

MINUTES
Faculty Senate Meeting
September 27, 2005—UC 218—3:45

I. Chair Autrey called the meeting to order at 3:47 pm. Senators present included Best, Broughton, Clabo, Cowles, Dittman, Eargle, Flannagan, Gourley, Jokisch, Kennedy, McCuaig, Myers, Pawloski, Price, Ramey, Renneker, Rooks, Sacash, Shannon, and Slone. Senators Anderson, Coker, Smith, White, and Whitmire were absent.

II. The minutes of the meeting of April 19, 2005 were approved.

III. Reports from committees:

A. Executive Committee

1. Chair Autrey reported on a Council of Chairs meeting he attended in Columbia on September 16, 2005. The thrust of the meeting was two-fold: 1) to discuss an alternate plan to performance funding which has been drafted by a group of South Carolina university presidents, and 2) to discuss the nature of the post-TERI faculty member, particularly if the faculty member wants to continue to teach.
2. The Administration will be looking at salary compression issues relating to the instructor, assistant professor, and staff positions. This will continue on a three year cycle.
3. The Sociology Department will become its own department. Lisa Eargle has been elected Senator from that new department.
4. The Gender Studies Steering Committee, under the direction of co-chairs Jennifer Kunka and Janis McWayne, has been working diligently to develop a minor and collateral in Gender Studies. Faculty members were given summer stipends to develop new courses for this program. Most courses appropriate for this minor and collateral are already in our catalog. One new course will be considered at today's meeting. Other new courses will be brought before the Senate after the Academic Affairs committee meets next month.
5. The Nursing Program is in the process of bringing the nursing curriculum in line with FMU's general education requirements.
6. David White is making a good recovery after suffering a heart attack and having follow-up heart surgery in Maine.

B. Academic Affairs Committee (*See Attachment*)

1. Item I from the Advising, Admissions, and Retention Committee contains changes relative to the CAP Program.
 - a. The catalog change noted in Item B will be considered as a replacement of the original sentence in the catalog rather than an insertion.
 - b. The typo in the replacement sentence was corrected to read "No students will be admitted into the Comprehensive Achievement program after Spring 2007."
 - c. Item I was approved with these corrections.

2. Item II from the Department of Biology concerning the creation of a new course, BIOL 213, Biology of Sex, was approved.
3. Item III from the Department of Mass Communications concerning the creation of a new course, MCOM 402, Online Journalism, was approved.
4. Item IV from the School of Nursing concerning the adjustment of admissions requirements for the upper division BSN degree program and the RN-BSN program was approved
5. Item V from the School of Education, concerns the suspension of some graduate programs (Items A, B, D, and F), the addition of new graduate courses (Items I, J, K, L, M, N, and O), and modifications in graduate education programs (Items C, E, G, and H). Item V was approved.
6. Item VI from the Institutional Effectiveness Committee concerns a proposal for general education assessment.
 - a. The flow chart shown in Appendix A reflects modifications suggested by the Senate.
 - b. A typo in Appendix B in which text remained inappropriately in italics was corrected.
 - c. A typo in the Faculty Evaluation Survey, # 6 which read “. . . the ability to make informed and responsible choice” was corrected to read “the ability to make informed and responsible choices.”
 - d. Item VI was approved with the changes noted above.

IV. There was no old business.

V. In new business, McCuaig showed concern about a student-expressed need that FMU needed more bicycle racks on campus. Autrey agreed to discuss this concern, as well as other concerns such as recycling opportunities on campus with Ed Eleazer, the chair of the Academic Support Committee and Frank Koltonski, Director of the Physical Plant.

VI. Announcements

- A. Kathleen Blake Yancey will speak in Lowrimore Auditorium on September 30 at 3:30 on the “Uses of Space on Campus.” A reception will be held in The Cottage afterward. She will present a workshop on Saturday morning to those involved in the National Writing Project.
- B. Benjamin and Sherry Woods will perform at 1:00 and 8:00 on Tuesday, October 4 as part of the Fine Arts’ First Tuesday Series.
- C. The AAUP Faculty Forum will be held at 3:30 on Thursday, November 3.
- D. To help Sheron Jacobs and Charlene Wages prepare for next spring’s Technology Fair, interested parties should provide them with names of products to showcase.

VII. The meeting adjourned at 4:20 pm.

Respectfully submitted,
Rebecca Flannagan
Faculty Senate Secretary

I. Proposal from the Advising, Admissions, and Retention Committee:

A. CHANGE, in CAP Admission Standards

History: Currently there is a 30-point difference in the SAT score requirements between our students admitted regularly to the University and those admitted into the Comprehensive Achievement Program. In an effort to eliminate CAP by Fall of 2007, we make the following proposal:

Change: For students that apply for Fall 2006 and Spring 2007, we recommend that the admission standards for regular admits remain the same. We also recommend that students whose SAT is up to 20-points less than the regular admitted students be admitted into CAP. For students who apply for Fall 2007, we recommend that CAP no longer be a category into which a student be admitted.

Rationale: This change supports the phasing out of CAP.

B. REPLACE, on page 22 of the current catalog, second column:

We recommend that the following sentence be included in the 2005-2006 and the 2006-2007 catalogs and replace the following sentence: The appeals policy for the Comprehensive Achievement Program (CAP) is on file in the Office of Provisional Programs.

Replace: No students will be admitted into the Comprehensive Achievement Program after Spring 2007.

Rationale: A change in Admission standards needs to be recorded in the catalog as soon as it is known to inform all prospective students of changes.

No additional faculty or equipment will be required.

Proposal from the Department of Biology:

ADD, on page 75 of the current catalog

213 Biology of Sex (3) (Prerequisite: 4 hrs. in Biology). This course will provide an introduction to the biological principles involved in human reproduction. Topics include the evolution of sex, reproductive anatomy and physiology, endocrinology, puberty, biology of gender, reproductive cycles, pregnancy, birth, fertility control, sexual disorders, and current issues in reproductive technology.

III. Proposal from the Department of Mass Communication:

ADD, on page 109 of the current catalog:

402 Online Journalism (3) (Prerequisite: MCOM 201). Provides instruction in the basics of reporting, writing, and editing for online journalism using the Internet.

Rationale: This course is a missing link in the Convergence track that requires students to prepare news copy for three media platforms. Our news writing course covers both print and broadcast news writing but not online. This course will prepare students more fully for MC 440 Convergence Journalism and would also be useful to those in the print and broadcast tracks.

ADD to the track list on page 108 of the current catalog:

Print Journalism

402 Online Journalism

Broadcast Journalism

402 Online Journalism

Convergence Journalism

402 Online Journalism

V. Proposal from the Department of Nursing:

A. CHANGE requirement number 4 under “Admission Requirements for the Upper Division BSN Degree Program” on page 117,

FROM:

“Have an SAT of 1000 or higher at least 500 math and at least 500 verbal”

TO:

“Meet the SAT or converted ACT requirements for admission to Francis Marion University.

B. CHANGE the fourth sentence under “Admission Requirements for the RN-BSN Degree Program” on page 119

FROM:

“To be considered for admission, applicants should have a minimum grade point average of 2.5 (on a 4.0 scale).”

TO:

“To be considered for admission, applicants must have a minimum grade point average of 3.0 (on a 4.0 scale) with a minimum of C in all courses taken.”

Proposal from the School of Education:

A. SUSPEND Education-Secondary (M.Ed) and Elementary Education (M.Ed.) and **DELETE**, on page 181, under GRADUATE DEGREES

Education-Secondary (Master of Education [M.Ed.]

Elementary Education (Master of Education [M.Ed.]

B. CHANGE, on page 192, under GRADUATE EDUCATION PROGRAMS

FROM:

1. Master of Education (M.Ed.) with Majors in Early Childhood, Elementary, Secondary (English, Mathematics, and Social Studies), Learning Disabilities (Special Education), and Instructional Accommodation. Completion of the M.Ed. degree does not lead to South Carolina teacher certification.

TO:

1. Master of Education (M.Ed.) with Majors in Early Childhood, Learning Disabilities (Special Education) and Instructional Accommodation. Completion of the M.Ed. degree does not lead to South Carolina teacher certification.

C. CHANGE, on page 194-5, under MASTER OF EDUCATION

FROM:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN EARLY CHILDHOOD EDUCATION

Coordinator: Dr. Dorothy M. Harris

Students must complete 36 graduate hours.

Education Foundation Core

15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 620 Foundations of Education
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education

Early Childhood Education Specialty Core

12 hours

- EDUC 721 Family and Community, and Early Childhood Education
- EDUC 722 Curriculum Design for Early Childhood Programs
- EDUC 723 Early Intervention: Strategies for the Special Needs Child
- EDUC 724 Leadership of Early Childhood Programs

Education Practicum Seminars

9 hours

- EDUC 797 Practicum Seminar I: Problem Identification
- EDUC 798 Practicum Seminar II: Problem Analysis
- EDUC 799 Capstone Seminar III: Problem Resolution

TO:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
EARLY CHILDHOOD EDUCATION**

Coordinator: Dr. Dorothy M. Harris

Students must complete 36 graduate hours.

Education Foundation Core: 15 hours

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

Early Childhood Education Specialty Core 12 hours

- EDUC 721 Family and Community, and Early Childhood Education
- EDUC 722 Curriculum Design for Early Childhood Programs
- EDUC 724 Leadership of Early Childhood Programs
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Education Practicum Seminars 9 hours

- EDUC 797 Practicum Seminar I: Problem Identification
- EDUC 798 Practicum Seminar II: Problem Analysis
- EDUC 799 Capstone Seminar III: Problem Resolution

D. **DELETE**, on page 195, under MASTER OF EDUCATION

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
ELEMENTARY EDUCATION...

E. **CHANGE**, on page 195, under MASTER OF EDUCATION

FROM:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
INSTRUCTIONAL ACCOMMODATION**

Coordinator: Dr. Shirley Bausmith

Students must complete 36 graduate hours.

Education Foundation Core 15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 620 Foundations of Education
- EDUC 621 Understanding Learning Differences

- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education

Instructional Accommodation Education Specialty Cores **12 hours**
hours

- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner
- EDUC 742 Procedures for the Divergent Learner
- EDUC 743 Verbal Processing and the Divergent Learner
- EDUC 744 Quantitative Processing and the Divergent Learner

Education Practicum Seminars **9 hours**

- EDUC 797 Practicum Seminar I: Problem Identification
- EDUC 798 Practicum Seminar II: Problem Analysis
- EDUC 799 Capstone Seminar III: Problem Resolution

TO:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 36 graduate hours.

Education Foundation Core: **15**
hours

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

Instructional Accommodation Education Specialty Core **12**
hours

- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner
- EDUC 742 Procedures for the Divergent Learner

EDUC 744 Quantitative Processing and the Divergent Learner

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Education Practicum Seminars
hours

9

EDUC 797 Practicum Seminar I: Problem Identification

EDUC 798 Practicum Seminar II: Problem Analysis

EDUC 799 Capstone Seminar III: Problem Resolution

F. **DELETE**, on page 195-6, under MASTER OF EDUCATION

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
SECONDARY EDUCATION... 1. ENGLISH SPECIALIZATION ... 2.
MATHEMATICS SPECIALIZATION... 3. SOCIAL STUDIES
SPECIALIZATION...

G. **CHANGE**, on page 196, under MASTER OF EDUCATION

FROM:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
LEARNING DISABILITIES**

Coordinator: Dr. J. Michael Madden

Students must complete 36 graduate hours.

Education Foundation Core

15 hours

EDUC 611 Solving Instructional Problems Using Technology

EDUC 620 Foundations of Education

EDUC 621 Understanding Learning Differences

EDUC 622 Assessment of Learning and Behavior

EDUC 623 Quantitative Research Methods in Education

Learning Disabilities Professional Preparation

21 hours

EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)

EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)

PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)

PSYCH 664 Practicum – Formal and Informal Assessment (1)

EDUC 765 Learning Disabilities: Intervention for Elementary and Middle School
(3)

EDUC 766 Practicum: Intervention for Elementary and Middle School (1)

EDUC 767 Learning Disabilities: Intervention for Adolescents and Young Adults
(3)

EDUC 768 Practicum: Intervention for Adolescents and Young Adults (1)

EDUC 769 Case Study, Small Group, and Action Research (3)

TO:
**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
LEARNING DISABILITIES**

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 36 graduate hours.

Education Foundation Core: **15 hours**

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

Learning Disabilities Professional Preparation **21 hours**

PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
PSYCH 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)

H. **CHANGE**, on page 196, under MASTER OF ARTS IN TEACHING

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

Coordinator: Dr. Shirley Bausmith

Students must complete 51 graduate hours.

Education Foundation Core **15 hours**

EDUC 611 Solving Instructional Problems Using Technology
EDUC 620 Foundations of Education
EDUC 621 Understanding Learning Differences
EDUC 622 Assessment of Learning and Behavior
EDUC 623 Quantitative Research Methods in Education

- Learning Disabilities Professional Preparation** **30 hours**
- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
 - EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
 - PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)

 - PSYCH 664 Practicum – Formal and Informal Assessment (1)
 - EDUC 765 Learning Disabilities: Intervention for Elementary and Middle School (3)
 - EDUC 766 Practicum: Intervention for Elementary and Middle School (1)
 - EDUC 767 Learning Disabilities: Intervention for Adolescents and Young Adults (3)
 - EDUC 768 Practicum: Intervention for Adolescents and Young Adults (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 6 hours.

Course selection must be made after consultation with program coordinator.

Candidates planning to teach at the Elementary and Middle School levels are encouraged to select from the following options:

- EDUC 610 Collaboration and Management in 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 743 Verbal Processing and the Divergent Learner (3)
- PSY 536 Behavioral Assessment and Intervention (3) (Requires co-registration in PSY 600C (1))

Candidates planning to teach at the junior high and high school levels are encouraged to select from among the following options:

- EDUC 610 Collaboration and Management in Education (3)
- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- EDUC 742 Procedures for the Divergent Learner (3)
- EDUC 743 Verbal Processing and the Divergent Learner (3)
- EDUC 744 Quantitative Processing and the Divergent Learner (3)
- PSY 536 Behavioral Assessment and Intervention (3) (Requires co-registration in PSY 600C (1))

TO:

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
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

Learning Disabilities Professional Preparation 30 hours

- PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
- PSYCH 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 76 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 6 graduate hours.

Course selection must be made after consultation with program coordinator.

Candidates planning to teach at the Elementary and Middle School levels are encouraged to select from among the following options:

- 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)

Candidates planning to teach at the junior high and high school levels are encouraged to select from among the following options:

- EDUC 620 Foundations of Education (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)

I. **ADD**, on page 198

624 Behavior Management of Students with Disabilities (3) F, S, SU. This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, school psychologists and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

J. **ADD**, on page 198

720 Educational Methods for Mental Disabilities (3) (Prerequisite: Psychology 599 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

K. **ADD**, on page 198

725 Practicum in Instruction for the Exceptional Child (Mental Disabilities) (3) (Prerequisite: Psychology 599 or permission of school; Prerequisite/Corequisite: 720) S, SU. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with mental disabilities) in various educational settings.

L. **ADD**, on page 198

745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3) F, S, SU. Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of

the cognition, memory, and language characteristics of divergent and exceptional learners, the course will examine the development of the following: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

M. **ADD**, on page 198

746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)

(Prerequisite/Corequisite: EDUC 745 or permission of the School of Education) F, S. Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

N. **ADD**, on page 199

763 Methods for Teaching Students with Learning Disabilities (3)

(Prerequisites/Corequisites: EDUC 761 and PSY 663, or permission of the School of Education) F, S. This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

O. **ADD**, on page 199

764 Practicum: Methods for Teaching Students with Learning Disabilities (1)

(Prerequisites/Corequisites: EDUC 761, EDUC 763 and PSY 663, or permission of the School of Education) F, S. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

Rationale for items A, B, D, F: We are suspending graduate programs in Elementary and Secondary Education due to insufficient staff and students to justify these programs. The

Instructional Accommodation program can accommodate the needs of candidates from multiple disciplines. The courses from the Elementary & Secondary programs will continue to be included in the course offerings until all current students have completed these suspended programs.

Rationale for items C, E, G-I, L-O: We are deleting EDUC 620 and adding EDUC 624 to the Education Core, because of a need expressed by our educational community that teachers need a course in how to handle behavior issues related to students with disabilities. EDUC 620 will continue to be offered as an elective in the M.A.T.-LD program. We are deleting PSY 536 from the M.A.T.-LD program's list of electives because EDUC 624 (comparable course) is being added to the core requirements. We are adding EDUC 745, EDUC 746, EDUC 763, EDUC 764 to the Learning Disabilities Professional Preparation. We are eliminating EDUC 610 & EDUC 743 from the list of electives for the M.A.T.-LD because two new courses (EDUC 624 & 745), encompassing the same course content, are being added to the Education Foundation Core (EDUC 624) and the Learning Disabilities Professional Preparation (EDUC 745).

These changes are in response to the South Carolina Department of Education (SCDE) Certification course requirements for add-on certification in the area of learning disabilities. The SCDE requires reading and behavior management courses that were not currently included in the M. Ed. or M. A.T. programs with a Major in Learning Disabilities. In order to add these two courses, we eliminated EDUC 620 Foundations of Education from the core and combined the two age-level methods courses into one overall methods course. The new course descriptions were submitted to and approved by Jim Turner, Director of the Office of Teacher Certification.

Rationale for item J, K: We are reactivating EDUC 720 course (catalog 1998-1999) and EDUC 725 (listed as 721 in 1998-1999 catalog but 721 has been assigned to another course) so that we can assist local school districts who need teachers certified in Mental Disabilities. Teachers wishing to add certification in mental disabilities will also take PSY 599.

VI. Proposal for General Education Assessment Program

(considered on April 21, 2005 by the Academic Affairs Committee and passed with modifications)

Background

All major accrediting and credentialing agencies require strong evidence that the University engages in detailed evaluation of its academic programs and academic support programs. For example, the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), American Chemical Society (ACS), Masters in Psychology Accreditation Council (MPAC), National Association of Schools of Art and Design (NASAD), and National

Association of Schools of Theatre (NAST) all require in-depth evaluations of the programs they accredit. All of our programs in those fields are accredited. The University developed, and has maintained, evaluation of individual academic programs over the past 10 years in compliance with the Southern Association of Colleges and Schools (SACS) standards for institutional effectiveness. The program evaluations are provided to the Office of Institutional Research each year as Institutional Effectiveness reports.

Evaluation of the University's general education program is also required by SACS standards. The Institutional Effectiveness Committee (IEC) has reviewed the numerous methods that are used to evaluate general education and recommends the following procedures for assessment of the University's general education program.

Overview

Evaluation Control: Faculty versus University

The primary control over program evaluation can be centered in an office of assessment or be faculty driven. In most programs driven by assessment offices, a board-based measure of cognitive abilities and knowledge is used, e.g. the College BASE exam from ETS. Faculty-driven processes generally make more use of evaluative procedures designed by departments to assess their contribution to meeting specific general education goals. Given the history of the University in using a faculty-driven process in evaluation of academic programs, the Committee recommends extending that approach to the assessment of general education.

Methods of Assessment: Standardized Exams versus Criterion-referenced Measures

It is always optimal to use a standardized evaluative exam with proven reliability and validity that provides national and regional normative samples. However, in assessing the University's general education program, use of such an exam is problematic given the established psychometric standards. Specifically, we would need a content-based exam to assess the overall program. With a content-based exam the primary requirement is the construction of a test that is directly tied to the domains to be measured. To meet the basic standards of psychometric theory we would need to find a test designed to assess each of the domains specified in the University's eleven goals for general education. The Committee is in agreement that no such test exists and that the cost of developing such a test is prohibitive. Thus, the Committee recommends use of goal-specific criterion-referenced measures developed by faculty in the disciplines that hold primary responsibility for teaching in certain goal areas.

Processes in Assessment of General Education Program

The proposed assessment program for general education combines several distinct assessment activities, some of which are currently used on campus and some of which will be developed specifically for the assessment program. These activities can be

divided into three groups: 1) assessment of specific skills, 2) student and faculty evaluation of non-specific goals, 3) peer assessment of program design and management.

Committee Responsibilities (See Appendix A)

The Institutional Effectiveness Committee will be responsible for coordinating all general education assessment activities, including collecting IE reports from academic departments and preparing a summary report of assessments of general education goals.

The University's Academic Affairs Committee will be responsible for evaluating the summary report provided by the Institutional Effectiveness Committee and determining whether the goals of the General Education Program are met. If the Academic Affairs Committee decides that a goal or goals are not met, then it refers these concerns to the appropriate school or department for response or action.

Assessment of Specific Skills

The assessment of skills specifically tied to the general education goals approved by the faculty in December 1995 will be completed through a series of activities coordinated by the various individual academic departments or programs. This facet of the program will be entirely under the control of the academic disciplines. The assessment of these skills will be included in either a separate institutional effectiveness report or be distinctly incorporated in a discipline's current institutional effectiveness report. For example, the Department of English assessment of competence in written English is already a yearly part of the department's annual institutional effectiveness report. While the basic method used for each assessment activity will be subject to review by the Institutional Effectiveness Committee and reported to the Academic Affairs Committee, control of the details used to assess a specific skill goal resides with the departments. Details of procedures will be included in the report given to the Institutional Effectiveness Committee by the departments. Data from each assessment will be reported for decisive evaluation by the departments and the Academic Affairs Committee.

1) *English Composition Portfolio Evaluation.* Department of English, Modern Languages and Philosophy.

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively

Goal 2: The ability to read and listen with understanding and comprehension

Goal 3: The ability to locate, organize, document, present, and use information and ideas

2) *Public Speaking Evaluation.* Department of Mass Communications.

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively

Goal 2: The ability to read and listen with understanding and comprehension

3) *Mathematical Skills Evaluation*. Department of Mathematics.

Goal 6: An understanding of fundamental mathematical principles and the skills to apply them

4) *Computer Competency Evaluation*. School of Business.

Goal 7: The ability to use computers for acquiring, processing, and analyzing information

5) *Scientific Reasoning Evaluation*. Biology, Chemistry, Physics, Psychology.

Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions

Goal 11: The ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices

Student/Faculty Evaluations of Goal Attainment (See Appendix B)

Because several of the general education goals do not lend themselves to skills-based or outcomes-based assessment, and because the hasty implementation of such assessment procedures could eventually weaken the general education program, the Committee recommends that surveys be used to supplement the assessment of generalized goals. More specifically, the proposed surveys will measure how well the general education program prepares students for upper-division course work. The surveys will be distributed each semester to graduating seniors and to faculty members who teach upper-level courses. Students and faculty will be asked to rate the adequacy of education in each of the following goals:

Goal 4: An understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country

Goal 5: An understanding of artistic processes and products

Goal 7: The ability to use computers for acquiring, processing, and analyzing information

Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior

Goal 10: An understanding of the governing structures and operations of the United States including rights and responsibilities of its citizens

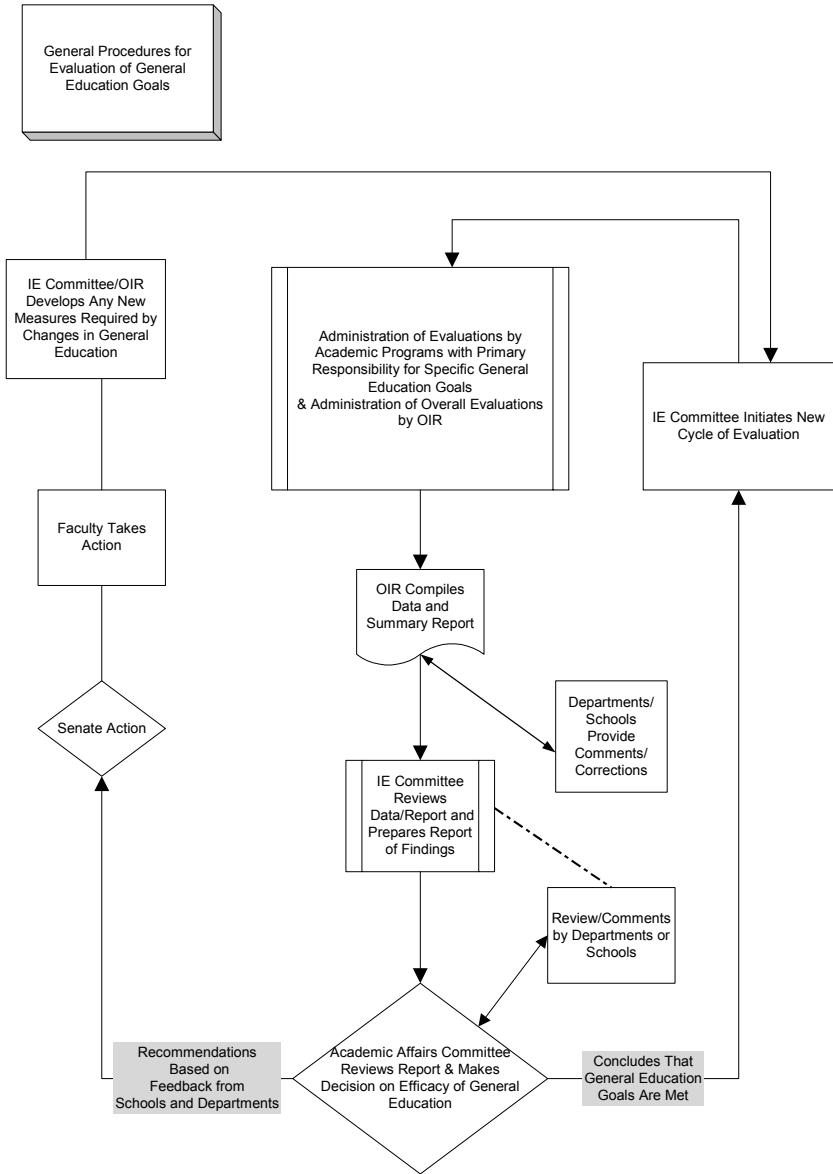
Goal 11: The ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choice

The surveys to assess student achievement in these areas are attached as Appendix B. The Institutional Effectiveness Committee will prepare a summary of these evaluations to be included in the yearly report to the Academic Affairs Committee.

Peer Assessment of Program Design and Management

The Institutional Effectiveness Committee, in consultation with the Provost, will coordinate periodic reviews of the General Education Program by assembling a team of evaluators from institutions comparable to FMU, which will review the design and management of the General Education Program. These evaluators will offer a narrative summary of the strengths and weaknesses they find in the program. This summary will be included in the yearly report to the Academic Affairs Committee.

Appendix A: Flow Chart for Process of General Education Assessment



Appendix B: Graduating Senior and Faculty Survey

Senior Exit Survey

Each spring and fall, graduating seniors will be asked to complete the following survey:

Here is a set of statements about your experiences as a student at FMU. Please write a number next to each statement to indicate the extent to which you agree or disagree with each statement.

Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1	2	3	4	5	6	7

1. _____ My general education courses gave me an understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country. *(Goal 4)*

2. _____ My general education courses gave me an understanding of artistic processes and products. *(Goal 5)*

3. _____ My general education courses helped me learn to use computers for acquiring, processing, and analyzing information. *(Goal 7)*

4. _____ My general education courses gave me an understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior *(Goal 9)*.

5. _____ My general education courses gave me an understanding of the governing structures and operations of the United States, including the rights and responsibilities of its citizens *(Goal 10)*.

6. _____ My general education courses gave me the ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices. *(Goal 11)*

Faculty Evaluation Survey

Each year the faculty will be asked to rate each of the following statements:

Please use the following scale to evaluate the accuracy of each of these statements:

Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1	2	3	4	5	6	7

1. _____ The general education courses give my students an understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country. *(Goal 4)*

2. _____ The general education courses give my students an understanding of artistic processes and products. *(Goal 5)*

3. _____ The general education courses help my students learn to use computers for acquiring, processing, and analyzing information. *(Goal 7)*

4. _____ The general education courses give my students an understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior. *(Goal 9)*

5. _____ The general education courses give my students an understanding of the governing structures and operations of the United States, including the rights and responsibilities of its citizens. *(Goal 10)*

6. _____ The general education courses give my students the ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices. *(Goal 11)*