

MINUTES
Faculty Senate Meeting
February 14, 2006—UC 218—3:45

- I. Chair Autrey called the meeting to order at 3:46 p.m. Senators present included the following: Anderson, Best, Broughton, Clabo, Coker, Cowles, Dittman, Eargle, Flannagan, Gourley, Jokisch, McCuaig, Myers, Pawloski, Price, Ramey, Renneker, Rooks, Sacash, Shannon, Slone, Smith, White, Whitmire, and Zahnd. Senator Kennedy was absent. Parliamentarian Kunka was in attendance.
- II. The minutes from the November 15, 2005 meeting were approved.
- III. Reports from Committees
 - A. Executive Committee
 1. Chair Autrey updated the group on three curriculum initiatives: the Non-Profit Management Collateral will come before the AAC at their next meeting; consultants will be on campus this spring to work with the Fine Arts Department as they develop the music major; and the Applied Biology Master's Degree continues to be discussed in association with Clemson researchers in the area.
 2. Autrey also announced that the Board of Trustees passed a resolution naming the Arboretum for Professor Emeritus Lawrence Swails; a formal dedication is expected.
 3. Autrey indicated that Dr. William Fox and Dr. William Ramsey were recently appointed as Board of Trustees Research Scholars.
 4. Autrey reviewed the timetable for the adoption of the University's Strategic Plan. Autrey presented the history of this document. A workgroup has looked at the plans from CLA, Business, and Education, with additional data coming from community members and the workgroup. This workgroup will present a rough draft to the faculty before the next faculty meeting. The plan will be introduced at the February 28, 2006 meeting. A forum concerning the plan will be held on March 14, 2006. Afterward, the workgroup will reconvene and revise the plan based on faculty input. This version will then come before the Senate at the March 28, 2006 meeting.
 - B. Academic Affairs Committee (*See Attachment*)
 1. Item I from the Department of Biology concerning modifications to BIO 302, as well as changes in requirements for the major, was approved.
 2. Item II from the Department of Fine Arts concerning changes in prerequisites for courses in the photography specialty was approved.
 3. Item III from the Department of Math concerning a change in the course description for Math 120 as well as the renumbering of Math 112 and 114 was approved.
 4. Item IV from the Office of the Provost concerning a substitution in General Education requirements for students in the B.S.N

- program was approved.
5. Item V from the Department of Nursing concerning the deletion of current catalog descriptions relative to the Pre-Nursing curriculum and the addition of the catalog description for the Department of Nursing was approved.
 6. Item VI from the School of Education concerning the addition of a Middle Level Education program and the modification of EDU 799 was approved.
- IV. There was no old business.
- V. Under new business, Autrey asked the group to consider a minor language change in the Gender Studies Mission statement. This change was approved.
- VI. Announcements
1. *The Hammerstone*, written by Dr. Jon Tuttle and directed by Mr. Keith Best, will be performed February 23-February 25. A forum on the play will be held in FAC on Tuesday, February 21 at 3:45 p.m.
 2. Washington Saxophone Quartet will perform in the Kassab Recital Hall on February 15, 2006 at 8:00 p.m.
 3. A reception for Dr. Lorin Anderson, visiting scholar for the Center of Excellence will be held on Tuesday, February 21 from 5:00-6:30 in The Cottage. Dr. Anderson will be on hand to talk with junior faculty about research.
- VII. The meeting adjourned at 4:15 p.m.

Respectfully submitted,
Rebecca Flannagan
Faculty Secretary

I. Proposal from the Department of Biology:

A. MODIFY the name and description for BIOL 302 on page 75

FROM:

302 Embryology (4:3-3) (Prerequisite: 106 and Chemistry 101-102) AF. Patterns of development of organ systems among vertebrates using the experimental approach.

TO:

302 Developmental Biology (4:3-3) (Prerequisite: 106 and Chemistry 102) AF. How a single cell, the zygote, grows into a multicelled organism. First part of the course focuses on how cells differentiate into specialized types, move around the embryo and communicate with each other. Second part of the course focuses on how molecular mechanisms give rise to major embryonic tissues, organs and organ systems in representative organisms. Also included are discussions about birth defects, sex determination and aging.

B. CHANGE the requirements of the biology major to include BIOL 302: Developmental Biology as a cellular course (with BIOL 301: Cell Biology and BIOL 407: Immunology)

C. CHANGE major requirement on page 69

FROM:

2. Biology 301 or 407

TO:

2. Biology 301, 302 or 407

D. CHANGE Environmental Science Option on page 70

FROM:

Other Biology courses:
Biology 210, 301 or 407, 401, 499.....13

TO:

Other Biology courses:
Biology 210, 301 or 302 or 407, 401, 499.....13

E. CHANGE four year plan for biology majors (spring semester, junior year) on page 72

FROM:

Biology (Cell or Immunology)

TO:

Biology (Cell, Developmental or Immunology)

F. **CHANGE** four year plan for environmental science option (spring semester, junior year)

FROM:

Biology 301 or 407

TO:

Biology 301, 302 or 407

II. Proposal from the Department of Fine Arts:

A **CHANGE** in the catalog listing under “VISUAL ARTS (MAJOR), 3.”, page 101,

FROM:

b) Photography specialty: Art 308, 408, and 6 semester hours of art studio courses approved by the faculty advisor.

TO:

b) Photography specialty: Art 308 or 318, 408, and 6 semester hours of art studio courses approved by the faculty advisor.

Rationale: This change is necessary to provide an intermediate level course for students wanting to emphasize digital technology in their Photography specialty.

B. **CHANGE** in the catalogue listing under “ART COURSES (ART)”, page 102,

FROM:

208 Introductory Photography (3:1-5) Introduction to basic 35mm camera operation, black and white film processing, and darkroom procedures in enlarging and developing prints. Emphasis is on practicing technical skills and learning the basics of photographic composition.

TO:

208 Introductory Photography (3:1-5) (Prerequisite: 204) Introduction to basic 35mm camera operation, black and white film processing, and darkroom procedures in enlarging and developing prints. Emphasis is on practicing technical skills and learning the basics of photographic composition.

Rationale: This change will align the Introductory Photography course with other studio introductory courses that require the completion of foundation courses in art techniques and principles as prerequisites.

C. **CHANGE** in the catalogue listing under “ART COURSES (ART)”, page 102,

FROM:

218 Introduction to Digital Photography (3:1-5) Introduction to Basic Digital

Photography including camera operations and computer image manipulations. Emphasis is on learning basic camera function, photographic compositions, and computer enhancement of photographic images.

TO:

218 Introduction to Digital Photography (3:1-5) (Prerequisite 206) Introduction to Basic Digital Photography including camera operations and computer image manipulations. Emphasis is on learning basic camera function, photographic compositions, and computer enhancement of photographic images.

Rationale: This change will align the Introductory Digital Photography course with other studio introductory courses that require the completion of foundation courses as prerequisites. This change is necessary for foundation knowledge of technology in the arts including operating systems, and basic tools of digital photography software.

D. CHANGE in the catalogue listing under ART COURSES (ART), page 103,

FROM:

408 Advanced Photography (3:1-5) (Prerequisite: 308) Emphasis on sustained individual development. Completion of a photographic portfolio as a vehicle for personal expression of a theme or concept. Awareness of contemporary masters is stressed.

TO:

408 Advanced Photography (3:1-5) (Prerequisite: 308 or 318) Emphasis on sustained individual development. Completion of a photographic portfolio as a vehicle for personal expression of a theme or concept. Awareness of contemporary masters is stressed.

Rationale: This change is necessary to allow the Intermediate student emphasizing digital technology in their Photography specialty (completing 218 and 318) the ability to enroll in the Advanced level.

E. MODIFY in the catalog listing under ART COURSES (ART), page 103,

FROM:

318 Alternative Photographic Processes (3:1-5) (Prerequisite: 208) Emphasis on experimentation with alternative (non-silver) processes. Further development of photographic skills, techniques, and individual expression.

TO:

318 Alternative Digital Imaging (3:1-5) (Prerequisite: 218) Exploration and experimentation with alternative imaging emphasizing digital photography use for imaging concepts and including various software explorations. Further development of digital alternative photographic skills and individual expression.

(Modification document attached.)

Rationale: This modification is necessary because today's photography related positions and/or professional photographic investigation and research requires comprehensive digital skills. This modified course emphasizing alternative techniques and digital methods is not only valid but necessary to keep the photography specialty in the visual arts program current and up to date with contemporary photography instruction and provide intermediate level course work for students wanting to emphasize digital technology in their Photography specialty.

III. Proposal from the Department of Mathematics:

A. **CHANGE** the catalog description for Math 120 on page 113 of the current catalog

FROM:

The study of algebraic operations, linear functions, data analysis, and simple linear regression in an application setting. Credit cannot be given for both Math 105 and 120.

TO:

The study of algebraic operations, linear functions, data analysis, and simple linear regression in an application setting. Credit cannot be given for both Math 105 and 120. A student cannot later take Math 120 for credit (except to raise a grade received in that course) if the student has received credit either for Math 111 or for any mathematics course numbered higher than Math 120.

B. **ADD** the following statement immediately before the heading "Mathematics Courses (Math)" on page 113 of the current catalog:

A student cannot receive credit for Math 105, 111, 120, or 121 after receiving credit for any mathematics course numbered higher than 121. If a student wishes to take Math 111 for credit after receiving credit for Math 120, he/she must obtain written permission from the Department of Mathematics. A student may repeat a course to raise a grade earned in that course.

C. **CHANGE** the number of Math 112 to Math 132 on page 113.

D. **CHANGE** the number of Math 114 to Math 134 on page 113.

Note: Any reference to Math 112 or Math 114 in the catalog should be changed to Math 132 or Math 134 respectively.

IV. Proposal from the Office of the Provost:

A. **CHANGE** on page 64 of the current catalog, "General Education Requirements – Social Sciences"

FROM:

2. b. Anthropology, Economics, Geography, Political Science, or Sociology

TO:

2. b. Anthropology, Economics, Geography, Political Science, or Sociology*
[add at bottom of page] *B.S.N. students may count PSY 334 as social science
elective

B. CHANGE on page 64 of the current catalog, bottom matter

FROM:

B.B.A. & B.G.S. degrees must satisfy the general education requirements for
either B.S. or B.A.

TO:

B.B.A. & B.G.S. degrees must satisfy the general education requirements for
either B.S. or B.A.; B.S.N. degree must satisfy the general education
requirements for the B.S.

V. Proposal from the Department of Nursing:

A. DELETE the section addressing Pre-Nursing Curriculum, page 172.

B. DELETE Curriculum for Pre-Nursing students, page 173.

C. ADD on page 117, revised copy as follows:

DEPARTMENT OF NURSING

Chair: Dr. Sylvia R. Lufkin

Faculty: Adams, Brogdon, Grubbs, Hucks, Kennedy,
Thompson, Westphal

Student Services: Jomia Mack

MISSION STATEMENT

The Francis Marion University Department of Nursing prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to inculcate in students the value of lifelong learning. The program prepares students to apply for graduate study.

PROGRAM DESCRIPTION

The Department of Nursing offers an upper-division generic baccalaureate degree in nursing and the RN to BSN program. These programs prepare graduates to function competently as beginning practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the skills laboratory. Lifelong learning as a basis for

personal and professional growth is emphasized. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study.

BACHELOR OF SCIENCE IN NURSING (BSN)

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. **The student must meet the minimum course content requirements and earn a grade of C or better in each prerequisite course.** The student must then apply and be accepted by the nursing program in order to enroll.

Prerequisite courses taken at approved schools may be accepted for transfer if the student meets the minimum course content requirements and a grade of C or better is earned in all courses taken. Prerequisite coursework is listed under “Curriculum Lower Division.” All prerequisite work must be completed before entering the BSN program.

Admission Requirements for the Upper Division BSN Degree Program

1. Complete 63 hours of prerequisite courses and general education.
2. Have a cumulative grade point average of 3.0 or better with a minimum of a C in all courses taken.
3. Have positive recommendations from three references.
4. Meet the SAT or converted ACT requirements for admission to Francis Marion University.
5. Have a successful interview with a faculty member of the Department of Nursing or Student Services staff.

For Fall admission, application deadline is February 1. Applications may be obtained by contacting the Department of Nursing. Admission to the Upper division nursing program is competitive and cannot be guaranteed. The number of students accepted is determined by the availability of clinical placements and faculty for clinical supervision. After admission to nursing, students complete an additional 61 semester hours as listed under “Curriculum Upper Division”.

Note: For 2006-07 admissions only: For transfer students who are admitted to upper division nursing, special consideration will be given to curriculum requirements.

CURRICULUM LOWER DIVISION

**Year 1
Freshman**

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111 (or 132 or 180 or higher)	3	Math 134	3
Biol 105	4	Computer Science	3
Chem 101*	4	Chem 102	4
Total Credits	14	Social Science (Elective)	3
		Total Credits	16

**Year 2
Sophomore**

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Speech Comm. 101	3	Biol 406 or	
Biol 311	4	Biol 410	4
Biol 205	4	Psy 334	3
Humanities (Elective)	3	History	3
Literature	3	Art, Music, or Theatre	3
Total Credits	17	Pol Science 101 or 103	3
		Total Credits	16

TOTAL.....63 Semester Hours

*Students who do not have the math skills to take Chemistry in the fall of their freshman year should consider attending summer school to improve their math skills before enrolling in Chemistry 101.

CURRICULUM UPPER DIVISION

**Year 3
Junior**

	<u>Fall Hours</u>		<u>Spring Hours</u>
Semester I		Semester II	
NURS 301 Health Assessment ¹	4	NURS 305 Nursing Pharmacology	3
NURS 302 Principles of Pathophysiology	3	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Pract	3	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 304 Adult Health I and Fundamentals ¹	6	NURS 308 Adult Health II ¹	6
Total Credits	16	Total Credits	17

**Year 4
Senior**

	<u>Fall Hours</u>		<u>Spring Hours</u>
Semester III		Semester IV	
NURS 401 Nursing Care W/ Child & their Fam. ¹	5	NURS 404 Health Care System and Policy	3
NURS 402 Population Focused Nursing ¹	5	NURS 405 Leadership and Management in Nursing	3
NURS 403 Women's Health Nursing ¹	5	NURS 406 Nursing Knowledge: Synthesis Pract ¹	7
Total Credits	15	Total Credits	13

TOTAL.....61

¹Clinical Component: All students enrolled in clinical courses are required to submit proof of CPR certification which covers the life span, infant to adult. All students are also required to receive the hepatitis vaccine prior to enrollment in clinical courses.

The following is the list of prerequisites for students who **do not** have a bachelor's degree:

English Composition	6 hours
Speech Communication 101	3
Computer Science	3
Political Science 101 or 103	3
Psychology 334	3
Social Science	3
Literature (any language)	3
History	3
Art 101, Music 101 or Theatre 101	3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre	3
Mathematics 111 and 134	6
Biology 105	4
Chemistry 101	4
Chemistry 102	4
Biology 205	4
Biology 406 or 410	4
Biology 311	4
TOTAL	63 hours

The following is the list of prerequisites for students who **do** have a bachelor's degree:

Psychology 334	3 hours
Biology 205	4
Biology 406 or 410	4
Biology 310	4
Statistics	3
Science Elective – Biology or Chemistry	4
Total	22 hours

VI. Proposal from the School of Education:

A. ADD on page 163, under final requirement for Elementary Education (Minimum hours required for graduation):

MIDDLE LEVEL EDUCATION **Coordinator: Dr. Jackson F. Lee, Jr.** **Grades: Five – Eight**

Majors in Middle Level Education will be completing a program that allows them to be certified to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics). Candidates seeking licensure must complete the specific requirements listed below:

General Education	51 hours
Communication	12 hours
ENG 112: Composition II	3

ENG 200: Writing in the Disciplines	3
Speech 101: Basics of Oral Communication	3
Computer Science	3
Mathematics	6 hours
MATH 132 or higher	3
MATH 134: Probability and Statistics	3
Social Sciences	9 hours
Geog 101 or Anth 200	3
POL 101 or 103	3
An additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	3
Humanities	12 hours
HIST Elective	3
LIT Elective	3
ART 101, Music 101, or Theatre 101	3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre	3
Sciences (Should include both biological and physical sciences)	12 hours
Bio 103, 104 or 105	4
Physical Science 101	4
Bio or Physical Science Elective or Psych 206/216	4
+Psych 206/216 will <u>not</u> count for science concentration but <u>is required</u> for the social studies concentration.	
Pre-Professional Education Courses	8 hours
EDUC 290: The Student, School & Community	2
EDUC 299: Introduction to Education	2
EDUC 300: Foundations of Instruction	4
Supporting Courses	6 hours
Hlth 315: Health Education	3
Psych 316: Adolescent Psychology	3
Professional Education Courses (Require admission to the program) *	26 hours
EDUC 311: Foundations of Planning and Assessment*	3
ELEM 312: Teaching and Assessing Reading*	3
EDUC 380: Introduction to Exceptional Students*	2
MLE 422: Middle Level Curriculum and Organization*	3
STUDENT TEACHING BLOCK	
EDUC 487: Classroom Management*	2
EDUC 489: Student Teaching Seminar*	1
EDUC 490: Directed Teaching*	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.)	38-43
hours	
Middle Level English/Language Arts	19 hours
Eng 300: Foundations for Literary Studies	3
Eng 220: Advanced Composition	3
Eng 340: Theories of Writing	3
Eng 310: Modern English Grammar	3
Eng 315: Literature for Children	3
MLE 321: Teaching Middle Level Language Arts*	4
Middle Level Mathematics	19 hours
Math 201 Calculus I	3
Math 230 Discrete Mathematics	3
Math 235 Mathematics for Middle Level Teachers	3

Math 345 Plane Geometry	3
Math Elective – 200 or higher	3
MLE 318: Teaching Middle Level Mathematics*	4
Middle Level Science	24 hours
Relevant General Education Choices	
Biology 105 (or Biology 103 <u>and</u> 104)	
Chemistry 101	
Specialty Courses	
Astronomy 201: Introduction to Astronomy	
Biology 106: Organismal Biology	4
Physics 215: General Physics I	4
Physics 216: General Physics II	4
Environmental Science 201 (Department of Physics and Astronomy)	4
Option: Chem 102 or any Biology above 200	4
MLE 319: Teaching Middle Level Science*	4
Middle Level Social Studies	19 hours
Relevant General Education choices	
Geog 101	
Pol Sci 101	
Pol Sci 205	
Hist 202: United States History since 1865	
Psych 206/216	
Specialty Courses	
Econ 250: Introduction to the Basic Principles of Economics	3
Hist 203: European History to the French Revolution	3
Hist 204: European History since the French Revolution	3
Hist 316: South Carolina History	3
Hist 318: Historical Focus (Ancient History)	3
Hist 300/400 level elective (optional to complete a minor in history)	
MLE 320: Teaching Middle Level Social Studies*	4

Minimum hours required for graduation **129 hours**

* Admittance to Professional Education Program required prior to taking these courses. Teacher candidates in the Teacher Education Program must maintain a cumulative 2.75 GPA and a 2.75 GPA in Professional Education and Specialty Area courses. Passing scores on the Praxis I (Reading, Writing and Math) and Praxis II Specialty Area tests are program/certification requirements.

B. ADD on page 166 after 401 before section on EDUCATION COURSES (EDUC)

MIDDLE LEVEL EDUCATION (MLE)

- 318 Teaching Middle Level Mathematics (4)** (Prerequisite: admission to the professional education program)
This course introduces the teacher candidate to the mathematics curriculum, teaching techniques, and evaluation practices through an examination of the mathematics content found in the typical middle school classroom. This course has a required field experience.
- 319 Teaching Middle Level Science (4)** (Prerequisite: admission to the professional education program)
Teacher candidates will study and practice components of successful science instruction for middle level students with emphasis on helping students meet South Carolina Science Academic Standards. This course has a required field experience.

- 320 Teaching Middle Level Social Studies (4)** (Prerequisite: admission to the professional education program)
This course focuses on the content, methods and materials necessary to teach middle level social studies. This course has a required field experience.
- 321 Teaching Middle Level Language Arts (4)** (Prerequisite: admission to the professional education program)
This course will examine the current trends and practices in the teaching of English/language arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum. This course has a required field experience.
- 422 Middle Level Curriculum and Organization (3)** (Prerequisite: admission to the professional education program)
A study of school organization and curriculum developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, activity and advisory programs, and community building.

C. **CHANGE**, on page 199, under EDUCATION COURSES (EDUC), the course description

FROM:

799 Capstone Seminar III: Problem Resolution (3) F, S, SU. The student will continue to demonstrate instructional methods appropriate to the specialty. The centerpiece of the Capstone courses will be a substantive paper, generally of a thesis format (based upon original research). Students may choose alternative approaches involving portfolios or other products; such alternative approaches would include an appropriate paper as a component. The student will present the completed work, near the closure of Education 799B, to selected members of the graduate faculty.

TO:

799 Capstone Seminar III: Problem Resolution (3) F, S, SU. The student will continue to demonstrate instructional methods appropriate to the specialty. The centerpiece of the Capstone courses will be a substantive paper, generally of a thesis format (based upon original research). Students may choose alternative approaches involving portfolios or other products; such alternative approaches would include an appropriate paper as a component. The student will present the completed work, near the closure of Education 799, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and selected members of the School of Education faculty.