

Minutes
Faculty Senate Meeting
October 22, 2013

I. Chair Flannagan called the meeting to order at 3:45 PM

Senators Present: Bauer, Brogdon, Eargle, Engelhardt, Flowers, Fry, Gittings, Gourley, Kelley, Kiely, Lasher, Lowry, Meetze, Muller, Myers, Nagata, Newman, Ramey, Reynolds, Shannon, Whitmire, Zaice

Also Present: Flannagan (chair), Kennedy (parliamentarian)

Senators Absent: Carpenter (unexcused), Dittman (excused), Hill-Chapman (unexcused), Lundberg (excused)

II. The Minutes from the Sept. 24, 2013 meeting were approved as posted

III. Report from Executive Committee

Chair Flannagan announced and held discussion concerning the following items/issues: Announcement of the three honorary degree recipients and the speaker for fall commencement. Formation of a technology committee to review technology associated with registration. Money being redirect to the IT Committee to help with classroom technology needs.

IV. Report from Academic Affairs Committee

1. Honors Program

Item A. Changes the general education requirements passed.

Item B. Adds a new course Honors 270-279 to FMU Honors – passed.

2. Department of Nursing

Item A. Adds a new program, Interprofessional Healthcare – passed.

Item B. Adds a new course, IPHC 500 – passed.

3. School of Education

Item A. Changes the Admission to Student Teaching (Checkpoint II) – passed.

Item B. Changes SC Licensure Requirements – passed.

Item C. Changes the number of hours and instructions for adding an endorsement to an early childhood degree – passed.

Item D. Changes the instructions for adding an endorsement to an elementary education degree – passed.

Item E. Changes the hour requirements and instructions for adding an endorsement to a middle level education degree – passed.

Item F. Changes the course MLE 394 to EDUC 190 – passed.

Item G. Changes the course description for EDUC 190 – passed.

Item H. Changes the course description for EDUC 191 – passed.

- Item I. Changes the course description for EDUC 311 – passed.
- Item J. Changes the course description for EDUC 313 – passed.
- Item K. Changes the course description for EDUC 391 – passed.
- Item L. Changes the course description for EDUC 392 – passed.
- Item M. Changes the course description for EDUC 393 – passed.
- Item N. Changes the course description for EDUC 491 – passed.
- Item O. Changes the course description for PE 401 – passed.

V. Report from the Graduate Council

1. Department of Nursing

- Item A. Adds the Interprofessional Healthcare program – passed.
- Item B. Adds a new course, IPHC 500 – passed.

VI. Old Business – None

VII. New Business – None

VIII. Announcements – Various upcoming events were announced and discussed.

IX. Adjournment – The meeting adjourned at 4:04 PM.

Attachment to the Senate Minutes – October 22, 2013

IV. Academic Affairs

I. Proposal from the Honors Program: *(submitted as addenda to those approved at AAC meeting 9.12.2013)*

Under **GENERAL EDUCATION REQUIREMENTS** on page 74 of the catalog,

A. Change, under Area 4., Humanities/Social Sciences Elective,

FROM:

Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, or Theatre

TO:

Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279

B. Add, on p. 198, in addition to changes made in AAC 9.12.2013, the following:

270-279 HONORS SPECIAL TOPICS IN THE BEHAVIORAL SCIENCES

(3)

Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for General Education credit as an Area 4: Humanities/Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

II. Proposal from the Department of Nursing:

A. ADD, on page 78 under Interdisciplinary Programs, after International Studies, the following:

Interprofessional Healthcare (Course only: no major, minor, or collateral)

Rationale: This course is the first of many courses that may be shared among the growing health professional programs at FMU. This course also affords the interdisciplinary ARCH students access to healthcare screening clinical to assist them in any of the healthcare professions they choose. This course will continue the ARCH tradition by providing hands-on experience in healthcare by establishing two screening clinics and other independent clinical experiences for those students interested in dental

or physical therapy programs post-graduation. An application process will continue as was done by the ARCH program.

B. ADD, on page 197, after International Studies, the following:

INTERPROFESSIONAL HEALTHCARE

Coordinators Dr. Ruth Wittmann-Price and Dr. Paul DeMarco

IPHC 500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 10 students and will be determined through a competitive application process.) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

III. Proposal from the School of Education:

1. CHANGE on page 174-175 of the current catalog

FROM:

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Admission to a Professional Education Program at least one full semester prior to the student teaching semester.
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Tests and PLT Principles of Learning and Teaching).
7. Attendance at mandatory meeting held the semester prior to Student Teaching (Date and Time will be posted).
8. All student packets (content of packet is listed on News &

Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.

9. Complete the South Carolina Department of Education Application for Educator Certificate (including background check and updated finger printing)

and receive approval by the state of same.

TO:

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Admission to a Professional Education Program at least one full semester prior to the student teaching semester.
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A grade of C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Tests (Subject Assessments/Specialty Area Tests) and PLT (Principles of Learning and Teaching).
7. Attendance at a **mandatory** meeting held the semester prior to Student Teaching (Date and Time will be posted).
8. All student packets (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator Licensure (including updated background check and updated finger printing) and receive approval by the State of South Carolina.

- B. CHANGE on page 175 of the current catalog**

FROM:

SOUTH CAROLINA LICENSURE REQUIREMENTS

The following general education requirements apply to all secondary certification

programs. They also apply to early childhood, elementary, and middle level certification programs, with the exception of specific requirements in mathematics as noted.

TO:

SOUTH CAROLINA LICENSURE REQUIREMENTS

The following general education requirements apply to all secondary licensure programs. They also apply to early childhood, elementary, and middle level licensure programs, with the exception of specific requirements in mathematics as noted.

C. CHANGE on page 176 of the current catalog

FROM:

*Credit toward graduation may not be earned in both Physical Science 101 and 102 and any Chemistry course or Physics course. Psychology does NOT count as science for Early Childhood Education teacher certification. Students should not take both Biology 104 and 105.

<u>Pre-Professional Education</u>	7 hours
EDUC 190.....	3
EDUC 191.....	1
(EDUC 190 and 191 are corequisites)	
EDUC 305.....	3
<u>Professional Education</u>	
(Requires Admission to the Program).	31 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	1
ECE 302.....	3
(Prerequisite to Block A and B courses)	
Block A*	
ECE 314 - Block A	3
ECE 319 - Block A	2
ECE 321 - Block A	3
ECE 380 - Block A	2
Block B*	
EDUC 391 - Block B	2
EDUC 313 - Block B	3
ECE 315 - Block B	3
ECE 320 - Block B	3
ECE 420 - Block B	3
Student Teaching Block*	15 hours
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12
Supporting Courses.....	18 hours
ART 217.....	3
ENG 313 – Block A	3
ENG 341	3
HLTH 312.....	3

MATH 370.....	3
PSY 315	3
Elective	3 hours

* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.

Minimum hours required for graduation..... 125 hours

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

Early Childhood Majors have the option to complete South Carolina State Department of Education requirements to add an Elementary Education requirement to add an Elementary Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ELEM 315, ELEM 317, and Education 312. They will also need to pass PRAXIS II Content Exam 5015.

TO:

<u>Pre-Professional Education</u>	7 hours
EDUC 190.....	3
EDUC 191.....	1
(EDUC 190 and 191 are corequisites)	
EDUC 305.....	3
<u>Professional Education</u>	
(Requires Admission to the Program).34 hours	
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	1
ECE 302	3
(Prerequisite to Block A and B courses)	
Block A*	
ECE 314 - Block A	3
ECE 319 - Block A	2
ECE 321 - Block A	3
ECE 380 - Block A	2
Block B*	
EDUC 391 - Block B	2
EDUC 313 - Block B	3

ECE 315 - Block B	3
ECE 320 - Block B	3
ECE 420 - Block B	3
Student Teaching Block*	15 hours
EDUC 487	2
EDUC 489	1
EDUC 490	12
Supporting Courses	18 hours
ART 217	3
ENG 313 – Block A	3
ENG 341	3
HLTH 312	3
MATH 370	3
PSY 315	3
Elective	3 hours

* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.

Minimum hours required for graduation 125 hours.

ADDING AN ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

D. **CHANGE** on page 177 of the current catalog

FROM:

ADDING AN EARLY CHILDHOOD ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Early Childhood Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ECE 320, ECE 420, and ECE 319. They will also need to pass PRAXIS II content Exam 0021 or 5021.

ADDING A MIDDLE LEVEL EDUCATION ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add a Middle Level Education endorsement while completing their undergraduate requirements. Middle Level endorsements may be obtained for English/Language Arts, Mathematics, Science, or Social Studies. Middle Level endorsement will allow candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. See the attached chart for requirements for each area.

Content Area–English/Language ArtsPRAXIS II– 0049 or 5049

Course Work:

MLE 422: MLE Curriculum & Philosophy

Psych 316: Adolescent Behavior

At least 3 additional hours in English needed

Content Area –MathematicsPRAXIS II–0069

Course Work:

MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior

At least 6 additional hours in Mathematics needed

Content Area–Science.....PRAXIS II–0439

Course Work:

MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior

At least 4 additional hours in Science needed

Content Area–Social StudiesPRAXIS II–0089 or 5089

Course Work:

MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior

At least 3 additional hours in Social Studies needed

TO:

ADDING AN ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

E. **CHANGE** on page 178-9 of the current catalog

FROM:

MIDDLE LEVEL EDUCATION

Coordinator: Dr. Jackson F. Lee Jr.

Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be certified to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics). Candidates seeking licensure must complete the specific requirements listed below:

General Education.....	48 hours
Communication.....	9 hours
ENG 112	3
ENG 200	3
SPCO 101	3
Mathematics	6 hours
MATH 132 or higher	3
MATH 134.....	3
Social Sciences.....	9 hours
GEOG 101	3
POL 101 or 103.....	3
An additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	
Humanities	12 hours
HIST Elective.....	3
LIT Elective	3
Art 101, Music 101, or Theatre 101.....	3
Art, History, Literature, Music, Philosophy and	

Religious Studies, or Theatre.....	3
Sciences (Should include both biological and physical sciences).....	12 hours
BIOL 103, 104 or 105.....	4
Physical Science 101.....	4
BIOL or Phys Sci Elec or PSY 206/216.....	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
<u>Pre-Professional Education</u>	7 hours
EDUC 190, 191.....	4
EDUC 190 and 191 are corequisites	
EDUC 305.....	3
Supporting Courses.....	6 hours
PSY 316	3
<u>Professional Education Courses</u>	
(Require admission to the program)*	27 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	
EDUC 380.....	2
EDUC 411.....	3
MLE 394 (may be taken with either methods course)	2
MLE 422	3
Student Teaching Block	
EDUC 487.....	2
EDUC 489: Student Teaching Seminar	1
EDUC 490: Directed Teaching.....	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education)	38-43 hours
Middle Level English/Language Arts	19 hours
ENG 300	3
ENG 310	3
ENG 315	3
ENG 340	3
ENG 341	3
MLE 314.....	4
Middle Level Mathematics.....	19 hours
MATH 201	3
MATH 230.....	3

MATH 235.....	3
MATH 345.....	3
MATH Elec – 200 or higher.....	3
MLE 316: Teaching Middle Level Mathematics	4

Middle Level Science24 hours

Relevant General Education Choices

Biology 105 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	

Specialty Courses

Biology 106.....	4
Physics 215	4
Physics 216	4
Physical Science 103.....	4
Option: CHEM 102 or any Biology above 2004	
MLE 317	4

Middle Level Social Studies19 hours

Relevant General Education choices

GEOG 101	
POL SCI 101	
POL SCI 205	
HIST 202, United States Since 1865	
PSY 206/216	

Specialty Courses

ECON 203.....	3
ECON 204.....	3
HIST 203.....	3
HIST 204.....	3
HIST 316.....	3
HIST 300/400 level elective (optional to earn a minor in history)	
MLE 315	4

Minimum hours required for graduation. 129 hours

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Elementary Education endorsement

while completing their undergraduate requirements. Adding Elementary Education allows candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses (if they have not been taken previously): MLE 316 (MLE 316), MLE 317 (MLE 317), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exam 5015.

ADDING A SECONDARY ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add a Secondary Education endorsement (in a selected area) while completing their undergraduate requirements. Adding Secondary Education allows candidates to teach 5-12. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add a Secondary Education endorsement in one area, candidates should take the following courses (if they have not been taken previously) and PRAXIS Examinations:

MLE Concentration – English/Language Arts

Secondary Endorsement – English

PRAXIS II–5044 or 0044

Additional Courses:

English 306, 316, American or British Literature (3)

MLE Concentration – Mathematics

Secondary Endorsement – Mathematics

PRAXIS II–5061 or 0061 and 0063

Additional Courses:

Algebra (abstract & linear) (6)

Math 134 (Recommended)

MLE Concentration – Science

Secondary Endorsement – Biology

PRAXIS II–0030 or 0070

Additional Courses:

18 hours of Science, Biology 105/115 (Recommended)

MLE Concentration – Science**Secondary Endorsement – Science (all fields)****PRAXIS II–0030 OR 0070***Additional Courses:*

Marine Biology/Science (6-8), Chemistry 102 (Recommended)

MLE Concentration – Social Studies**Secondary Endorsement – Social Studies (all fields)****PRAXIS II–5086 or 0086***Additional Courses:*

History 201 (U.S. History), History 205 (Recommended)

Geography 102 (Recommended)

MLE Concentration – Social Studies**Secondary Endorsement – History****PRAXIS II–5086 or 0086***Additional Courses:*

History 201 (U.S. History), History 205 (Recommended)

Geography 102 (Recommended)

TO:**MIDDLE LEVEL EDUCATION**

Coordinator: Dr. Jackson F. Lee Jr.

Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be certified to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics). Candidates seeking licensure must complete the specific requirements listed below:

General Education.....	48 hours
Communication.....	9 hours
ENG 112	3
ENG 200	3
SPCO 101	3
Mathematics.....	6 hours
MATH 132 or higher	3

MATH 134.....	3
Social Sciences.....	9 hours
GEOG 101	3
POL 101 or 103.....	3
An additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	
Humanities	12 hours
HIST Elective.....	3
LIT Elective	3
Art 101, Music 101, or Theatre 101.....	3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre.....	3
Sciences (Should include both biological and physical sciences).....	12 hours
BIOL 103, 104 or 105.....	4
Physical Science 101.....	4
BIOL or Phys Sci Elec or PSY 206/216	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
<u>Pre-Professional Education</u>	7 hours
EDUC 190, 191.....	4
EDUC 190 and 191 are corequisites	
EDUC 305.....	3
Supporting Courses.....	6 hours
Health 301	3
PSY 316	3
<u>Professional Education Courses</u>	
(Require admission to the program)*	32 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	1
EDUC 380.....	2
EDUC 411.....	3
EDUC 394 (may be taken with either methods course)	2
MLE 422	3
Student Teaching Block	
EDUC 487.....	2
EDUC 489: Student Teaching Seminar	1
EDUC 490: Directed Teaching.....	12

Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education)38-43 hours

Middle Level English/Language Arts ..18 hours

ENG 300	3
ENG 310	3
ENG 315	3
ENG 340	3
ENG 341	3
MLE 314	3

Middle Level Mathematics.....18 hours

MATH 201	3
MATH 230.....	3
MATH 235.....	3
MATH 345.....	3
MATH Elec – 200 or higher	3
MLE 316: Teaching Middle Level Mathematics	3

Middle Level Science23 hours

Relevant General Education Choices

Biology 105 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	

Specialty Courses

Biology 106.....	4
Physics 215	4
Physics 216	4
Physical Science 103.....	4
Option: CHEM 102 or any Biology above 200.....	4
MLE 317	3

Middle Level Social Studies18 hours

Relevant General Education choices

GEOG 101	
POL 101	
POL 205	
HIST 202	
PSY 206/216	

Specialty Courses

ECON 203.....	3
ECON 204.....	3

HIST 203.....	3
HIST 204.....	3
HIST 316.....	3
HIST 300/400 level elective (optional to earn a minor in history)	
MLE 315	3
Minimum hours required for graduation.....	129 hours

ADDING AN ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

F. **MODIFY** on page 181, the course 394 Clinical Experience: Middle Level

FROM:

MIDDLE LEVEL EDUCATION COURSES (MLE)

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). 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.

TO

EDUCATION COURSES (EDUC)

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.

G. MODIFY on page 181, the course description of EDUC 190, Foundations of Education

FROM:

190 Foundations of Education (3) (Corequisite 191) F, S. This course is required of all candidates seeking certification, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society.

TO:

190 Foundations of Education (3) (Corequisite 191) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society.

H. MODIFY on page 181, the course description of EDUC 191 Preparation for Education Program Admission

FROM:

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking certification, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to Live Text and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, Education and Economic Development Act, required state examinations, expected professional dispositions and relevant School of Education policies and procedures. Requires a minimum of 25 hours in clinical experience. Students completing SC Teacher Cadets are required to take this course but are exempt from the clinical requirements.

TO:

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any

FMU School of Education program. Included will be orientation to Live Text and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, and introduction to the Education and Economic Development Act, required state examinations, expected professional dispositions, and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience. Students completing SC Teacher Cadets are required to take this course but are exempt from the clinical requirements.

I. MODIFY on page 181-2, the course description of 311 Foundations of Instructional Planning and Assessment

FROM:

311 Foundations of Instructional Planning and Assessment (3) (Prerequisite: Admission to Professional Education Program) F, S, SU Designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. Introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

TO:

311 Foundations of Instructional Planning and Assessment (3) (Prerequisite: Admission to Professional Education Program) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

J. MODIFY on page 182, the course description of 313 Field Experiences in Instructional Planning and Assessment

FROM:

313 Field Experiences in Instructional Planning and Assessment (1) (Prerequisite: Admission to Professional Education Program; Prerequisite/corequisite: EDUC 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. Requires a minimum of 35 hours in clinical experience in public schools.

TO:

313 Field Experiences in Instructional Planning and Assessment (1) (Prerequisite: Admission to Professional Education Program; Prerequisite/corequisite: EDUC 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 35 hours in clinical experience in public schools.

K. MODIFY on page 182, the course description of EDUC 391, Clinical Experience: Early Childhood

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. Requires a minimum of 40 hours in clinical experience in public schools.

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.

L. MODIFY on page 182, the course description of EDUC 392, Clinical Experience: Elementary

FROM:

392 Clinical Experience: Elementary (2:1-3) (Prerequisite: Admission to the Professional Education Program and corequisites: ELEM 315 and ELEM 317 to be taken simultaneously) F, S. 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. Requires a minimum of 40 hours in clinical experience in public schools.

TO:

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.

M. MODIFY on page 182, the course description of EDUC 393, Clinical Experience: Secondary

FROM:

393 Clinical Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching.) F. Designed to provide all secondary certification students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching. Requires a minimum of 40 hours in clinical experience in public schools.

TO:

393 Clinical Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching.) F. This course is designed to provide all secondary students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills

appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching. This course requires a minimum of 40 hours in clinical experience in public schools.

N. MODIFY on page 183, the course description of EDUC 491, Senior Level Internship

FROM:

491 Senior Level Internship (12) (Corequisites: 487, 489) F, S. This course is designed for Early Childhood and Elementary Education majors. The course allows the student opportunities to work with individuals at all levels in a public youth serving agency. This course will not satisfy certification requirements.

TO:

491 Senior Level Internship (12) (Corequisites: 487, 489) F, S. This course is designed for Early Childhood and Elementary Education majors. The course allows the student opportunities to work with individuals at all levels in a public youth serving agency. This course will not satisfy licensure requirements.

O. MODIFY on page 184, the course description of PE 401, Physical Education in the Elementary School

FROM:

401 Physical Education in the Elementary School (3) (Prerequisite: Education 299) F, S. Establishes the place of physical education in the total educational picture, its relationship to educational theory and laws of learning. Students will participate and assist as observers with limited responsibility for the planning and conducting of class in conjunction with an experienced physical education teacher.

TO:

401 Physical Education in the Elementary School (3) (Prerequisite: Education 190/191) F, S. This course establishes the place of physical education in the total educational picture, its relationship to educational theory and laws of learning. Students will participate and assist as observers with limited responsibility for the planning and conducting of class in conjunction with an experienced physical education teacher.

V. Graduate Council

1. Proposal from the Department of Nursing (note, these additions were approved by both the AAC and the Graduate Council):

A. ADD on page 78:

Interprofessional Healthcare (Course only: no major, minor, or collateral)

RATIONALE:

This course is the first of many courses that may be shared among the growing health professional programs at FMU. This course also affords the interdisciplinary ARCH students access to healthcare screening clinical to assist them in any of the healthcare professions they choose. This course will continue the ARCH tradition by providing hands-on experience in healthcare by establishing two screening clinics and other independent clinical experiences for those students interested in dental or physical therapy programs post graduation. An application process will continue as was done by the ARCH program.

B. ADD on page 197:**INTERPROFESSIONAL HEALTHCARE**

IPHC 500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 10 students.) This service-learning course provides the learner interested in rural healthcare the theoretical foundations and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.