog, under **MAJOR**, the following:

FROM:

The following relates to all applied courses.
Applied lessons develop individual performance skills and musicianship. Students will become aware of how physical and mental aspects of performance combine to produce musical effects through mentored study of technical exercises, etudes, and solo literature. Each level of the progressive curriculum has specific requirements (below). Students are required to take at least two semesters at each level and must meet the requirements of each level before proceeding to

the next. Instructors will design a personal course of study for each student based on performance area and individual need.

TO:

The following relates to all applied courses.

Applied lessons develop individual performance skills and musicianship. Students will become aware of how physical and mental aspects of performance combine to produce musical effects through mentored study of technical exercises, etudes, and solo literature. Each level of the progressive curriculum has specific requirements (below). Students are required to take at least two semesters at each level and must meet the requirements of each level before proceeding to the next. Instructors will design a personal course of study for each student based on performance area and individual need. Students may audition for two different applied lessons during any one semester but they must select a principal discipline of specific instrument or voice that applies to the performance requirement of the degree above.

Rationale: Students have to specialize in one area of instrument or voice to advance to appropriate level of performance for final recital. Their applied principal area directly relates to the ensembles that they also are required to perform in.

4. **CHANGE**, on page 108 of the current catalog, under **MUSIC COURSES**, the following:

FROM:

170 Introduction to Music Technology (3) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI application, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

TO:

170 Introduction to Music Technology (3) (Prerequisite: Music Industry major or permission of the department) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI application, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

5. **CHANGE**, on page 108 of the current catalog, under **MUSIC COURSES**, the following:

FROM:

171 Sound Recording and Reinforcement (3) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation, microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

TO:

171 Sound Recording and Reinforcement (3) (Prerequisite: Music Industry major or permission of department) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation,

microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

Rationale: These technologies require specific technology hardware that is limited in the classroom. With few sections being offered, because of space, hardware, and instructors, the department has to provide these courses to majors as a priority.

C. Proposal from the Honors Program:

1. **ADD**, on page 189 of the current catalog, the following prerequisite for **Honors 391** after (1)
(Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director)
2. **ADD**, on page 189 of the current catalog, the following prerequisite for **Honors 397** after (3)
Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director)
3. **CHANGE**, on page 189 of the current catalog, the course description

FROM:

491-499 Honors Independent Study (3) Allows the Honors student to pursue independent academic work, normally in the area of major concentration, under the guidance of a faculty member. Usually takes the form of a senior research project or senior thesis. **Open to students who have completed 12 hours of honors courses.** Topics must be approved by both the appropriate chairman of department or dean of school and the Honors Committee. Projects are reviewed by three faculty members from two different disciplines. **Grades below 3.0** do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. May be taken a second time in a second discipline. 497 Special Studies (3) in various disciplines and PRS 499 Advanced Study may be taken for Honors credit, by special arrangement, in place of 491- 499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements.

TO:

491-499 Honors Independent Study (3) (Prerequisite: **Completion of 12 or more hours of Honors courses or permission of Honors Director**). Allows the Honors student to pursue independent academic work, normally in the area of major concentration, under the guidance of a faculty member. Usually takes the form of a senior research project or senior thesis. Topics must be approved by both the appropriate chairman of department or dean of school and the Honors Committee. Projects are reviewed by three faculty members from two different disciplines. **Grades below B** do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. May be taken a second time in a second discipline. 497 Special Studies (3) in various disciplines and PRS 499 Advanced Study may be taken for Honors credit, by special arrangement, in place of 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements.

Rationale:

1: Original proposal included prerequisite, but omitted the phrase from the catalog copy.

2: 397 is designed primarily for junior and senior students who plan to graduate “With University Honors”. The lack of a prerequisite has led to overcrowding in Spring 2011 because lower classmen and students who are qualified for but not active in the Honors Program preregistered early, and then additional seats had to be created to accommodate students who need the course to graduate “With University Honors” in May. The addition of a prerequisite will screen these students out; the “permission of” will make it possible for interested and Honors-eligible students to take the class if there are empty seats at the end of preregistration.

3 : Cosmetic; to remove the prerequisite language from the middle of the description and put it in the usual place; and Cosmetic; to change the lingering “3.0” to the more *au courant* “B”.

D. From the Department of Nursing

1. CHANGE, on page 126 of the current catalog under the heading BACHELOR OF SCIENCE IN NURSING:

FROM:

... must complete 63 semester hours of lower division coursework...

...These 63 semester hours...

...making up these 63 hours

...The science courses considered core are Biology 105, Biology 205, Human Anatomy, Biology 311, Microbiology, Biology 406 or 410 (Physiology course), Chemistry 101 and Chemistry 102

TO:

... must complete 62 semester hours of lower division coursework...

...These 62 semester hours...

...making up these 62 hours

... The science courses considered core are Human Anatomy, Physiology, and Microbiology.

FROM:

BACHELOR OF SCIENCE IN NURSING (B.S.N.)

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called the 2 + 2 program because applicants must complete 63 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 63 semester hours include general education requirements and other required courses specific to the B.S.N. degree. A grade of C or better must be achieved in all of the courses making up these 63 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are Biology 105, Biology 205, Human Anatomy, Biology 311, Microbiology, Biology 406 or 410 (Physiology course), Chemistry 101 and Chemistry 102. The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses.

TO:

BACHELOR OF SCIENCE IN NURSING (B.S.N.)

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called the 2 + 2 program because applicants must complete 62 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 62 semester hours include general education requirements and other required courses specific to the B.S.N. degree. A grade of C or better must be achieved in all of the courses making up these 62 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are Human Anatomy, Physiology, and Microbiology. The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses.

Rationale: The change in biology 105 has changed the total credit hours for the upper division nursing. Changing the core science courses is just correcting a mistake, only Anatomy, Physiology and Microbiology are core courses .

2. **CHANGE**, on page 126 under the **subheading General Education and Required Courses** (last paragraph, second column)

FROM:

The following is the list of required course for students applying to the generic program who do not have a bachelor's degree:

TO:

The following is the list of required course for students applying to the pre-licensure program who do not have a bachelor's degree:

Rationale: This is just updating terminology it affects nothing else.

3. **CHANGE**, on page 127 the heading NURSING CURRICULUM LOWER DIVISION...

FROM:

NURSING CURRICULUM LOWER DIVISION

Year 1 Freshman			
Semester I Sem. Hours		Semester II Sem. Hours	
Course		Course	
English 112	3		
Math 111 (or 132 or 180 or higher)	3		
Biology 105	4		
Chemistry 101*	4		
Total Credits	14		
Year 2			

Sophomore	
Course	Semester I Sem. Hours
Speech Communications 101	3
Microbiology	4
Anatomy	4
Humanities (Elective)	3
Literature	3
Total Credits	17
TOTAL – 63 Semester Hours	

TO:

NURSING PLAN OF STUDY LOWER DIVISION

Year 1 Freshman			
Course	Semester I Sem. Hours	Course	Semester II Sem. Hours
English 112	3		
Math 111 (or 132 or 137 or higher)	3		
Biology 105	3		
Chemistry 101	4		
Humanities (Elective)	3		
Total Credits	16		
Year 2 Sophomore			
Course	Semester I Sem. Hours		
Speech Communications 101	3		
Microbiology	4		
Anatomy	4		
Literature	3		
Total Credits	14		
TOTAL – 62 Semester Hours			

Rationale: This is to accommodate the change in Biology.

4. **CHANGE** on page 128, the heading NURSING CURRICULUM UPPER DIVISION

FROM:

NURSING CURRICULUM UPPER DIVISION

TO:**NURSING PLAN OF STUDY UPPER DIVISION**

Rationale: Plan of study better describes the course sequence displayed.

5. **CHANGE**, on page 130 first column top of page:

FROM:

Biology 105.....	4
Chemistry 102.....	4
Total	63

TO:

*Biology 105.....	3
*Chemistry 102.....	4
Total	62

Rationale: This change will reflect the new credit hours of Biology 105 and indicate by the * that Chemistry 102 is waived for RN to BSN students.

6. **CHANGE**, , on page 130 first column under the heading “The following is the list of required courses for students applying to the generic program **who have** a bachelor’s degree:

FROM:

The following is the list of required courses for students applying to the generic program **who have** a bachelor’s degree:

TO:

The following is the list of required courses for students applying to the pre-licensure program **who have** a bachelor’s degree:

Rationale: Updating terminology.

7. **CHANGE**, on page 130, the following information:

FROM:

Psychology 334.....	3
Mathematics 134.....	3
Biology 205.....	4
Biology 311.....	4
Biology 406 or 410.....	4
Science Elective – (Biology or Chemistry).....	4
TOTAL.....	22 hours

TO:

Lifespan Human Growth and Development	3
Statistics.....	3
Human Anatomy.....	4
Physiology.....	4
Microbiology.....	4
Science Elective.....	4
TOTAL.....	22 hours

Rationale: Students who have a baccalaureate already did not have to take the courses at FMU.

8. **CHANGE** on page 130 of the current catalog under the heading **ADMISSION REQUIREMENTS FOR THE UPPER DIVISION B.S.N. DEGREE PROGRAM**

FROM:

1. Complete 63 hours of required courses and general education.

TO:

1. Complete 62 hours of required courses and general education.

Rationale: This reflects the new semester hours for Biology 105.

9. **CHANGE** on page 130 the following information 1st column 2nd paragraph from the bottom:

FROM:

For spring 2011 admission, application deadline is November 1, 2010. Fall 2011 applications must be received by April 1, 2011. Applications may be obtained by contacting the Department of Nursing...

TO:

For spring admission, application deadline is October 1. Fall applications must be received by March 1. Applications may be obtained on line at <http://www.fmarion.edu/academics/studentsandapplicants>.

Rationale: The Department of Nursing has changed its admission dates and the application is posted on line.

10. **CHANGE** on page 132, the bottom of the page, first column:

FROM:

Applications are available by calling the Department of Nursing at 843-661-1690.

TO:

Applications are available on line at <http://www.fmarion.edu/academics/studentsandapplicants>.

Rationale: Applications are now accessible on line.

11. **CHANGE on page 132** under the course description for NRN 333 Health Assessment and Promotion in Nursing Practice

FROM:

(4:3-2)

TO:

(4:3-3)

Rationale: It is incorrect. One semester hour is three lab hours.

PAGE 133:

12. **CHANGE on page 133** under the course description for NRN 447 Leadership and Management in Nursing

FROM:

(6:4-2)

TO:

(6:4-6)

Rationale: It is incorrect. One semester hour is three lab hours.

13. **ADD**, on page 130 of the current catalog,

NURS 200 Women's Health and Society (3) (Prerequisite: Sophomore status or higher) This course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current health care findings including a maturational perspective with a systems approach. The course will explore empowering and

emancipating ways to utilize health care services and develop a proactive wellness agenda.

Rationale:

The primary rationale for this course development is to contribute specific expertise in women's health to the Gender studies curriculum. In addition, the Department of Nursing often has learners that are "off track" or not in the lockstep sequence of the nursing courses due to a course failure. When the learner has to repeat a course they need to take other courses to maintain fulltime status for financial aid purposes. In order to maintain fulltime financial aid status many students take NURS 445 Guided Nursing Elective. Some semesters up to 9 students take this option and it is work intensive for the faculty since each learner has a collaboratively developed project. The Department of Nursing needs to offer accessible, innovative electives that contribute to the knowledge development of the students in the department as well as the University.

14. **ADD**, on page 130 of the current catalog,

NURS 400 Transcultural Nursing (3:1-6) (Prerequisites: 301, 303, 305, 309)

This course is designed to provide an opportunity to study healthcare systems and cultural values surrounding healthcare using transcultural nursing theory in countries outside the U.S.

Rationale:

Rationale for the addition of Transcultural Nursing (NURS 400): There are many reasons for incorporating this course into our curriculum. We currently have few elective courses to offer and no other opportunities for foreign travel emersion experiences. The course offers the experience of studying global healthcare systems and other cultures, which will make our students better nurses wherever they practice; this is especially timely as America looks at modeling healthcare reform on the European model and as US healthcare professionals increasingly provide care to a culturally diverse population. Many of our students have never traveled outside of South Carolina, so this is an opportunity to experience travel as a means of education - hopefully spurring the desire for future travel and an appreciation of other peoples. We believe that the course strengthens the liberal arts background of students who participate and increases confidence and cultural humility.

E. Proposal from the Department of Psychology:

1. **CHANGE**, on page 144 of the current catalog, the course description **FROM:**

316 Adolescent Behavior: Growth and Development (3) F, S, SU. Study of the adolescent today; his/her intellectual behavior; attitudes, and values toward sex, the family, school, peers, delinquency, drugs, activism, work, and his/her personality. May not be applied toward the psychology major.

TO:

316 Adolescent Behavior: Growth and Development (3) F, S, SU. Study of the adolescent today; his/her intellectual behavior; attitudes, and values toward sex, the family, school, peers, delinquency, drugs, activism, work, and his/her personality; transitions from childhood to adolescence (middle school years) and adolescence to adulthood (high school and college years). May not be applied toward the psychology major.

Rationale: This change in course description does not represent any change in course content, emphasis, or intent. The School of Education has requested that content related to middle school years of development be emphasized, and this change is designed to accomplish that request

F. Faculty Life Committee

1. Resolution concerning the Francis Marion University Honor Code

RESOLUTION

Whereas honesty and integrity are essential for the achievement of academic excellence and

Whereas personal integrity and respect and concern for others is essential within the university community,

Therefore, be it resolved that we, the Faculty of Francis Marion University, affirm our strong support for the Francis Marion University Honor Code adopted by the Student Government Association of Francis Marion University.

2. Proposal from the Faculty Life Committee (from the Ad Hoc Committee on the Honor Code):

ADD on page 44 of the *Faculty Handbook* as the first sentence under “Faculty Role in Cases of Alleged Academic Dishonesty Involving Students”

Faculty members are responsible for upholding the Francis Marion University Honor Code as explained in the FMU *Student Handbook*.

CHANGE on page 45 of the *Faculty Handbook*

FROM:

(See the section entitled “Academic Integrity” in the FMU *Student Handbook* for further information.)

TO:

(See the section entitled “Francis Marion University Honor Code” in the FMU *Student Handbook* for further information.)

G. Professional Development Committee

Item 1. CHANGE, from pages 60-61 of the *Francis Marion University Faculty Handbook* (2010), under “D. Application Process,” the following:

FROM:

D. Application Process

The number of sabbatical leaves granted at any one time is limited and depends on the extent to which the applications meet the purpose of the sabbatical leave program, the quality of the proposals, and the amount of funds available for replacing those faculty members on leave.

The quality of the proposal and the likelihood of its successful completion will be the primary reasons for the awarding of sabbatical leave. Seniority may be a consideration when applications of equal quality are submitted, but it should not be the overriding criterion.

Applications must be presented to the chair of the Professional Development Committee (or the appropriate subcommittee thereof) by the second Monday of November in the school year prior to the proposed sabbatical leave year. No late applications will be accepted unless prior arrangements are made.

Each proposal must contain:

1. an abstract indicating the specific period for which the sabbatical leave is being requested, describing the project(s), and summarizing the purposes and anticipated results;
2. a narrative fully detailing the significance, objectives, rationale, and method of the sabbatical project(s);
3. a full discussion of the sabbatical project's(s') significance and impact upon the enhancement of the faculty member's scholarly activity or teaching effectiveness;
4. the faculty member's *curriculum vitae*;
5. and an appendix containing any supportive material essential to understanding and appreciating the proposal, including:
 - a. any applicable financial information relating to the sabbatical project(s), including grant proposals for project funding, extra living expenses, and travel expenses, and details concerning any proposed services for which compensation is anticipated or being negotiated;
 - b. a letter of evaluation from a faculty member's immediate supervisor, including a statement of how the proposed sabbatical will be handled by the supervisor;
 - c. and correspondence from host institutions, including libraries, regarding such matters as contractual agreements, commitments, compensation, access to facilities, and fees or other expenses.
 - d. Optional: letters of support from colleagues knowledgeable in the discipline.

TO:

D. Application Process

The number of sabbatical leaves granted at any one time is limited and depends on the extent to which the applications meet the purpose of the sabbatical leave program, the quality of the proposals, and the amount of funds available for replacing those faculty members on leave.

The quality of the proposal and the likelihood of its successful completion will be the primary reasons for the awarding of sabbatical leave. In cases of applications of equal quality, seniority, and the length of time since an applicant's previous sabbatical leave (assuming one has been awarded), may be taken into account, but the quality of the proposal and the likelihood of successful completion will be the primary criteria for the awarding of sabbatical leave.

Applications must be presented to the chair of the Professional Development Committee (or the appropriate subcommittee thereof) by the second Monday of November in the school year prior to the proposed sabbatical leave year. No late applications will be accepted unless prior arrangements are made.

Each proposal must contain:

1. a cover letter indicating how long the applicant has been employed at Francis Marion University and if they have been awarded a sabbatical leave in the past (any applicants awarded a sabbatical at FMU in the past must attach their final report(s) from previous sabbatical leave(s));
2. a short abstract (200 words or less) describing the project;
3. a longer narrative explaining the following in detail (written for an audience of non-specialists):
 - a. purpose of the project
 - b. objectives

- c. rationale/justification
 - d. methods
 - e. significance for the applicant's scholarly activities and/or teaching effectiveness
 - f. significance for the applicant's discipline, department, and/or Francis Marion University;
4. a detailed timeline (including information about data collection, manuscript writing, draft submissions, research trips, and presentations, for example) indicating the specific period for which the sabbatical leave is being requested and a plan for project completion (the committee understands that some projects may continue beyond the sabbatical leave period);
 5. the faculty member's *curriculum vitae*;
 6. and an appendix containing any supportive material essential to understanding and appreciating the proposal, including:
 - a. any applicable financial information relating to the sabbatical project(s), including grant proposals for project funding, extra living expenses, and travel expenses, and details concerning any proposed services for which compensation is anticipated or being negotiated;
 - b. a letter of evaluation from a faculty member's immediate supervisor, including a statement of how the proposed sabbatical will be handled by the supervisor;
 - c. and correspondence from host institutions, including libraries, regarding such matters as contractual agreements, commitments, compensation, access to facilities, and fees or other expenses.
 - d. Optional: letters of support from colleagues knowledgeable in the discipline.

Please note that the **burden is on the applicant** to provide substantial explanation and details about the project and its significance. Applicants are encouraged to be as specific as possible and to write to an audience of non-specialists so that the project can be understood by faculty from other disciplines.

Rationale: The committee felt that sabbatical applicants needed a clearer description of the application requirements.

VIII. Old Business

A. From the Faculty Life Committee

Page 89

1 - CONSTITUTION OF THE FACULTY, ARTICLE II. THE FACULTY SENATE, Section 3. Officers of the Faculty Senate, A. Election of Officer of the Faculty Senate,

6. The Chair of the Faculty and Secretary of the Faculty Senate shall have a ~~50% and a 25% reduction in workload~~ **2/2 course load and a 3/3 course load**, respectively, to allow for reassigned duties. **When a reduced course load is not possible, another form of compensation may be arranged in consultation with the Provost.**

RATIONALE: The above language was built around a 4/4 teaching load. With the current 4/3 teaching load, the percentiles seem outdated. The new language is intended to allow for reassigned duties with the current course load and any future changes to the teaching load. In addition, some smaller departments may have difficulty

allowing for reassigned time for some faculty member who might be interested in governance. The new language allows consideration of equivalent compensation.

Page 91

2 - CONSTITUTION OF THE FACULTY, ARTICLE II. THE FACULTY SENATE, Section 5.
Faculty Senate Committees: Selection and General Membership, A. Executive Committee,

2. The Executive Committee shall meet with the President and Provost at least ~~once a month~~ **twice each fall and spring semester** and with other officers of the administration as needed during the academic year to discuss issues of faculty and institutional concern. The committee shall report on these meetings to the Faculty Senate and the faculty.

RATIONALE: Since the Faculty Chair is included in the President's Senior Staff, the Executive Committee is represented at weekly meetings. In practice, monthly meetings seem excessive. Meeting twice each semester seems more practical.
