Agenda
Faculty Senate Meeting
October 21, 2014

I. Call to order and Roll Call

II. Approval of Minutes from the September 25, 2014 meeting

III. Report from Executive Committee

IV. Report from Academic Affairs Committee

1. Department of Psychology
   Item A. Adds a new course, PSY 346, "Cognitive Neuroscience".

2. Department of Biology
   Item A. Adds a new course, BIOL 120, "Natural History of South Carolina".
   Item B. Adds a new course, BIOL 309, "Introduction to Neuroscience".
   Item C. Changes the course requirements for the Environmental Science option in Biology.
   Items D and E. Removes the environmental studies collateral option for biology majors.

3. School of Education
   Item A. Adds text to the listing of required courses to encourage certain courses in order to prepare for Praxis exams.
   Items B and C. Changes the math requirements for the Middle Level Education major.
   Item D. Changes the course description for ECE 313.
   Item E. Changes the course description for ECE 314.
   Item F. Changes the course description for ECE 315.
   Item G. Changes the course description for ECE 319.
   Item H. Changes the course description for ECE 320.
   Item I. Changes the course description for ECE 321.
   Item J. Changes the course description for EDUC 391.
   Item K. Changes the course description for EDUC 392.
   Item L. Changes the course description for EDUC 394.
   Item M. Changes the "course sequence for elementary education majors".

V. Old Business

VI. New Business

VII. Announcements

VIII. Adjournment

Attachment to the Senate Agenda – October 21, 2014

IV. Academic Affairs

1. Proposal from the Department of Psychology:

Item A: Add, on page 151 of the current catalog,

346 Cognitive Neuroscience (3) (Prerequisite: 206 or permission of department) F, S, or SU. Overview of psychological, physiological, and computational methodologies used to understand the neural basis of cognitive processes such as vision and attention, learning and memory, reading and language, meaning and semantics, and the organization and control of action. The emphasis will be on how the application of converging methodologies (brain imaging - EEG and fMRI, recordings from individual neurons, studies of brain-injured patients) leads to important insights into the nature of cognition that would be difficult to obtain through any one methodology alone.

Rationale: This course is being created to support the proposed new minor and collateral in Neuroscience.

2. Proposal from the Department of Biology:

Item A. Add, on page 83, of the current catalog

120 Natural History of South Carolina (4:3-3) (Prerequisite: 103 or permission of department) AS. Topics may cover a variety of plants and/or animals. Identification, taxonomy, evolution, ecology and conservation of these groups will be covered. Laboratories will include outdoor field trips.

Rationale for Item A (above): This class is being created for two main reasons. First, this is part of redoing the existing Environmental Studies minor and concentration. The existing Environmental Studies minor, while being listed as a 19-20 hour program, in reality is a 26 hour minimum program, because of some buried prerequisites to courses that are required for the minor. Adding this class would eliminate some of those buried prerequisite by giving students an additional biology class, beyond Biology 103, that they could take. Second, it would give non-majors a third biology class they could take in addition to Biology 103 and Biology 104 to fulfill their biology general education requirements.

Item B. **Add,** on page 84, of the current catalog

309 Introduction to Neuroscience (4:3-3) (Prerequisites: 104 or 105 and sophomore status or higher, or permission of the instructor) AS. This course will introduce students to anatomical and physiological properties of the nervous system with special emphasis on the central nervous system (brain and spinal cord). Neuroscience topics to be covered will include molecular function, development, disease states and research techniques. Laboratories will focus on neural anatomy as well as relevant sensory, developmental, molecular, and related nervous system processes.

Rationale for Item B (above):
This class will be especially beneficial for students interested in pursuing a graduate level degree in Neuroscience, Biomedical Science, Psychology or related fields. This course will also be of special interest to students intending to pursue a career in health care such as those interested in medicine, physical or occupational therapy, physician assistance, dentistry and other related areas.

Rationale for Items C – E (below):
Below is a series of changes that are being proposed for our Environmental Science option within the Department of Biology, as well as the interdisciplinary Environmental Studies minor and Environmental Studies concentration. The main issue with the major option is that it currently requires one more chemistry than our regular major. This is out of step with both our own major and other environmental science/environmental biology programs across the region and country. Most of these only require 2-3 chemistry classes. So I'd like to take away the extra (4^{th}) required chemistry and replace it with a GIS class offered by Political Science and Geography. Otherwise, the major option remains largely unchanged, except for cleaning up some of the suggested courses to match the current catalogue.

The Environmental Studies minor is perhaps the biggest problem right now. Although it lists as a 19-20 hour minor, you really need a minimum of 7 more hours to complete this, bringing it to a 26 hour minimum minor. No wonder no one does it. The issue is buried prerequisites. For example, we require at least one upper level biology class, but most require either Biol103/104 or 106 at a minimum. So to help solve this problem, I'm proposing a new "Natural History of South Carolina" class (See separate course proposal – this class would also diversify the non-majors options and help relieve overcrowding in Biol103/104). This would be a course open to major/non-majors that would be more general than say Flora, Vertebrate, etc. The only prerequisites for this class would be Biology 103 (which ES minors have to take) OR Biol 106 (which means our majors could take it, too). By making this change, adding in Political Science and Geography's GIS class, and moving the Environmental Economics class (which has a buried prerequisite) to an option, this brings the minor down to a more realistic 20 hour minor minimum (instead of 26 minimum).

Similarly, some changes desperately need to be made to the Environmental Science collateral. For one, the PRS 400 class that is required is no longer offered. In addition, this also has the Environmental Economics class with the buried prerequisite. These two classes will be removed and replaced with SOCI 331: Environment, Society and Power (which has a prerequisite but is waived for students with this minor/concentration) and the GIS class. This makes this a doable 13 hour concentration where all the required classes are actually offered. ☺

Lastly, we are proposing dropping the Environmental Studies concentration for Biology majors. This option just doesn't make sense for most Biology majors. It requires two additional chemistry classes – which if a biology major took would give them a chemistry minor. So why bother with the concentration? Most people end up getting a Chemistry minor or simply choosing a different concentration. And there are not at present enough other environmental related classes across other disciplines to put together a viable four course sequence in environmental studies without taking biology and chemistry courses. Hence our decision to drop this option for our majors.

I'm happy to go over any of these changes in detail and answer any questions you all may have.

Cheers,

Jeff Steinmetz

NOTE (from Jo Angela Edwins, AAC Chair): It came out on the day of this Academic Affairs meeting that the Department of Political Science and Geography does not regularly offer the GIS class described in this rationale, so portions of the proposal relating to that addition to the Environmental Science options have been tabled until Biology revamps these options to account for the lack of the GIS class. However, the rationale offered for the changes was not altered in the meeting, hence the references above to the GIS class. Tabled portions of the proposal have been removed.

Item C. <u>Change</u>, on page 82 of the current catalog, under course requirements

FROM:

Chemistry
Chemistry 101, 102, 201, and 201 or 203……..……16

TO:

Chemistry
Chemistry 101, 102 and 201…….12

Item D. **Change**, on page 187, of the current catalog

FROM:

"A collateral in environmental studies is offered for non-science majors and biology majors"

TO:

"A collateral in environmental studies is offered for non-science majors."

Item E. **Delete**, on page 188 of the current catalog, the following:

A 13-semester-hour collateral in environmental studies is offered only for biology majors and requires the following:

1. CHEM 202 Organic Chemistry II or ……4
   CHEM 203: Analytical Chemistry I:
   Quantitative Analysis……...4
2. ECON 340 Environmental and
   Natural Resources Economics (note prerequisite)……3
3. GEOG 105 Physical Geography…….…..3
4. PRS 400 Science, Technology, and Human Values…….3

3. Proposal from the School of Education:

Item A. **Modify**, on page 169, of the current catalog

FROM:

ELEMENTARY EDUCATION

Coordinator: Dr. Erik A. Lowry
Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

General Education.....48 hours
Communications.....9 hours
ENG 112.....3
ENG 200.....3
SPCO 101.....3
Social Sciences.....9 hours
GEOG elective.....3
POL 101 or 103.....3

Additional 3 hours to be chosen from anthropology, economics, geography, political science,
sociology, or Honors 250-259.....3
Humanities.....12 hours
Literature (elective).....3
History (elective).....3
Art, Music or Theatre 101.....6
Mathematics.....6 hours
MATH 170.....3
MATH 270.....3
Natural Sciences.....12 hours
a. Biology.....4
b. Chemistry, Physics, or Physical Science*.....4
c. Astronomy, Biology, Chemistry, Physics, or Physical Science*..... 4

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c above.) *Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does not count as science for Elementary Education teacher licensure. Students cannot take both Biology104 and 105.

TO:

ELEMENTARY EDUCATION

Coordinator: Dr. Erik A. Lowry
Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:
General Education.....48 hours
Communications.....9 hours
ENG 112.....3
ENG 200.....3
SPCO 101.....3
Social Sciences.....9 hours
GEOG elective.....3
POL 101 or 103.....3
Additional 3 hours to be chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259.....3

Humanities.....12 hours
Literature (elective).....3
History (elective)*.....3
Art, Music or Theatre 101.....6
Mathematics.....6 hours

MATH 170.....3
MATH 270.....3
Natural Sciences.....12 hours
a. Biology.....4
b. Chemistry, Physics, or Physical Science**.....4
c. Astronomy, Biology, Chemistry, Physics, or Physical Science**.....4

*Students are strongly encouraged to take either History 201 or 202 to be better prepared for the Elementary Praxis content exams.

** To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does not count as science for Elementary Education teacher licensure. Students cannot take both Biology 104 and 105. Students are strongly encouraged to take biology, physical science & astronomy to be better prepared for the Elementary Praxis content exams.

Rationale for A (above): ETS has implemented new Praxis content exams for elementary licensure. These modifications will clarify courses that will better prepare students for these new Praxis exams.

Rationale for Items B and C (below): We are lowering the level from Math 132 to Math 130 so that our candidates will be able to take Math 131 which will be more appropriate for all middle level candidates who are not specializing in mathematics.

Item B. Change, on page170, of the current catalog

FROM:

Mathematics……6 hours
MATH 132 or higher…….3
MATH 134……3

TO:

Mathematics……6 hours
MATH 131 or higher…….3
MATH 134……3

Item C. Modify, on page 180 of the current catalog

FROM:

Freshman Year			
Course	**Fall Sem. Hrs.**	**Course**	**Spring Sem. Hrs**
English 112	3	Math 134	3
Math 132 or higher(Math & Science)	3	Biology 103,104 or 105/115	4
Math 130 or higher (ELA & SS)	3	Education 190	3
Art 101, Music 101, or Theatre 101	3	Education 191	1
Political Science 101 or 103	3	Social Science elective Political Science 205	
Geography 101	3	(SS)	3
		Education 305	3
Total Credits	**15**	**Total Credits**	**17**

TO:

Freshman Year			
Course	**Fall Sem. Hrs.**	**Course**	**Spring Sem. Hrs**
English 112	3	Math 134	3
Math 131 or higher	3	Biology 103,104 or 105/115	4
Art 101, Music 101, or Theatre 101	3	Education 190	3

Political Science 101 or 103	3	Education 191	1
Geography 101	3	Social Science elective	
		Political Science 205 (SS)	3
		Education 305	3
Total Credits	**15**	**Total Credits**	**17**

Rationale for Items D-I (below): Adding language related to the SLED check required for ECE courses with practicum hours and listing News and Announcements as the source for specific deadlines.

Item D. Modify, on page 172 of the current catalog

FROM:

313 Teaching Reading in the Primary School – BLOCK B (3) F,S. This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties.

TO:

313 Teaching Reading in the Primary School – BLOCK B (3) F,S. This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements

Item E. Modify, on page 172 of the current catalog

FROM:

314 Methods of Instruction for Developmental Language Arts- Block A (3) F, S. Study of language acquisition and development in young children and its implication for classroom strategies in listening, speaking, reading, and writing.

TO:

314 Methods of Instruction for Developmental Language Arts- Block A (3) F, S. Study of language acquisition and development in young children and its implication for classroom strategies in listening, speaking, reading, and writing. This course could require up to 15 field experience h[illegible] a local public school. A current SLED Background Check must be received and approved by

the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements

Item F. **Modify**, on page 172 of the current catalog

FROM:

315 ECE Social Studies/Science - Block B (3) F, S. Involves the study of content specific to social studies/science and participation in practical experiences that emphasize discovery learning, problem-solving, and critical thinking.

TO:

315 ECE Social Studies/Science - Block B (3) F, S. Involves the study of content specific to social studies/science and participation in practical experiences that emphasize discovery learning, problem solving, and critical thinking. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements

Item G. **Modify**, on page 172 of the current catalog

FROM:

319 Clinical Experience A: Early Childhood Education – Block A (2) F, S. Students observe, record, and assess the behaviors of children in child care centers.

TO:

319 Clinical Experience A: Early Childhood Education – Block A (2) F, S. Students observe, record, and assess the behaviors of children in child care centers. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements

Item H. **Modify**, on page 172 of the current catalog

FROM:

320 Curriculum for Early Childhood Education - Block B (3) F, S. Analyzes developmentally appropriate practices on the pre-school and primary level. Includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. Emphasizes effective

instructional assessments, screening devices and daily classroom management techniques for early learners in diverse situations.

TO:

320 Curriculum for Early Childhood Education - Block B (3) F, S. Analyzes developmentally appropriate practices on the pre-school and primary level. Includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. Emphasizes effective instructional assessments, screening devices and daily classroom management techniques for early learners in diverse situations. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED Background Check deadlines:
ttp://www.fmarion.edu/academics/news_and_announcements

Item I. **Modify**, on page 172 of the current catalog

FROM:

321 Methods for Teaching and Assessing Primary Mathematics - Block A (3) F, S. This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students, and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals.

TO:

321 Methods for Teaching and Assessing Primary Mathematics - Block A (3) F, S. This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students, and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED

Background Check deadlines:
http://www.fmarion.edu/academics/news_and_announcements

Rationale for Items J-M (below): The 391/392/394 courses are intended to prepare students for student teaching; therefore these schedule modifications will prevent students from taking these courses too early in their programs.

Item J. **Modify**, on page 174 of the current catalog

FROM:

391 Clinical Experience B: Early Childhood (2:1-3) – Block B
(Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement.

TO:

391 Clinical Experience B: Early Childhood (2:1-3) – Block B
(Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

Item K. **Modify**, on page 174 of the current catalog

FROM:

392 Clinical Experience: Elementary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites ELEM 315 and ELEM 317 to be taken concurrently) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement.

TO:

392 Clinical Experience: Elementary (2:1-3) (Prerequisite: Admission to the Professional Education Program; at least one elementary level methods course [ELE 314, 315, 316, or 317] must be a prerequisite or a corequisite). F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

Item L. **Modify**, on page 174 of the current catalog

FROM:

394 Clinical Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [MLE 314, 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement.

TO:

394 Clinical Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [MLE 314, 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

Item M. **Modify**, on page 179 of the current catalog

FROM:

COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS

Freshman Year			
	Fall Sem.		**Spring**
Course	**Hrs.**	**Course**	**Sem. Hrs.**
English 112	3	English 200	3
Math 170	3	Math 270	3
Art 101, Music 101 or		Science with lab	
Theatre 101	3		4
Political Science 101 or 103	3	Education 190	3
Geography Elective	3	Education 191	1
		Social Science	3
Total Credits	**15**	**Total Credits**	**17**
Sophomore Year			
	Fall Sem.		**Spring**
Course	**Hrs.**	**Course**	**Sem. Hrs.**
Art 217	3	Education 310	3
Math 370	3	Science and lab	4
Science and lab	4	English 341	3
Speech Communication 101	3	Education 312	3
Education 305	3	Education 311	3
		Education 313	1
Total Credits	**16**	**Total Credits**	**17**
Junior Year			
	Fall Sem.		**Spring**
Course	**Hrs.**	**Course**	**Sem. Hrs.**
Block I: Elementary 314	3	Block II: Education 392	2
Block I: Elementary 316	3	Block II: Education 315	3
Block I: Elementary 380	2	Block II: Education 317	3
Literature	3	Psychology 315	3
Health 315	3	History	3
English 315	3		
Total Credits	**17**	**Total Credits**	**14**
Senior Year			
	Fall Sem.		**Spring**
Course	**Hrs.**	**Course**	**Sem. Hrs.**
Art 101, Music 101, Theatre		Student Teaching	
101	3		
Concentration or Elective	3 or 4	Education 487	2
Concentration or Elective	3 or 4	Education 489	1
Concentration or Elective		Education 490	
(not for science)	3		12
Elective	3		

Total Credits	**15-17**	**Total Credits**	**15**
Minimum Hours Required for Degree 124			

TO:

COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS

Freshman Year			
	Fall Sem.		**Spring Sem.**
Course	**Hrs.**	**Course**	**Hrs.**
English 112	3	English 200	3
Math 170	3	Math 270	3
Art 101, Music 101 or Theatre 101	3	Science with lab	4
Political Science 101 or 103	3	Education 190	3
Geography Elective	3	Education 191	1
		Social Science	3
Total Credits	**15**	**Total Credits**	**17**
Sophomore Year			
	Fall Sem.		**Spring Sem.**
Course	**Hrs.**	**Course**	**Hrs.**
Arte 217	3	Education 310	3
Math 370	3	Science and lab	4
Science and lab	4	English 341	3
Speech Communication 101	3	Education 312	3
Education 305	3	Education 311	3
		Education 313	1
Total Credits	**16**	**Total Credits**	**17**
Junior Year			
	Fall Sem.		**Spring Sem.**
Course	**Hrs.**	**Course**	**Hrs.**
Art 101, Music 101,Theatre 101	3	Block I: Elementary 314	3
Concentration or Elective	3 or 4	Block I: Elementary 316	3
Concentration or Elective	3 or 4	Block I: Elementary 380	2
Concentration or Elective (not for science)	3	Literature	3
Elective	3	Health 315	3
Total Credits	**15-17**	English 315	3
		Total Credits	**17**
Senior Year			
	Fall Sem.		**Spring Sem.**
Course	**Hrs.**	**Course** (Student Teaching)	**Hrs.**
Block II: Education 392	2	Education 487	2
Block II: Education 315	3	Education 489	1
Block II: Education 317	3	Education 490	12
Psychology 315	3		

History	3	**Total Credits**	**15**
Total Credits	**14**		

Minimum Hours Required for Degree 126