

Minutes
Faculty Meeting
February 21, 2012 – 3:45 p.m. – Lowrimore Auditorium

I. Call to order – Chair Best called the meeting to order at 3:49 p.m.

II. The Minutes from the November 22, 2011 meeting were approved as posted.

III. Elections

Faculty Chair – Rebecca Flannagan

At-Large Senate (2) – Larry Englehardt, Bill Whitmire

IV. Report from the Executive Committee – Chair Best read a “Thank You” note from Honorary Doctor Recipient and former Chair of the Nursing Department, Dr. Sylvia Lufkin.

V. Report from Faculty Senate

A. Report from the Faculty Senate (*See attachment for proposals.*)

1. Executive Committee

1. Item a concerning changing the Mission Statement on page 7 of the current catalogue. - passed

2. Office of Provost

2. Items a-d concerning the deletion of International Studies as a major and relevant changes in the *Catalog* to accommodate this change. - passed

3. Department of Chemistry

3. Item 3 concerning the addition of the Bachelor of Science in Pharmaceutical Studies (BSPS). - passed

4. Department of Fine Arts

a. Item a concerning changing THEA 220 to THEA 320. - passed

b. Item b concerning changing THEA 221 to THEA 321. - passed

c. Item c concerning changing the course description and numbering of THEA 391 to THEA 291. - passed

d. Item d concerning changing the course requirements for a Major in Theatre Arts. – passed

e. Item e concerning changing the course requirements for a Minor in Theatre Arts. - passed

f. Item f concerning changing the catalog description of THEA 209. - passed

g. Item g concerning changing the prerequisites for ART 231, Typography. - passed

h. Item h concerning changing the prerequisites for ART 330, Visual Communication II. - passed

i. Item i concerning changing the prerequisites for ART 331, Interactive Communication I. - passed

j. Item j concerning changing the prerequisites for ART 430, Visual Communication III. - passed

k. Item k concerning changing the prerequisites for ART 311, Ceramic Sculpture. - passed

l. Item l concerning the deletion of a redundant requirement. - passed

5. School of Education

a. Item a concerning changing MLE 318 to MLE 316, Teaching Mathematics to Middle Level Students. - passed

- b. Item b concerning changing MLE 319 to MLE 317, Teaching Science to Middle Level Students. - passed
- c. Item c concerning changing MLE 320 to MLE 315, Teaching Social Studies to Middle Level Students. - passed
- d. Item 4 concerning changing MLE 312 to MLE 314, Teaching English Language Arts to Middle Level Students. - passed
- e. Item e concerning adding MLE 394, Clinical Experience: Middle Level. - passed
- f. Items 1. – 8. concern catalog changes relevant to the MLE course changes. - passed
- g. Item g concerning modifications to EDUC 190. - passed
- h. Item h concerning modifications to EDUC 191. - passed
- i. Item i concerning changing EDUC 303 to EDUC 310, Using Technology Effectively in the Classroom. - passed
- j. Items 1. – 10. concern catalog changes relative to the addition of EDUC 310. - passed

VI. Candidates for Professor Emeritus 2012 - approved

Dr. Ken Dye (Dates: 1972-1997, 2002-2011, total 34 years)

Dr. John Sutton (1987-2012)

Dr. Jeff Pompe (1988-2012)

VII. Old Business - none

VIII. New Business - none

IX. Announcements – Chair Best announced that in addition to himself, the other Honorary Doctorate recipients at the Spring Commencement would be Former Ambassador Joe Melrose and Dr. Johnny Bruce of the Bruce and Lee Foundation - various other announcements were made concerning upcoming campus events.

X. Adjournment – the meeting adjourned at 4:02 p.m.

A. Faculty Senate

1. Executive Committee

CHANGE, on page 7 of the current catalog under “PURPOSE-MISSION STATEMENT,” the first few sentences of the second paragraph,

FROM:

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent undergraduate education in the liberal arts and selected professional programs. The University now offers bachelor's degrees in liberal arts disciplines, business, education, and nursing; master's degrees in business, education, and psychology; and a specialist degree in school psychology.

TO:

Francis Marion University adheres to the primary purpose for which it was established as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers master's degrees in business, education, nursing, and psychology, as well as a specialist degree in school psychology.

RATIONALE: This is merely a change to reflect the addition of new programs. There are also a few stylistic changes.

2. Proposal from the Office of the Provost:

a. **REMOVAL** from the option for students to earn a major in International Studies,

Rationale: The Commission on Higher Education informed Francis Marion University in November 2011 that due to low numbers of students graduating with a major in International Studies this degree should no longer be offered at the University. Students currently declared as a major in International Studies may complete their degree program using their current catalog, but no new majors in International Studies may be declared starting with the 2012-2013 catalog. The option of a minor or collateral in International Studies will not be affected.

b. **CHANGE** the following text under International Studies on page 188 of the current catalog:

FROM:**MISSION STATEMENT**

Today's citizens need to know as much as possible about this complex world in which we are all so interdependent. Many academic disciplines contribute to that goal. The International Studies Program, which is multi-disciplinary, focuses attention on two areas in particular: international politics and the international economy. Within that framework students may concentrate on geographic areas: Europe, Latin America, or Africa-Middle East-Asia. Also, we work closely with the International Exchange Program and strongly urge students to spend a semester abroad at one of our partner institutions. Students may take a major, minor, or collateral in International Studies simply to learn more about the

interconnected world in which they live. More likely, they will major or minor in order to prepare for careers in business, government, international agencies, and education or to prepare for further study.

MAJOR

A major in International Studies requires at least 33 hours, no more than 12 of which may be below the 300 level. Specific requirements are as follows:

1. Area Requirements
 - a) Introduction to International Studies
 - Area A: 6 hours*
 - b) Primary Concentration
 - Area B: International Politics or..... 9 hours*
 - Area C: International Economics
and Business..... 9 hours*
 - c) Secondary Concentration
 - Area D: Africa, Middle East, Asia or..... 9 hours*
 - Area E: Europe or 9 hours*
 - Area F: Latin America..... 9 hours*
 - d) Electives
 - Area A-G..... 6 hours*

* A course listed in more than one area may not be counted toward requirements in more than one area.

2. INTS 400 (3 hours): Senior Project
3. Completion of a course in a foreign language numbered 202 or above
4. One of the following options:
 - a) two 12-hour collaterals approved by the faculty advisor (The foreign language requirement may be counted toward a collateral.)
 - b) an 18-hour minor approved by the faculty adviser (The foreign language requirement may be counted toward a minor.)

International Studies majors are encouraged to pursue collateral or minor in foreign language.

TO:

MISSION STATEMENT

Today's citizens need to know as much as possible about this complex world in which we are all so interdependent. Many academic disciplines contribute to that goal. The International Studies Program, which is multi-disciplinary, focuses attention on two areas in particular: international politics and the international economy. Within that framework students may concentrate on geographic areas: Europe, Latin America, or Africa-Middle East-Asia. Also, we work closely with the International Exchange Program and strongly urge students to spend a semester abroad at one of our partner institutions. Students may take a minor or collateral in International Studies simply to learn more about the interconnected world in which they live. More likely, they will minor in order to prepare for careers in business, government, international agencies, and education or to prepare for further study.

Rationale: This removes the text describing the major in International Studies from the Mission Statement as well as the breakdown of the degree requirement for the major. **The sections describing the minor and collateral do not need modification.**

- c. **CHANGE** the following text under International Studies on page 189 of the current catalog.

FROM:**Area G. Elective Courses**

ARTH 390 Twentieth Century Art
 ARTH 400 Contemporary Art since 1980
 ENG 314 World Literature
 ENG 455 Advanced Study in International Literature
 FOREIGN LANGUAGE: 3-6 hours above 299 level
 GEOG 101 Cultural Geography
 HIST 309 Europe, 1814-1914
 HIST 324 Traditional East Asia
 HIST 329 Europe in the Era of the World Wars

INTS 298-299 International Studies: Travel Seminars (3+3)

Students may earn three hours credit for each of two travel seminars conducted by FMU faculty or travel seminars conducted by faculty from other universities or colleges approved by the International Studies Committee. Students may also earn three hours credit (S/U) for INTS 299 by successful completion of a semester in an official FMU International Exchange Program. The three hours credit will count toward the major or minor, but will not be calculated in the student's grade point average.

INTS 497 International Studies: Special Studies (3) (2) (1) Individual research project under the guidance of a faculty member. Research projects must be approved by the International Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with grade point average of 3.0 or higher in their major courses. (May be used as a substitute for a required program course with the permission of the International Studies Committee. May be taken for credit [3 hours] towards the Honors degree by special arrangement.)

MCOM 405 Foreign Reporting
 SOCI 419 Population and Society

INTS 400 International Studies: Senior Project (3 hours) Each International Studies major is required to take this course. It includes examination of current issues in international relations and a major research project.

TO:**Area G. Elective Courses**

ARTH 390 Twentieth Century Art
 ARTH 400 Contemporary Art since 1980
 ENG 314 World Literature
 ENG 455 Advanced Study in International Literature
 FOREIGN LANGUAGE: 3-6 hours above 299 level
 GEOG 101 Cultural Geography
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INTS 298-299 International Studies: Travel Seminars (3+3)

Students may earn three hours credit for each of two travel seminars conducted by FMU faculty or travel seminars conducted by faculty from other universities or colleges approved by the International Studies Committee. Students may also earn three hours credit (S/U) for INTS 299 by successful completion of a semester in an official FMU International

Exchange Program. The three hours credit will count toward the minor but will not be calculated in the student's grade point average.

INTS 497 International Studies: Special Studies (3) (2) (1) Individual research project under the guidance of a faculty member. Research projects must be approved by the International Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with grade point average of 3.0 or higher in their major courses. (May be used as a substitute for a required program course with the permission of the International Studies Committee.

May be taken for credit [3 hours] towards the Honors degree by special arrangement.)

MCOM 405 Foreign Reporting
SOCI 419 Population and Society

INTS 400 International Studies: Senior Project (3 hours) It includes examination of current issues in international relations and a major research project.

Rationale: This removes the text describing the major in International Studies from the course description for INTS 298-299 and INTS 400. INTS 400 no longer specifies that this course is required of all majors in International Studies.

d. CHANGE the following text under Other Academic Programs, section Interdisciplinary Programs on page 76 of the current catalog.

FROM:

International Studies (B.A., minor, collateral)

TO:

International Studies (Minor, collateral)

Rationale: This removes the text describing the major in International Studies.

3. Proposal from the Department of Chemistry (pending approval of the Planning Summary by CHE on January 19.)

ADD, on page 185 of the current catalog the following:

ARRANGEMENT IN PHARMACEUTICAL STUDIES WITH THE SOUTH CAROLINA COLLEGE OF PHARMACY – THE BACHELOR OF SCIENCE IN PHARMACEUTICAL STUDIES (BSPS)

Coordinator: Dr. Kristofoland Varazo

This arrangement allows students who have completed their initial pre-pharmacy program at FMU and are subsequently admitted into the Doctor of Pharmacy program at the South Carolina College of Pharmacy (SCCP) to complete a baccalaureate degree at Francis Marion University after completion of the first year at the College of Pharmacy. This program is governed by an agreement between the two institutions and is only open to those students accepted into the Doctor of Pharmacy program at the South Carolina College of Pharmacy.

A Bachelor of Science in Pharmaceutical Studies from FMU is awarded after successful completion of at least 120 hours to include the following:

1. A minimum of 61 semester hours at FMU including the admission requirements for the SCCP

Biology – 16 semester hours

General Biology (Biology 105,106).....	8 hours
Human Anatomy (Biology 205).....	4 hours
Human Physiology (Biology 406).....	4 hours

Chemistry - 16 hours

General Chemistry (Chemistry 101, 102).....	8 hours
Organic Chemistry (Chemistry 201-202).....	8 hours

Mathematics – 6 hours

Probability and Statistics (Math 134).....	3 hours
Differential Calculus (Math 201).....	3 hours

Physics – 8 hours

General Physics (Physics 215, 216).....	8 hours
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English – 6 hours

English Composition (English 112, 200).....	6 hours
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Economics – 3 hours

Intro to Macroeconomics (Economics 204).....	3 hours
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Psychology – 3 hours

Intro to Psychology (Psychology 206).....	3 hours
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Speech Communication – 3 hours

Oral Communication (Speech 101).....	3 hours
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2. A minimum of 29 semester hours at FMU including fulfillment of all remaining FMU General Education requirements:

Social Sciences – 6 hours

Political Science 101 or 103.....	3 hours
Anthropology, Economics, Geography, Political Science or Sociology.....	3 hours

Humanities – 12 hours

Literature (any language).....	3 hours
History.....	3 hours
Art 101, Music 101, or Theatre 101.....	3 hours
Art, History, Literature (any language), Music, Philosophy and Religious Studies, or Theatre.....	3 hours

Electives.....11 hours

3. Admission to, and successful completion of, 30 semester hours at the South Carolina College of Pharmacy. A student who successfully completes 30 hours of course work, and is in good standing at the SCCP, must submit a transcript of the work to Francis Marion University. The student will then be awarded a Bachelor of Science Degree in Pharmaceutical Studies from Francis Marion University. These same thirty hours will also count toward the student's Pharmacy degree at SCCP.

Rationale: One of the key programs offered by the Chemistry Department at FMU is the Pre-Pharmacy Curriculum. This requires 70 credit hours in science, math, and general education courses. Students who complete the required courses, and who compile a good enough record, are accepted into a College of Pharmacy, most commonly the South Carolina College of Pharmacy, and transfer there after two, or

more commonly three years. These students are then, on paper, seen as not graduating from FMU, even though they have been successfully prepared by FMU for graduate studies in Pharmacy.

This proposal would allow those students who spend three years at FMU, and who complete at least 90 credit hours here, to transfer back to FMU 30 credit hours from their first year at the College of Pharmacy. They would then be awarded a Bachelor's degree from FMU, entitled the Bachelor of Science in Pharmaceutical Studies (BSPS). FMU would gain credit for a successful graduate, and the student would receive a degree in four years. Under the current system, the student receives no degree until completion of the Doctor of Pharmacy degree, after four years at the College of Pharmacy.

Recent discussions with the Campus Dean of the South Carolina College of Pharmacy indicate their strong support for this arrangement.

4. Proposal from the Department of Fine Arts:

a. **CHANGE**, on page 110 of the current catalog,

FROM:

220 THEA Theatre History I: Beginning to 1700 (3) Prerequisite: English 200) AF.
Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

TO:

320 Theatre History I: Beginning to 1700 (3) Prerequisite: English 200) AF.
Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

b. **CHANGE**, on page 110 of the current catalog,

FROM:

221 THEA Theatre History II: 1700 to the present (3) Prerequisite: English 200) AF.
Study of the Western theatre, both its physical form and literature, from 1700 to the present.

TO:

321 Theatre History II: 1700 to the present (3) Prerequisite: English 200) AF.
Study of the Western theatre, both its physical form and literature, from 1700 to the present.

c. **CHANGE**, on page 110 of the current catalog,

FROM:

391 THEA Script Analysis: (3) (Prerequisite: English 200) AF. Fundamentals of play analysis for the purposes of performance and production. Specific plays will be read and analyzed from all production perspectives, regardless of theatrical specialization. Emphasis will be placed upon the analysis of form, content, style, genre, characterization, and the identification of potential production problems.

TO:

291 Script Analysis: (3) (Prerequisite: English 112) AF. Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

Rationale: Currently, we offer Script Analysis as one of the most advanced courses we teach. Initially, the Theatre History courses were created by the former Chair of the Fine Arts (Dr. Sanderson) before a course in Script Analysis was created. Also, the course in Script Analysis (THEA 391) was originally created over a decade ago to be linked with Playwriting (ENG 390). In practice, the linking of the two courses has never worked as students rarely take both courses and, when they do, rarely in sequence. Given the evolution of the courses over the past several years as faculty has changed, the department feels the students and the program would be better served with these changes.

Because the script is the point at which performance begins, Script Analysis should be offered as a foundation course. The theatre major or minor, in all areas of specialization of theatre, should begin their program of study with the ability to analyze a script in ways suitable for all specializations in theatre as the various specializations inform each other. Theatre terminology and theory is introduced and explained in Script Analysis, which can later be utilized in more advanced and specific theatre classes.

Though the study of theatre history certainly informs all aspects of theatre, it is more appropriate for the student to take Theatre History as a 300 level course as the student moves further into their program and on toward specialization. Successful completion of 200 level courses in theatre (Script Analysis, Theatrical Makeup, Stagecraft, Acting I, Acting II, Costume Crafts) provides more mature students a frame of reference by which they can then compare their 200 level knowledge and experiences in theatre with a more critical reading of historic theatre practices. Thus, change to a higher course number also allows for additional course content featuring emphasis on advanced critical thinking and writing skills.

Thus, they must learn how to analyze a script in order to accomplish the basic requirements of theatre (200 level courses). Then, those basic courses can be combined with a historical reading of theatre practices and theory in order to inform their more advanced classes in their program of specialization.

d. **CHANGE**, on page 109 of the current catalog, in the section labeled MAJOR:

FROM:

A major in theatre arts required the following:

1. Theatre 210 (4 one-semester hour courses), 201, 202, 203, 209, 220, 221, 301, SPCO 203, AND English 320
2. 6 semester hours selected from English 321, 325, 390 and 391

TO:

A major in theatre arts required the following:

1. Theatre 210 (4 one-semester hour courses), 201, 202, 203, 209, 301, 320, 321, SPCO 203, AND English 320
2. 6 semester hours selected from English 321, 325, 390, and Theatre 291

e. **CHANGE**: on page 109 of the current catalog, in the section labeled MINOR:

FROM:

A minor in theatre arts requires 18 semester hours, including THEA 201, 202, 203, 209, 301, and 3 semester hours selected from THEA 205, 210, 220, 221, 302, 303, 309, 402, SPCO 203 and ENG 320.

TO:

A MINOR IN THEATRE ARTS REQUIRES 18 SEMESTER HOURS, INCLUDING thea 201, 202, 203, 209, 301, and 3 semester hours selected from THEA 205, 210, 302, 303, 309, 320, 321, 402, SPCO 203 and ENG 320.

Rationale: This incorporates the course number changes from items 1., 2., and 3. Into the course listings under the requirements for the MAJOR and the MINOR.

f. **CHANGE** , on page 110 of the current catalog,

FROM:

209 Costume Crafts (3:2-2) AF. Basic training in costume crafts and construction with emphasis on current trends. Lecture and illustration of present design-construction methods.

TO:

209 Introduction to Costume Technology (3:2-2) F. Basic training in costume craft and construction technologies. Lecture, demonstration, and practical application of costume technology that may include sewing, pattern making, millinery, and fabric dyeing.

g. **CHANGE** , on page 111 of the current catalog, the prerequisite

FROM:

231 Typography (3:1-5) (Prerequisite: 230)

TO:

231 Typography (3:1-5) (Prerequisite: 204 and 206 or permission of the department)

h. **CHANGE** , on page 112 of the current catalog, the prerequisite

FROM:

330 Visual Communication II (3:1-5) (Prerequisite: 231)

TO:

330 Visual Communication II (3:1-5) (Prerequisite: 230 and 231 or permission of the department)

i. **CHANGE** , on page 112 of the current catalog, the prerequisite

FROM:

331 Interactive Communication I (3:1-5) (Prerequisite: 330 or permission of the department)

TO:

331 Interactive Communication I (3:1-5) (Prerequisite: 230 and 231 or permission of the department)

j. **CHANGE** , on page 112 of the current catalog, the prerequisite

FROM:

430 Visual Communication III (3:1-5) (Prerequisite: 330)

TO:

430 Visual Communication III (3:1-5) (Prerequisite: 330 and 331 or permission of the department)

- k. **CHANGE** , on page 112 of the current catalog, the prerequisite

FROM:

311 Ceramic Sculpture (3:1-5) (Prerequisite: 205 or 210 or permission of department)

TO:

311 Ceramic Sculpture (3:1-5) (Prerequisite: 205 and 210 or permission of department)

Rationale: Students taking the courses in the Visual Communication track are finding that current catalog prerequisites are keeping them from moving towards graduation as effectively as they could with the changes listed above. These changes will not have an impact on the course work or ability of the student to comprehend skills and theory being taught in each class so the prerequisites are not necessary. This will allow students to move more seamlessly through the program.

Students need the background in both courses to be prepared for the sculptural course.

- l. **DELETE** , on page 111 of the current catalog after **MAJOR**, the following

5. Completion of a foreign language through 202.

Rationale: Not necessary. This is stated in the General Education degree requirement information in the catalog and therefore redundant. This was proposed in an earlier catalog change and may have been missed

5. Proposal from the School of Education:

- a. **Change** , on page 177, under Middle Level Education Courses (MLE), the following,

FROM:

318 Teaching Middle Level Mathematics (4) (Prerequisite: Admission to the Professional Education Program) This course introduces the teacher candidate to the mathematics curriculum, teaching techniques, and evaluation practices through an examination of the mathematics content found in the typical middle school classroom. This course has a required field experience. Requires a minimum of 20 hours in clinical experience in public schools.

TO:

316 Teaching Mathematics to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) The purpose of this course is to introduce the prospective middle level mathematics teacher to the issues, trends, challenges, current curriculum development projects, and research in middle school mathematics education. Specifically, this course intends to investigate the mathematics curriculum, teaching procedures, and evaluation practices through an examination of the mathematics content in the typical middle school classroom.

- b. **Change** , on page 177, under Middle Level Education Courses (MLE), the following,

FROM:

319 Teaching Middle Level Science (4) (Prerequisite: Admission to the Professional Education Program) Teacher candidates will study and practice components of successful science instruction for middle level students with emphasis on helping students meet South Carolina Science Academic Standards. This course has a required field experience. Requires a minimum of 20 hours in clinical experience in public schools.

TO:

317 Teaching Science to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) The course focuses on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches.

- c. **Change** , on page 177, under Middle Level Education Courses (MLE), the following,

FROM:

320 Teaching Middle Level Social Studies (4) (Prerequisite: Admissions to the Professional Education Program) This course focuses on the content, methods and materials necessary to teach middle level social studies. This course has a required field experience. Requires a minimum of 20 hours in clinical experience in public schools.

TO

315 Teaching Social Studies to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) This course meets the "Standards for Social Studies Teachers" approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course.

- d. **Change** , on page 177, under Middle Level Education Courses (MLE), the following,

FROM:

321 Teaching Middle Level Language Arts (4) (Prerequisite: Admission to the Professional Education Program) This course will examine the current trends and practices in the teaching of English/language arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum. This course has a required field experience. Requires a minimum of 20 hours clinical experience in public schools.

TO:

314 Teaching English Language Arts to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) This course will examine the current trends and practices in the teaching of English Language Arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum.

- e. **ADD** , on page 177, under Middle Level Education Courses (MLE), the following,

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.

Rationale: Middle Level majors are required to successfully complete two methods courses as part of their major. Currently each methods course is 4 semester hours – 3 hours lecture, 1 hour clinical experience (20 clock hours in a public middle school). Due to low enrollment, the middle level methods courses are taught jointly with their 3 semester hour elementary education

equivalent (Elem 314, 315, 316 and 317) in a fifth or sixth grade setting. The final hour is spent in a separate common methods lab that includes some MLE content, 20 hours of clinical experiences and Teacher Candidate Work Sample preparation.

- a. This 1 semester hour (20 clinical hours) experience is difficult to schedule for both candidates and the instructor assigned to it.
- b. Currently, the instructor for the experience does not receive any FTE credit for teaching it, but has a significant workload in the class. The new lab structure will allow the instructor to receive appropriate credit for teaching.
- c. If numbers in either the elementary education or middle level education programs increase significantly, middle level methods courses may be taught separately from the elementary education equivalents

The changes in the numbering of the courses, gives each middle level course the same number as its elementary education equivalent.

f. **1. CHANGE**, on page 175 – under Middle Level English/Language Arts

From:
MLE 321
To:
MLE 314

2. CHANGE, on page 175 – under Middle Level Mathematics

From:
MLE 318
To:
MLE 316

3. CHANGE, on page 175 – under Middle Level Science

From:
MLE 319
To:
MLE 317

4. CHANGE, on page 175 – under Middle Level Social Studies

From:
MLE 320
To:
MLE 315

5. CHANGE, on page 175 – right hand column, first paragraph

From:
Elem 316 (MLE 320), Elem 317 (MLE 319), ...
To:

Elem 316 (MLE 316), Elem 317 (MLE 317), ...

6. ADD, on Page 174 (right hand column, junior year under Methods One)

MLE 394 (may be taken with either methods course) 3

7. ADD, on page 175 (to top of page, left column before MLE 422)

MLE 394 (may be taken with either methods course) 2

8. **CHANGE**, on Page 175

From:

To add an Elementary Education endorsement, candidates should take the following courses (if not taken previously): Elem 316 (MLE 320), Elem 317 (MLE 319), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exams: 0011 and 0012.

To:

To add an Elementary Education endorsement, candidates should take the following courses (if not taken previously): Elem 316 (MLE 316), Elem 317 (MLE 317), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exams: 0011 and 0012

g. **CHANGE**, on page 177 of the current catalog,

FROM:

190 Foundations of Education (3) (Corequisite 191) F, S. Potential teacher candidates will receive their first clinical experiences in this course. They will also 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. Requires a minimum of 25 hours in clinical experience.

TO:

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.

h. **CHANGE**, on page 177 of the current catalog,

FROM:

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Required of all candidates seeking certification, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any 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

TO:

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidates 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.

Rationale: Educ 190 is largely a theory/background course with a strong content component. By moving the clinical experience from Educ 190 to 191, the instructors can avoid issues that result from students who successfully complete the content part of Educ 190 but fail to complete the clinical part or vice versa.

i. **CHANGE** , on page 177 of the current catalog,

FROM:

303 Using Technology Effectively in the Classroom (2) (Prerequisite: Admission to Professional Education Program) F,S. A hands-on approach for using instructional technology to enhance classroom instruction. Practical applications include planning, implementing, and evaluating a variety of software and hardware products for developing instructional and teacher resources in a classroom setting.

TO:

310 Using Technology Effectively in the Classroom (3). Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards—ISTE standards.

Rationale: School of Education stopped offering EDUC 303 course because it would not meet the Computer Science General Education requirements. Since Computer Science is no longer required we are substituting this updated course with EDUC 310.

j. 1. **CHANGE** on page 172 of the current catalog under the COURSE SEQUENCE FOR EARLY CHILDHOOD EDUCATION MAJORS

FROM:

Sophomore Year
Spring

Computer Science 150 (special section) 3

TO:

Education 310 3

2. **CHANGE** , on page 173 of the current catalog under the COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS

FROM:

Sophomore Year
Spring

Computer Science 150 (special section) 3

TO:

Education 310 3

3. **CHANGE** ,on page 174 of the current catalog under the COURSE SEQUENCE FOR MIDDLE LEVEL EDUCATION

FROM:

Sophomore Year
Spring

Computer Science 150 (special section) 3

TO:

Education 310 3

4. **ADD**, on page 90-- (English Teacher Certification)
 (to list of professional education courses before Educ 311)
 Educ 310 3

5. **CHANGE**, on page 94 (Junior year, right hand column)

From:

Computer Science 150 (special section) 3

To:

Educ 310 3

6. **ADD**, on page 105 (Art Education)
Add (to list of professional education courses, right column before Educ 311)
 Educ 310 3

7. **ADD**, on page 170 (under Early Childhood Education left column)
 (to list of professional education courses before Educ 311)
 Educ 310 3

8. **ADD**, on page 170 (under Elementary Education right column)
 (to list of professional education courses before Educ 311)
 Educ 310 3

9. **ADD**, on page 175 (Middle Level Education)
 (to top of page, left column before Educ 311)
 Educ 310 3

10. **ADD**, page 176 (Secondary Education)
 (top of page, right hand column before Educ 311)
 Educ 310 3

Or

CS at 190 level or higher