

**Minutes**  
**Faculty Senate Meeting**  
**October 20, 2015**

- I. Chair Flannagan called the meeting to order at 3:46 PM**  
**Senators Present:** Buck, Burke, Carpenter, Cox, Doucet, Engelhardt, Fries, Gittings, Gourley, Gunther, Hopla, Jeffcoat, Johnston, Kiely, Lundberg, Nagata, Newman, Ramey, Reynolds, Sargent, Turner, Varazo  
**Also Present:** Flannagan (chair), Kennedy (parliamentarian)  
**Senators Absent:** Camper, Cintron-Gonzalez, Flowers (excused), Lasher (excused)
- II. The minutes from the September 24, 2015 meeting were approved as posted.**
- III. Report from Executive Committee**  
Title IX training has been scheduled for “responsible employees”. The committee that is studying summer school will be conducting focus groups with students. The retention committee will be attending a Retention in Higher Education Conference in November. The Provost Search Committee has been meeting; the job ad is expected to go live Nov. 1; the screening of candidates is expected to start as early as Nov. 15. The job ad has been posted for an Institutional Effectiveness Coordinator. The RFP for new registration software is expected from Columbia soon (perhaps this week).
- IV. Report from the Academic Affairs Committee – *All items passed without opposition***
1. Department of Nursing
    - Item A. Changes NURS 311 course description to include a prerequisite.
    - Item B. Changes NURS 314 course description to include a prerequisite.
  2. Department of Psychology
    - Item A. Adds a new course, PSY 350.
  3. School of Education
    - Item A. Changes the description of Requirements for Admission to the Professional Education Program (Checkpoint I).
  4. Bachelor of General Studies Committee
    - Item A. Changes the description of the BGS Program.
    - Item B. Changes the listing of BGS concentration area options.
- V. Old Business – None**

**VI. New Business – None**

**VII. Announcements – A variety of upcoming events were announced**

**VIII. Adjournment – The meeting adjourned at 4:27 PM**

## Attachment to the Senate Agenda – October 20, 2015

### IV. Academic Affairs

#### 1. Proposal from the Department of Nursing:

- A. **Modify**, on page 138 of the current catalog, the course description to include a prerequisite for Nurs 311

**From:**

**NURS 311 Human Nutrition Elective (3)** This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

**To:**

**NURS 311 Human Nutrition Elective (3)** (Prerequisite: Admission into the Upper Division Nursing Program or the permission of the department) This course introduces students to the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

**Rationale:** Students must have some prerequisite nursing knowledge to be successful in this course. Even though it is stated on page 133, column 1, paragraph 2 that students must be accepted into the nursing program to enroll in nursing courses, pre-nursing students have been mistakenly enrolling in the course since it is an elective. This has resulted in some students having to drop the course post drop/add.

- B. **Modify**, on page 138 of the current catalog, the course description to include a prerequisite for Nurs 314

**From:**

**NURS 314 Clinical Decision-Making for Nurses (1)** This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.

**To:**

**NURS 314 Clinical Decision-Making for Nurses (1)** (Prerequisite: Successful completion of required 300-level courses) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.

**Rationale:** This course was designed for senior level nursing students, but increasingly junior level students, who are off-track, are enrolling in the course. Since this is a review course, junior students do not have the pre-requisite knowledge to be successful.

**2. Proposal from the Department of Psychology:**

A. **Add**, on page 154, of the current catalog

**350 Forensic Psychology (3)** (Prerequisite: 206 or permission of department) This course provides an introduction to forensic psychology. Students will understand how the fields of psychology and law intersect in individual and public policy domains. Topics covered include roles of forensic psychologists, criminal responsibility and competence to stand trial, malingering, and trial consulting.

**Rationale:** This course is designed primarily for psychology majors and minors who are interested in the application of psychology to the legal realm and who are potentially considering advanced graduate studies and/or careers in forensic psychology. Students in associated disciplines (e.g., Sociology, Pre-Law) will likely also be interested in this course. The course will add an additional Psychology Department elective.

**3. Proposal from the School of Education:**

A. **CHANGE**, on pages 173-174, of the current catalog

**From:****REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECKPOINT I)**

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible. For

more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" webpage located at [http://www.fmarion.edu/academics/article 324714.htm](http://www.fmarion.edu/academics/article%20324714.htm). Please note that a potential for field experience exists for any education course. A SLED check will be required prior to field placement in a public school setting.

Admission to the professional education program is a prerequisite for enrollment in any education course (Early Childhood Education, Elementary Education, Middle Level Education, Education) beyond Education 305.

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.5\* in all undergraduate courses taken at FMU.

\* Freshmen and transfer students entering the institution in the Fall of 2014 or the Spring of 2015 must achieve a cumulative 2.6 grade point average for admission into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2015 and beyond must achieve a cumulative 2.75 grade point average for admission into the teacher education program.

3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Approval by the appropriate program committee.

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible.

#### **To:**

#### **REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECKPOINT I)**

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education (SOE) as early as possible. For more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" on the SOE webpage. Please note that a potential for field experience exists for any education course. A SLED check will be required prior to field placement in a public school setting.

Students seeking an Education degree enter as Pre-Education students in one of the six majors (Early Childhood, Elementary, Middle, PreK-12 Art, Secondary Math, or Secondary English). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program.

Admission to the professional education program is a prerequisite for enrollment in any education course beyond EDUC 305: Early Childhood Education (ECE), Elementary Education (ELE), Middle Level Education (MLE), and Education (EDUC).

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Completion and submission of application for admission with accompanying documents to the School of Education office.
9. Approval by the appropriate program committee.

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible.

Students will be informed via their university email account upon completion of these requirements.

**Rationale:** Students entering the university are listed as Education majors (ECE, ELE, etc.), but have not been accepted in the School of Education. Students must meet the above criteria and receive notification of acceptance before they are permitted to register for junior/senior level courses. The faculty recommendation would have the student classified as a "Pre-Education" (ECE, ELE, etc.) major until these conditions [see above] have been met.

#### 4. Proposal from the Bachelor of General Studies Committee:

##### A. Change, on page 187 of current catalog,

###### From:

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a regular program in the academic disciplines within normal time limits. These students will normally have earned many college credits at other institutions and in various disciplines over a long period of time but have not met the specific requirements for a major. Students accepted into the B.G.S. program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, or Health Studies. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

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##### B. Change, on page 187 of current catalog,

###### From:

2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:

a. Arts and Humanities:

Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre

b. Social and Behavioral Sciences:

Anthropology, Geography, History, Political Science, Psychology, Sociology

c. Natural Science and Mathematics:

Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics

d. Management Technology:

Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology

e. Health Studies: Nursing (at least three courses),

Contemporary Health Issues Health 301, Kinesiological Foundation of Coaching PE 318, The Physiological Basis of Exercise PE 319, Physiology Biology 406, Immunology Biology 407, Introduction to Behavioral Genetics Psychology 305, Pediatric Psychology Psychology 306, Human Sexuality Psychology 312, Health Psychology/Behavioral Medicine Psychology 314, Applied Behavioral Analysis Psychology 317, Abnormal Psychology Psychology 325, The Psychology of Relationships Psychology 332, Life Span Development Psychology 334, Social Gerontology Sociology 327, Alcohol, Drugs and Society Sociology 347, Sociology of Health and Illness Sociology 375, Death and Dying in Social Contexts Sociology 387, or other appropriate courses approved by the coordinator of the B.G.S. program.

**To:**

2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:

a. Arts and Humanities:

Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre

b. Social and Behavioral Sciences:

Anthropology, Geography, History, Political Science, Psychology, Sociology

c. Natural Science and Mathematics:

Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics

d. Management Technology:

Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology

e. Health Studies:

Nursing (at least three courses), HLTH 301 Health Promotion in the 21st century, PE 318 Kinesiological Foundation of Coaching, PE 319 The Physiological Basis of Exercise, BIOL 406 Physiology, BIOL 407 Immunology, PSY 305 Introduction to Behavioral Genetics, PSY 306 Pediatric Psychology, PSY 312 Human Sexuality, PSY 314 Health Psychology/Behavioral Medicine, PSY 317 Applied Behavioral Analysis, PSY 325 Abnormal Psychology, PSY 332 The Psychology of Relationships, PSY 334 Life Span Development, SOCI 327 Sociology of Aging and Later Life, SOCI 347 Alcohol, Drugs and Society, SOCI 375 Sociology of Health and Medicine, SOCI 387 Death and Dying in Social Contexts, or other appropriate courses approved by the coordinator of the B.G.S. program.

**f. Educational Studies:**

Must include the following 12 credit hours of education: EDUC 305 Foundations of Curriculum and Instruction, EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, EDUC 313 Field Experiences in Instructional Planning and Assessment, EDUC 380 Introduction to Exceptional Students; and must include 18 credits hours from the following: ENG 300 Foundations for Literary Studies, ENG 310 Modern English Grammar, ENG 313 Literature for Young Children, ENG 315 Literature for Children, ENG 340 Theories of Writing, ENG 341 Advanced Composition for Teachers, MATH 370 Intuitive Geometry, PSY 304 Brain and Behavior, PSY 306 Pediatric Psychology, PSY 315 Child Behavior: Growth and Development, PSY 316 Adolescent Behavior: Growth and Development, PSY 317 Applied Behavior Analysis, PSY 318 Educational Psychology, PSY 334 Life Span Development.

**Rationale for A and B:** The Bachelor of General Studies (BGS) Coordinator/Committee has noted that an increasing number of BGS applicants are coming from the School of Education (SOE). In many cases, these students were unsuccessful in passing Praxis II or student teaching, and they are thus unable to progress in the SOE program. These students then seek to change their major to a Bachelor of General Studies. Many of these students have well over 100 credits, but since no current BGS concentration area relates to education, they often have to spend an additional 2-3 semesters to meet the requirements of the BGS degree. By offering an educational concentration area, it is anticipated that students will be able to continue their education focus, graduate in 1-2 semesters, and avoid having to take numerous additional credit hours to meet the BGS requirements.