Agenda
Faculty Senate Meeting
April 12, 2016

I.   Call to order and Roll Call

II.   Approval of Minutes from the March 8, 2016 meeting

III.   Elections
   A. Vice-Chair
   B. Secretary

IV.   Reports from standing committees

V.   Report from the Executive Committee

VI.   Report from the Academic Affairs Committee (*See attachment for proposals*.)
   1. Department of Fine Arts
      Item A.   Adds text regarding Visual Arts majors who are transferring in with an appropriate Associates Degree.

   2. Department of Mathematics
      Item A.   Modifies the course description for Math 170.
      Item B.   Modifies the course description for Math 270.
      Item C.   Modifies the course description for Math 370.
      Item D.   Modifies text describing the audience for Math 170, 270, 370.

   3. Bachelor of General Studies Committee
      Item A.   Adds text regarding the math requirements for general education.

VII.   Old Business

VIII. New Business

IX.   Announcements

X.   Adjournment

Attachment to the Senate Agenda – April 12, 2016

I. **Proposal from the DEPARTMENT OF FINE ARTS**

 A. **ADD** On page 78 of the current catalog, at the end of the last paragraph under **MAJOR**,

Majors in Visual Arts transferring in to the University with an appropriate Associates Degree that has been approved by the Department of Fine Arts do not require a minor or a collateral.

 Rationale:
This updates a section of the catalog to reflect the recently approved (by AAC on 2/25/16) proposal from Visual Arts.

II. **Proposal from the DEPARTMENT OF MATHEMATICS**

 A. **MODIFY**, on page 129 of current catalog, column 2

From

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Grade of C or higher in Mathematics 111 or placement scores) F, S, SU. Origin and development of the real numbers. Emphasis on the precision of Mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of Mathe0matical structures in the use of equalities, equations, and inequalities are emphasized. Mathematics 170 is for students seeking South Carolina Teacher Licensure in early childhood education or elementary education ==and is not open to other majors.==

To

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Grade of C or higher in Mathematics 111 or placement scores) F, S, SU. Origin and development of the real numbers. Emphasis on the precision of Mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of Mathematical structures in the use of equalities, equations, and inequalities are emphasized. Mathematics 170 is for students seeking South Carolina Teacher Licensure in early childhood education or ==in== elementary education ==or a B.G.S. in Educational Studies.==

B. MODIFY, on page 130 of current catalog, column 1

<center>**From**</center>

270 Survey of Mathematics for Early Childhood and Elementary Teachers II
(3) (Prerequisite: Grade of C or higher in Mathematics 170 or 201) F, S, SU.
Continuation of Mathematics 170. The study of rational numbers (fractional, decimal
and percentage forms), of elementary concepts in probability, of data analysis
(collecting, organizing, and displaying data), and of appropriate statistical methods
are the major components of the course with additional emphasis on problem-
solving. Mathematics 270 is for students seeking South Carolina Teacher Licensure
in early childhood education and elementary education and is not open to other
majors.

<center>**To**</center>

270 Survey of Mathematics for Early Childhood and Elementary Teachers II
(3) (Prerequisite: Grade of C or higher in Mathematics 170 or 201) F, S, SU.
Continuation of Mathematics 170. The study of rational numbers (fractional, decimal
and percentage forms), of elementary concepts in probability, of data analysis
(collecting, organizing, and displaying data), and of appropriate statistical methods
are the major components of the course with additional emphasis on problem-
solving. Mathematics 270 is for students seeking South Carolina Teacher Licensure
in early childhood education or in elementary education or a B.G.S. in Educational
Studies.

C. MODIFY, on page 131 of current catalog, column 1

<center>**From**</center>

370 Intuitive Geometry (3) (Prerequisite: Grade of C or higher in Math 202 or 270)
F, S, SU. Continuation of Mathematics 270. Intuitive development of geometric
shapes in two- and three-dimensional space. Concepts of congruence, parallelism,
perpendicularity, symmetry, transformations, measurement (English and metric
systems as well as estimation skills), right angle trigonometry, and coordinate
geometry are considered. Mathematics 370 is for students seeking South Carolina
Teacher Licensure in early childhood education or elementary education and is not
open to other majors.

<center>**To**</center>

370 Intuitive Geometry (3) (Prerequisite: Grade of C or higher in Math 202 or 270)
F, S, SU. Continuation of Mathematics 270. Intuitive development of geometric
shapes in two- and three-dimensional space. Concepts of congruence, parallelism,
perpendicularity, symmetry, transformations, measurement (English and metric
systems as well as estimation skills), right angle trigonometry, and coordinate

geometry are considered. Mathematics 370 is for students seeking South Carolina Teacher Licensure in early childhood education or ==in== elementary education ==or a B.G.S. in Educational Studies.==

Rationale:
Students who enter the B.G.S. program in the Educational Studies concentration have a significant number of credits toward graduation. Most of these students have taken Math 111. Math 170 and 270 already meets General Education requirements for the students in early childhood and elementary education. Since B.G.S. Educational students will be eligible to remain in the area of their education with their degree, the mathematics department supports allowing Math 170 and 270 count toward General Education for B.G.S. students.   This change in accepting Math 170 and 270 to meet General Education requirements is only for students in the B.G.S. Educational studies concentration area.

D. <u>MODIFY</u>, on page 127 of current catalog, column 2

<u>From</u>

Mathematics 170, 270, and 370 are designed for students seeking South Carolina Teacher Licensure in early childhood education or elementary education ==and are not open to other majors.== It should be noted that Mathematics 111 or a score of 540 or more on the Quantitative Section of the SAT is the prerequisite for Mathematics 170.

<u>To</u>

Mathematics 170, 270, and 370 are designed for students seeking South Carolina Teacher Licensure in early childhood education ==or in== elementary education ==or a B.G.S. in Educational Studies.== It should be noted that Mathematics 111 or a score of 540 or more on the Quantitative Section of the SAT is the prerequisite for Mathematics 170.

III. Proposal from BACHELOR OF GENERAL STUDIES COMMITTEE

A. **MODIFY,** on page 76 of current catalog, column 2

FROM

MATH 170 and 270 are required of all early childhood and elementary education majors and for those two majors only fulfill the General Education Requirements (Mathematics).

TO

MATH 170 and 270 are required of all early childhood and elementary education majors. MATH 170 and 270 can only be used to fulfill the General Education Requirements for Mathematics for the majors in early childhood education or elementary education and for the B.G.S. in Educational Studies.

Rationale:
Students who enter the BGS program in the Educational Studies concentration have a significant number of credits toward graduation. In many cases, they have either taken Math 111 or been placed higher. If they are early childhood or elementary education majors, they proceed to take Math 170, 270, and 370. Math 170 and 270 meet General Education requirements for these students. Since BGS Educational Studies students will be eligible to remain in the area of education with their degree, Dr. Fitzkee (Chair of Mathematics) and other faculty in the Department of Mathematics supports allowing Math 170 and 270 to count toward General Education requirements for BGS Educational Studies students. If the BGS Educational Studies students are not permitted to count Math 170 and 270 toward their General Education requirements, they may have to take 3-6 credits of math to graduate. This may involve two semesters to graduate because of pre-requisites for a student who already has 120 credits in many cases. This will additionally result in these students having a total of 9-15 credits in math, which is markedly more than that required of any other student. This change in accepting Math 170 and 270 to meet General Education requirements is only for students in the BGS Educational Studies concentration area.