

**Minutes**  
**General Faculty Meeting**  
**February 14, 2017 – Lowrimore Auditorium**

- I. Meeting was called to order by Chair Flannagan at 3:46 pm.**
- II. Minutes from the November 29, 2016 meeting were approved as posted.**
- III. Elections**

**Faculty Chair – Glen Gourley (Fine Arts)**

**Two At-large Senators – Tracy George (Health Sciences)**  
**Marie DeVincenzo (Business)**

**Faculty Life – Zilola Khashimova (PA program)**

**IV. Report from Executive Committee**

- Exciting times at FMU as the Ellucian representatives come on campus to help with our new ERP roll-out. Work teams have been designated in all essential areas on campus. Faculty representatives on the Curriculum and Student Services teams. Training is ongoing and strenuous. Ellucian expects participants to engage in 8 hours of training per week to learn key concepts. First areas of concern will be Business areas. I'm on the Curriculum committee and have seen some of the things that the new system will be able to do. Amazing.
- SACS-COC leadership group attended the SACS-COC conference in early December. They met with our SACS-COC representative. The written part of the reaffirmation materials will be due in about six months. Rusty Ward, our SACS-COC coordinator has sent out different aspects of the report to different entities on campus. Student workers are assisting him in formatting these materials. Our SACS-COC reaffirmation on-site visit will be in March, 2018.
- The QEP Steering Committee has been developing a new program that will support activities not generally covered by REAL grants. Tentatively titled PEAK (Professional Education and Knowledge), this program will fund experiential learning opportunities to help students bridge the gap between school and career. Subsidized internships, invited speakers, and career readiness seminars are possible uses of these funds. All committee documents are posted under a link on the English Department's home page for your review. As you may recall, the committee requested feedback from the faculty last fall. The recommendations and suggestions they have received have helped refine the program and shape the report we will submit to SACS-COC in early March. Over the next few weeks, the committee will be distributing surveys to both faculty and students.

The responses to the surveys will be instrumental in preparing our final report for SACS and for implementing the program over the next academic year. Because of the importance of the QEP, the committee asks each faculty member to take a few minutes to complete the survey, which will be sent via email.

- As many of you know, in order for us to be able to offer the Doctorate of Nursing Practice, the curriculum which was recently approved, there has to be a legislative change. That information is now included in the legislative agenda and we wait to see what happens. Dr. Carter is hopeful.
- Budget hearings will begin this spring. We are hopeful about the monies we requested. He indicated that FMU will likely ask for the following monies for the 2016-17 legislative year:
  - a. 610,000 accreditation support (recurring)
  - b. 3.1 million maintenance costs
  - c. 350,000 STEM monies (recurring)
  - d. 2.4 million for the Honors Center (received 700,000 last year) no-recurring.
- Looks like there might be a Bond Bill, but it's being framed as monies for renovation and infrastructure projects only. This hasn't moved onto the Senate side for discussion and may change its form. Monies for the Education and Business building via a Bond Bill.
- CASA Open House last week—had a good crowd. The Center is up and running with the Tutoring Center and the Office of Career Development folded into the Advising Center. Scholarship interviews this spring. If you haven't signed up for one, consider doing so. This is a good recruitment tool for FMU.

**V. Report from the Senate (*See the attachment for complete proposals. See the appendix for supporting materials*).**

1. Department of Biology – *Proposed changes passed as written without opposition.*
  - Item A. Modifies the Mission Statement.
  - Item B. Adds course, BIOL 102
  - Item C. Adds course, BIOL 320
  - Item D. Adds course, BIOL 412
  - Item E. Deletes course, BIOL 408
  - Item F. Adds new Biology Secondary Education Option
  - Item G. Adds Four Year Plan of Study for new Biology Secondary Education Option
  - Items H – L. Modifies course numbers to match recently added and deleted courses
  - Item M. Adds exceptions for minor/collateral requirements for Biology Secondary Education Option

**TO:**

The mission of the Department of Biology is to produce scientifically literate graduates who display robust knowledge of biological principles from molecules to ecosystems. We train our undergraduate students to use their critical thinking skills and mastery of biological principles to perform inquiry into the biological world and effectively convey biological information. We are committed to experiential learning including laboratory, field, and research experiences. Students graduating from this program will be well prepared for a variety of professional careers or entry into graduate school programs.

**Rationale for A:** To update the mission statement and to make it congruent with that used in the IE Report.

**B. ADD the following course on p. 68:**

**102 Biology for Education Majors (4:3-3)** (Recommended for all education majors with the exception of MLE science and secondary biology; does not count towards the Biology major). This course is a lab science course that provides the information needed for the Life Science part of the PRAXIS “Elementary Education: Content Knowledge” exam. By the end of the course, students should: understand the scientific method, including being proficient with science and engineering practices; have an understanding of the basic science upon which biology rests, including the areas of cell biology, genetics, organ systems, energetics, evolution, and ecology; develop a basic understanding of how plants and animals contribute to and function within our environment; and be familiar with plant and animal diversity and physiology.

**Rationale for B:** The School of Education recommends that students take only one biology course as part of the science General Education requirements. We do not have a biology course that covers all the content needed for the PRAXIS exam. We are adding this course to better prepare the education majors for the life science section of the PRAXIS / elementary content.

**C. ADD the following course on p. 69 of the current catalog:**

**320 Plant Evolution and Diversity (4:3-3)** (Prerequisite: 106 or permission of department). This course utilizes the framework of evolutionary processes and the tools used by biologists who study systematics to better understand the diversity in the plant kingdom. Students will study the patterns, processes, and mechanisms of plant evolution and speciation. The course will detail each phylum of extant plant and places a focus on flowering plants, covering such topics as plant and pollinator coevolution, plant defenses against herbivory, and crop improvement.

**Rationale for C:** This course extends the offerings of the Biology Department to include new faculty area of expertise.

**D. ADD the following course on p. 70:**

**412 Behavioral Ecology (4:3-3)** (Prerequisites: 106 and junior status or permission of department) Topics within ecology and evolution combine as students examine the adaptive significance of behavior. Key concepts include altruism and selfishness, evolutionary stable strategies and game theory, coevolution in relation to predation and predator avoidance, competition, sexual selection, parental care and conflict, communication, and human behavior.

Students will explore relevant primary literature and develop and test hypotheses in topic-specific laboratories.

**Rationale for D:** This is a replacement course for Biology 408 (being deleted) and extends the offerings of the department to include new faculty area of expertise.

- E. **DELETE** on page 70
- a. **408 Population Ecology** (4:3-3) (Prerequisite: 20 hours in biology or permission of department) Conceptual and quantitative approach to the ecology and dynamics of natural populations and communities from an evolutionary perspective. Direct practical applications in fisheries, game and natural resource management, and conservation will be discussed.

**Rational for E:** This class will no longer be offered.

- F. **ADD** on page 68 (after Medical Technology Option) new Biology Secondary Education Option

Biology Secondary Education Option

Coordinator: Dr. Ann Stoeckmann

The Francis Marion University School of Education prepares caring and competent teachers for the 21<sup>st</sup> century.

The Biology Secondary Education Option offers students the knowledge base for licensing to teach biology in the state of South Carolina. Students complete a program of study composed of core areas in biology, related sciences and education, and student teaching. The department supports and encourages the conceptual framework in the School of Education.

Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the Biology courses listed for licensure in secondary education by the School of Education.

The Biology Secondary Education Option requires completion of the following courses, which include General Education courses, certain core science and mathematics courses, education courses, biology courses, and student teaching.

<b>General Education Requirements</b>	<b>36-37 hours</b>
Communications	9 or 10 hours
English 101 (or 101 E), 102.....	6 or 7
Speech Communication 101.....	3
Social Sciences	9 hours
Political Science 101 or 103.....	3
Social Science Electives.....	6
(Geography 105 and Sociology 201 recommended)	
Humanities	12 hours
Literature.....	3
Art 101, Music 101, or Theater 101.....	3
History .....	3
Humanities Elective.....	3
Mathematics	6 hours
Math 111, 132, or higher.....	6