

Minutes
General Faculty Meeting
October 18, 2012 – Lowrimore Auditorium

- I. Chair Flannagan called the meeting to order at 3:46 PM.
- II. The minutes from the April 10, 2012 meeting were approved as posted.
- III. Elections
 1. Annie Muller (Nursing) & Nancy Zaice (English) were elected at-large senators
 2. Chris Johnson (English) was elected to the University Accreditation Committee
- IV. Executive Committee Report
 1. Chris Kennedy serves as Parliamentarian of Senate and Faculty.
 2. Faculty Governance Office in room 116D of SAB.
 3. IT Meetings to take place between faculty and John Dixon.
 4. Commission on Higher Ed. approved revised Mission Statement.
 5. December graduation speaker: Judge Margaret Seymour.
 6. Industrial Engineering program proposal approved by ACAP.
 7. Governor's Summit on Higher Ed: New accountability measures
 8. New Office Services building should be completed summer, 2013.
 9. Open enrollment period: Contact Christine Moldenhauer.
 10. Changes for 2012-2013 catalog: Try not to wait until the last AAC meeting.
- V. Report from the Senate (*See the attachment for proposals.*)
 - 1. Department of Political Science and Geography**
 - Item A. A proposed change to the title of POL 305 (previously titled American Political Parties) passed.
 - Item B. A proposed change to the catalog description for POL 305 passed.
 - 2. Bachelor of General Studies Committee**
 - Item A. The additional of a new area of concentration, Health Studies, to the Bachelor of General Studies Program passed.
 - 3. School of Business**
 - Item A. Proposed changes to the course requirements for the Computer Science major passed.
 - 4. School of Education**
 - Item A. Changes to the list of elective courses for the Master of Arts in Teaching with major in Learning Disabilities passed.
 - 5. Report from the Strategic Planning Committee (See pages 8 – 12 of the attachment.)**

- VI. Old Business – None
- VII. New Business – None
- VIII. Announcements – Various announcements were made concerning upcoming campus events
- IX. Adjournment – The meeting adjourned at 4:32 PM

Attachment to the Faculty Minutes – October 18, 2012

1. Proposal from the Department of Political Science and Geography:

Item A. CHANGE, on page 143 of the current catalog, the title of Political Science 305 **FROM:**

American Political Parties

TO:

Political Parties and Organizations

Item B. MODIFY the course description of Political Science 305, Political Parties and Organizations

FROM:

(Prerequisite 101 or 103) Description and analytical examination of the nature and function of political parties in the United States, with emphasis on the nominating process, elections, and political leadership.

TO:

(3) (Prerequisite: 101 or 103) Description and analysis of the role and function of political organizations in the United States, including political parties, lobbying groups, and political action committees. The impacts of these organizations on American political life is of particular interest.

Rationale and justification

The current title and catalog description of POL 305 omits organizational actors (like Political Action Committees) that have an increasing impact on American politics, from candidate selection to funding campaigns to impact on the policy-making process. Expanding the scope of POL 305 exposes students to contemporary political science scholarship focused on the interrelationships between a variety of organizational actors and their impacts on the American political environment. This expansion in scope also allows for a significant increase in relevant content without having to add a new course.

2. Proposal from the Bachelor of General Studies Committee:

Item A. ADD, on page 187 of the current catalog, after d. Management Technology [and its area listings]:

e. Health Studies:

Nursing (at least 3 courses), Contemporary Health Issues HLTH 301, Kinesiological Foundation of Coaching PE 318, The Physiological Basis of Exercise PE 319, Physiology BIO 406, Immunology BIO 407, Introduction to Behavioral Genetics PSY 305, Pediatric Psychology PSY 306, Human Sexuality PSY 312, Health Psychology/Behavioral Medicine PSY 314, Applied Behavioral Analysis PSY 317, Abnormal Psychology PSY 325, The Psychology of Relationships PSY 332, Life Span Development PSY 334, Social Gerontology SOC 327, Alcohol, Drugs and Society SOC 347, Sociology of Health and Illness SOC 375, and Death and Dying in Social Contexts SOC 387

Rationale: This proposal is to add a much-needed new area to the four already extant Bachelor of General Study areas, in order enable students leaving the FMU Nursing program, either forcibly or voluntarily -- at either an intermediate or even an advanced stage, the possibility of a earning an FMU degree related to Nursing. Otherwise, leaving the Nursing program would put an undue burden on degree-seeking students whose Nursing courses would not count towards one of the other four BGS options except as electives.

3. Proposal from the School of Business:

Item A. CHANGE on page 167 of the current catalog, the following under **MAJOR:**

FROM:

A major in computer science requires:

1. Major Core (30 semester hours)
CS 226, 227, 280, 310, 313, 318, 340, 350, 401, and 410
2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440, 475
3. CS 480 – Senior Seminar
4. Either CHEM 101-102 or PHYS 201-202 (Physics recommended), together with the accompanying laboratories
5. A minor in applied mathematics consisting of Math 201, 202, 230 (which should normally be taken before completing any computer science course above the 299 level), 312, and either 203 and 425 or 304 and 305
6. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor, and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is 42. The minimum number of semester hours in all courses (major and non-major) required for a major in computer science is 120.

TO:

A major in computer science requires:

1. Major Core (30 semester hours)
CS 226, 227, 280, 310, 313, 318, 340, 350, 401, and 410
2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440, 475
3. CS 480 – Senior Seminar
4. Either CHEM 101-102 or PHYS 201-202 (Physics recommended)
5. ENG 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider ENG 418 (Advanced Technical Communication) upon successful completion of ENG 318.
6. A minor in applied mathematics consisting of Math 201, 202, 230 (which should normally be taken before completing any Computer Science course above the 299 level), 312, and either 203 and 425 or 304 and 305
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is 42. The minimum number of semester hours in all courses (major and non-major) required for a major in computer science is 120.

Rationale: The technical nature of communications in data processing, information technology/systems, and computer science places increased demands on individuals to have the ability to utilize the conventions of writing in technology and the sciences. By learning technical writing style and the use of appropriate resources, students will be better prepared to employ this type of communication in upper-level computer science courses and the workplace.

This proposal was developed in discussion with Dr. Christopher Johnson, Chair of the English, Modern Languages, and Philosophy Department, and Dr. Lynn Hanson, Coordinator of the Professional Writing Program, and primary instructor of the English 318 course. Both of them expressed support and encouragement for this, and indicated that the course can accommodate the additional students that the computer science program would provide.

4. Proposal from the School of Education:

Item A.

MODIFY on page 212, the PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

FROM:

MASTER OF ARTS IN TEACHING

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

Education Foundation Core **15 Hours**

EDUC 611 Solving Instructional Problems Using Technology (3)
 EDUC 621 Understanding Learning Differences (3)
 EDUC 622 Assessment of Learning and Behavior (3)
 EDUC 623 Quantitative Research Methods in Education (3)
 EDUC 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation **30 hours**

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
 PSY 664 Practicum: Formal and Informal Assessment (1)
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
 EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
 EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
 EDUC 763 Methods for Teaching Students with Learning Disabilities (3)
 EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
 EDUC 769 Case Study, Small Group, and Action Research (3)
 EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives **6 hours**

Candidates may select from among the following courses a combination totaling six graduate hours.

Course selection must be made after consultation with program coordinator.

EDUC 620 Foundations of Education (3)
 EDUC 731 Literacy Development (3)
 EDUC 732 Quantitative Learning: Pre-School through Middle School (3)
 EDUC 733 Concepts and Methods in Elementary Science (3)
 EDUC 734 Concepts and Methods in Elementary Social Studies (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 742 Procedures for the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)

TO:

MASTER OF ARTS IN TEACHING

**PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN
 LEARNING DISABILITIES**

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

Education Foundation Core 15 Hours

EDUC 611 Solving Instructional Problems Using Technology (3)
 EDUC 621 Understanding Learning Differences (3)
 EDUC 622 Assessment of Learning and Behavior (3)
 EDUC 623 Quantitative Research Methods in Education (3)
 EDUC 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation 30 hours

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
 PSY 664 Practicum: Formal and Informal Assessment (1)
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
 EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
 EDUC 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
 EDUC 763 Methods for Teaching Students with Learning Disabilities (3)
 EDUC 764 Practicum: Methods for Teaching Students with Learning Disabilities (1)
 EDUC 769 Case Study, Small-Group, and Action Research in Education (3)
 EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives 6 hours

Candidates may select from among the following courses a combination totaling six graduate hours. Course selection must be made after consultation with program coordinator.

EDUC 616 Public School Curriculum and Organization K-12 (3)
 EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 742 Procedures for the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)
 EDUC 771 Introduction to Early Childhood Special Education (3)
 EDUC 780 Assessment of Young Children with Disabilities (3)
 EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

Rationale for A: Several courses previously listed as electives for the M.A.T.-LD program are no longer offered on a regular basis. Deletion of these courses as program electives and adding new courses in the area of special education will update the elective course options.

5. Report from the Strategic Planning Committee:

Planning Assumptions for Francis Marion University

1. Academic Focus

Francis Marion University is a comprehensive public institution offering students an advanced education in academic disciplines and professions based on a strong liberal arts foundation.

2. Student Body

While maintaining its commitment to educating students from the Pee Dee region, Francis Marion University must incrementally increase its enrollment from other areas of South Carolina, as well as nationally and internationally.

3. Resources

Appreciable resource growth for Francis Marion University will be dependent on (1) increasing student enrollment and retention, and (2) increasing financial support from the private sector.

4. Technology

Francis Marion University must develop and implement an institution-wide technology plan that addresses the future technology needs of students, faculty, staff and administrative personnel, and maintain the efficacy of existing technology systems.

5. Image

Francis Marion University must represent itself to others as an institution that provides quality educational opportunities for its constituencies and is committed to academic rigor through excellence in teaching, research, and service.

6. Athletics

Francis Marion University's athletic programs must garner greater community and campus interest while increasing reliance upon community resources. Francis Marion will maintain competitive athletic programs to benefit the student athlete.

7. Diversity

Francis Marion University must ensure the diversity of its students and achieve greater diversity in the hiring and promotion of faculty and staff.

8. Faculty, Staff and Administrative Development

Recognizing that Francis Marion University's faculty and staff are its most important and enduring assets, the University must cultivate the career growth and development of its employees.

9. Physical Campus

Francis Marion University must maintain and expand its physical facilities to preserve their beauty and to enhance the viability and environmental sustainability of the campus.

10. Community Relations

Francis Marion University must strive to identify, understand and accommodate the community and foster collaboration to achieve University and community growth.

11. Campus Governance

Francis Marion University's future success depends upon the cooperation and cohesion of the faculty, staff, administration and students in collectively addressing needs and supporting its mission.

12. Student Development

Francis Marion University will maintain and expand a variety of student support services, as well as provide opportunities for students to develop interpersonal and leadership skills.

13. Arts and Culture

Francis Marion University will enrich the artistic and cultural experiences of its students and the surrounding community.

Francis Marion University Strategic Plan¹

University Objectives (in Bold) with Strategies (non Bold) aligned with Planning Assumptions (numbered in italics):

- I. **Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality.** *1., 5., 10., 11.*
 - a. Continue the University Accreditation Committee's supervision of accreditation efforts.
 - b. Regularly evaluate the University's general education program.
 - c. Study the feasibility of additional programs.
 - d. Familiarize faculty with accreditation standards and procedures.
 - e. Continue to improve self-study reporting and documentation.

- II. **Improve student academic success rates.** *1., 2., 5., 12.*

¹ Approved by the FMU Faculty Senate on March 28, 2006 and General Faculty on April 11, 2006. Adopted by the Board of Trustees on June 2, 2006.

- a. Collaborate with state technical colleges and engage in articulation agreements to ensure that transfer courses, which meet FMU general education requirements, are comparable to FMU courses.
- b. Coordinate the existing efforts of academic areas to work with local schools.
 - i. Involve academic disciplines in enhancement of school instruction
 - ii. Encourage qualified liberal arts students to pursue secondary education careers.
 - iii. Participate in statewide efforts to align high school and university curriculums.
- c. Establish formal systems designed to improve graduation rates
 - i. Raise overall admission standards while continuing to ensure educational access for students in the Pee Dee.
 - ii. Expand tutoring and mentoring services.
 - iii. Expand services which promote academic success.
- d. Engage in practices that support high acceptance rates into professional schools and graduate programs.
- e. Provide for the needs of international students.

III. **Continue to build an excellent faculty.** *8., 5., 7., 11.*

- a. Continue to recruit faculty with excellent teaching skills and scholarly potential.
- b. Strive to recruit faculty from underrepresented populations.
- c. Encourage FMU students from underrepresented populations to return to Francis Marion in a teaching capacity.
- d. Continue the support/mentor system for new faculty.
- e. Continue to provide adequate professional development funding for faculty research and development.
- f. Raise faculty salaries.
- g. Continue to address salary compression and discrepancies in compensation.
- h. Encourage FMU faculty to participate in leadership-building initiatives.

IV. **Increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international educational opportunities.** *1., 2., 8., 12.*

- a. Develop educational opportunities in other countries.
- b. Enhance curriculum that deals with international issues.
- c. Promote and expand international exchange programs.
- d. Increase interaction between U.S. and international students.

V. **Develop the technology on campus to address future needs of students, faculty, staff and administrators.** *4., 8., 12.*

- a. Provide students with more opportunities to develop technological skills for a global economy.
- b. Develop and support the technology resources of the campus.

- c. Develop infrastructure for planning and developing online and hybrid courses.

VI. Maintain investments in information resources and educational support services. *4., 12.*

- a. Continue adequate funding for and updating of library resources.
- b. Continue adequate funding for and updating of support units on campus such as the Media Center, Writing Center, Tutoring Center, etc.

VII. Increase student enrollment and retention *1., 2., 3., 10., 12., 13.*

- a. Work with Pee Dee area high schools to ensure that graduates are prepared for higher education.
 - i. Swamp Fox Writing Project and Course Alignment projects make specific curricular connections between area teachers and FMU professors.
 - ii. Center of Excellence programs for teachers of children of poverty enhance understanding of student performances.
- b. Expand curricular offerings to non-traditional students and retirees and consider alternative delivery systems that might be more attractive to these groups.
- c. Ensure affordability of tuition and fees in order to maintain the University's focus on access and equity.
- d. Provide a vibrant campus life through a variety of artistic, cultural and recreational events.
- e. Identify at-risk students and provide strategies for their increased success.
- f. Increase number of University Life offerings and other support programs such as GearUp in order to improve students' academic success.
- g. Offer community outreach opportunities that will benefit area residents such as FMU's Arch Program and the Non-Profit Leadership Initiative.
- h. Continue to develop our marketing efforts to include our web presence.
- i. Continue on-campus scholarship interviews with faculty and staff members.

VIII. Increase external funding. *1., 3., 6., 8., 13.*

- a. Expand scholarship opportunities for top academic students.
- b. Explore external funding opportunities for faculty research and development.
 - i. Enhance a proactive Grants Office.
 - ii. Coordinate new funding efforts and initiatives across disciplines.
- c. Increase funding for the Francis Marion University Foundation.
- d. Solicit more support and assistance from alumni while strengthening their ties to the University.

IX. Increase opportunities for student involvement within business, governmental, and public organizations. *10., 12., 13.*

- a. Support efforts by faculty who plan, arrange, and supervise internships and other non-traditional educational opportunities.

- b. Explore cooperative work-study programs within the community.
- X. **Emphasize career development and job placement services for all students of the University.** *2., 10., 12.*
- a. Improve effectiveness of current programs.
 - b. Develop formal job placement relationships with local business, governmental and public organizations.
 - c. Work with the Alumni Office and academic departments to develop a systematic alumni tracking system.
- XI. **Raise the quality, variety, and visibility of athletic, artistic, cultural, and other community-supported programs.** *5., 6., 7., 10., 13.*
- a. Increase the attendance at home sports events, as well as at artistic and cultural events in the FMU Performing Arts Center and on campus.
 - b. Continue to explore opportunities for recruiting coaches from underrepresented populations.
 - c. Maintain and publicize high academic performance by students involved in these activities.
 - d. Provide support for artistic and cultural endeavors.
- XII. **Develop the physical facilities, natural resources and infrastructure of the campus.** *9.,*
- a. Maintain attractive on-campus housing.
 - b. Continue to develop and enhance the campus in a manner that will increase student involvement in campus life.
 - c. Engage in renovation, construction and modification of campus facilities including Founders Hall and Cauthen Educational Media Center.
 - d. Encourage environmental sustainability.
- XIII. **Enhance the University's image through an aggressive, focused marketing campaign.** *2., 5., 10., 11., 13*
- a. Maintain and improve national status in terms of accreditation, success of graduates and faculty achievement.
 - b. Publicize the advantages of liberal arts, business, education, and professional degrees.
 - c. Increase publicity of the successes of the University's students, alumni and faculty.
 - d. Cooperate with industrial, business, healthcare and community non-profit organizations to understand and respond to their needs and concerns.
 - e. Continue to plan and market campus activities so as to attract the public to the University's campus.
 - f. Continue to plan and market off-campus events to attract interest in FMU.