

Minutes
Faculty Meeting – Lowrimore Auditorium
3:45 p.m. - November 23, 2010

- I. Chair Best called the meeting to order at 3:47 p.m.
- II. The minutes from the October 11, 2010 Faculty Meeting were approved as posted.
- III. Reports from Committees
 - A. Executive Committee

Chair Best made announced the December graduation speaker and the Honorary Degree recipients. Also announced: the university will go to a four day work schedule this summer.
 - B. Report from the Faculty Senate (*See attachment for proposals. See appendix for supporting materials.*)
 1. Department of Biology

Item A concerning the addition of the course BIOL 236, Human Physiology. - passed
Item B concerning changing the BIOL 406 title from Human Physiology to General Physiology. - passed
Items C-F concerning catalog changes relevant to the above course changes. - passed
 2. Department of Fine Arts

Item A concerning changes in the required courses for Teacher Certification in Art Education, placing ART 230 as an option rather than a requirement. - passed
Item B concerning changes in some of the options for the Visual Arts minor. - passed
 3. Department of History

Items A and B concerning changes in course descriptions for HIST 201 and HIST 202. - passed
Item C concerning the addition of HIST 346, Civil War America. - passed
Item D concerning the deletion of HIST 304, The American West. - passed
 4. Department of Mathematics

Item A concerning the deletion of MATH 115, Finite Mathematics. - passed
Item B concerning changing the course title for MATH 121. - passed
Item C concerning changing the prerequisite for MATH 499. - passed
 5. Department of Nursing

Item A concerning waiving PSY 334 as a general education requirement for RN-BSN Students. - passed
Item B concerning waiving CHEM 102 as a general education requirement for RN-BSN Students. - passed
 6. School of Business

Item A concerning the addition of a new course, CS 475, Internship in Computer Science. - passed
Item B concerning the addition of math prerequisites for the description of CS 190. - passed
Item C concerning clarifying math prerequisites for CS 150. - passed
Item D concerning adding CS 475 as an elective in the major. - passed
Item E concerning clarifying catalog copy related to CS 480. - passed
Item F and G concerning re-arranging where Math 230 appears in the CS Major description. - passed
Item H concerning changing requirements for the CS minor to make the language consistent with the descriptions for the CS major. - passed

Item I concerning deleting a redundant phrase in multiple catalog course descriptions. - passed

7. School of Education

Items A concerning deleting EDUC 290 and EDUC 299. - passed

Item B concerning adding EDUC 190 and EDUC 191. - passed

Items C-N concerning catalog changes relevant to the deletions and additions surrounding Items A and B. - passed

8. Faculty Life Committee

Item A concerning changes on page 61 of the current Faculty Handbook. - passed

IV. The Candidates for Graduation December 18, 2010 were approved as distributed as a forwarded email attachment from H. Elizabeth McLean, Registrar.

V. Candidates for Professor Emeritus 2011

KATHERINE POMPE, retiring as Professor of Art after 22 years of service. - approved

BARBARA THAYER, who has 22 years at FMU and is retiring as Associate Prof. - approved

VI. Old Business - none

VII. New Business - none

VIII. Announcements – Various announcements were made about upcoming campus events and end of the semester activities.

IX. The meeting adjourned at 3:57 p.m.

Attachment to the Faculty Agenda – November 23, 2010

1. Proposal from the Department of Biology:

A. ADD, on page 80 of the current catalog,

236 Human Physiology (4:3-3) (Prerequisite: 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and human body systems, emphasizing their mechanisms of operation, including clinical considerations. Credit cannot be given for both BIOL 236 and BIOL 406.

B. CHANGE on page 84 of the current catalog,

From:

406 Human Physiology (4:3-3) (Prerequisite: 106 or 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and systems of man, emphasizing their mechanisms of operation, including clinical considerations.

To:

406 General Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201 or permission of department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both BIOL 236 and BIOL 406.

Rationale: Given the large numbers of pre-nursing students who are required to take human physiology for admissions to the nursing program, there are limited seats available for biology and other majors who require or desire to take it. The current BIOL 406 course is, in fact, dominated by a vast majority of pre-nursing students, most of whom are sophomores. We are therefore proposing a 200 level course that is more suitable for the pre-nursing students, which will allow other students to register for the existing 400 level course.

C. CHANGE, on page 84 of the current catalog, the title of **Biol 406**

From: Human Physiology

To: General Physiology

Rationale: The pre-nursing course will be titled 'Human Physiology' and the upper-level course as 'General Physiology' to avoid confusion.

D. CHANGE, on page 84 of the current catalog, the prerequisites for **Biol 406**

From: (Prerequisite: 106 or 205 and Chemistry 102...

To: (Prerequisite: 106 and Chemistry 201...

Rationale: The 406 course will use a more advanced physiology textbook compared to the human physiology course designed for pre-nursing students. To grasp the more difficult material, it is necessary for students to have completed the first semester of organic chemistry (Chem201). This places more upper-level students in the class (juniors or seniors) who have potentially completed cell biology and/or genetics and have a better understanding of basic concepts and lab techniques.

For requirements for Admission into the School of Nursing

- E. **CHANGE**, on page 126 of the current catalog under **BACHELOR OF SCIENCE IN NURSING (B.S.N.)**, the prerequisites for the BSN degree

From:

The science courses considered core are Biology 105, . Biology 205, Human Anatomy, Biology 311, Microbiology, Biology 406 or 410 (Physiology course), Chemistry 101 and Chemistry 102.

To:

The science courses considered core are Biology 105, Biology 205, Human Anatomy, Biology 311, Microbiology, Biology 236, 406 or 410 (Physiology course), Chemistry 101 and Chemistry 102.

- F. **CHANGE** , at the top of page 130 of the current catalog, coursework necessary to apply to the nursing program at

From:

Biology 406 or 4104

To:

Biology 236, 406 or 4104

This will not affect the total completed credit hours required for admission into the nursing program, regardless if the student already has completed a bachelor's degree.

2. Proposal from the Department of Fine Arts:

- A. **CHANGE**, on page 105 of current catalog, under **TEACHER CERTIFICATION OPTION IN ART EDUCATION**

From:

Studio Courses.....15 hours
 ART 2303
 Select nine hours from ART 207, 208, or 218, 210, 2159
 Select three hours above the 299 level3

To:

Studio Courses.....15 hours
 Select nine hours from ART 207, 208, 218, 210, 215, 230, 2319
 Select six hours above the 299 level6

Rationale: Eliminating the separate ART230 requirement and making it optional like other specialty studio courses will provide students a direct access to two courses above 299 in any specialty area. The Photography and Visual Communications specialty have two courses each (ART 208 & 218) and (ART 230 & 231) required before a 300 level course can be taken. This change will provide more depth in the

specialties. The National Association of Schools of Art and Design (NASAD) standard suggested is 9 hours of intermediate and advanced (300 and above) course work in a studio specialty area and this will provide students in the Art Education program 6 hours.

B. CHANGE, on page 111 of the current catalog, under **MINOR**

From:

A minor in visual arts requires 18 semester hours, including:

6 semester hours selected from Art 207, 208 or 218, 210, 215 and/or 230; (only 208 or 218 may count toward the general education requirements)

To:

A minor in visual arts requires 18 semester hours, including:

6 semester hours selected from Art 207, 208, 218, 210, 215, 230, 231.

Rationale: The addition of 231 is a required offering if a student wants to complete a 300 level course in the Visual Communication specialty for their Minor. ART 230 and ART 231 are prerequisites for ART 330 in the Visual Communication specialty. ART 208 and ART 218 have to both be included as they are prerequisite for ART 308 and ART 318.

3. Proposal from the Department of History:

A. CHANGE, on page 113 of the current catalog, the course title and description for **Hist 201**

From:

201 United States History to 1865 (3) General survey of the United States from the era of discovery until 1865, emphasizing major political, economic, social, and intellectual developments.

TO:

201 United States History to 1877 (3) General survey of the United States from the era of discovery until 1877, emphasizing major political, economic, social, and intellectual developments.

B. CHANGE, on page 113 of the current catalog, the course title and description for **Hist 202**

From:

202 United States History since 1865 (3) General survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments.

TO:

202 United States History since 1877 (3) General survey of the United States from 1877 to the present, emphasizing major political, economic, social, and intellectual developments.

Rationale: There are several reasons for making this change. First, each year adds to the amount of material one has to cover in HIST 202 to reach the present. Making the dividing line 1877 will free up lecture/discussion time, allowing instructors to reach the present. Second, dividing the class at 1865 means separating the Civil War from the era of Reconstruction. These two periods in U.S. history are

oftentimes combined, particularly in upper-level courses, because one leads directly to the other. By making the division 1877 will allow students more clearly to view the connection between the Civil War and Reconstruction. Finally, many other universities, including the University of Houston, the University of Mississippi, Purdue University, Ohio State University, and Georgia Tech use 1877 as the dividing line. Separating HIST 201 and 202 at 1877 will not be inconsistent with what other universities are doing.

C. **ADD**, on page 114 of the current catalog:

346 Civil War America (3) This course will examine the Civil War era in its broad cultural and social context beginning with a study of the divergent paths of the American people in the early 19th century and culminating in an examination of how the events of this era reshaped the understanding of concepts such as freedom, loyalty and equality. A special emphasis will be placed on the interrelationship between battle front and home front. One 200 level history course or permission of the department is prerequisite to all history courses above the 299 level.

Rationale: Most universities in the United States offer a course in the Civil War. Professional historians devote much research and a large number of publications to this topic. Many of our students at Francis Marion University have expressed an interest in such a course since the 1970s. Many people in the local community have also indicated an interest in the Civil War. It remains a popular topic in the public media of the United States.

D. **DELETE**, on page 117 of the current catalog:

304 The American West (3) Study of the American migration across the continent with special emphasis on the Trans-Mississippi West. Topics discussed include explorers, fur traders, miners, cattlemen, Indians, farmers, issues of the 20th century, and the West in legend and literature. One 200 level history course or permission of the department is prerequisite to all history courses above the 299 level.

4. Proposal from the Department of Mathematics:

A. **DELETE**, on page 122 of the current catalog,

115 Finite Mathematics

Rationale: Math 115 has not been, nor is planned to be, offered in several decades.

B. **CHANGE**, on page 122 of the current catalog, the course title of Math 121.

From:

121 Introduction to Mathematical Modeling and Problem Solving II

To:

121 Introduction to Mathematical Modeling and Problem Solving

Rationale: With the deletion of Math 120 last year, Math 121 no longer needs to be designated the second mathematical modeling course.

C. **CHANGE**, on page 124 of the current catalog, the prerequisite for Math 499.

From:

A grade of C or higher in Math 230 or 311 and at least 24 hours of mathematics required for the major; should be taken the semester of graduation or the semester before graduation.

To:

A grade of C or higher in Math 230 or 311, at least 24 hours of mathematics required for the major, and permission of the department; should be taken the semester of graduation or the semester before graduation.

Rationale: Permission of the department allows the department to allow only students nearing graduation enrollment in the course.

5. Proposal from the Department of Nursing:

A. **CHANGE**, on page 126 of the current catalog, under **General Education and Required Courses:**

From:

English 112.....	3
English 200.....	3
Speech Communications.....	3
Computer Science.....	3
Political Science 101 or 103.....	3
Social Science Elective.....	3
Psychology 334.....	3
Literature.....	3
History.....	3
Art 101, Music 101, or Theatre 101.....	3
Humanities Elective.....	3
Mathematics 111 or higher.....	3
Mathematics 134.....	3

To:

English 112.....	3
English 200.....	3
Speech Communications.....	3
Computer Science.....	3
Political Science 101 or 103.....	3
Social Science Elective.....	3
*Psychology 334.....	3
Literature.....	3
History.....	3
Art 101, Music 101, or Theatre 101.....	3
Humanities Elective.....	3
Mathematics 111 or higher.....	3
Mathematics 134.....	3

* R.N. - B.S.N. students may take a social science elective in place

of Psychology 334

B. CHANGE, on page 130 of the current catalog,

From:

*Biology 105.....	4
Biology 205	4
Biology 311.....	4
Biology 406 or 410.....	4
Chemistry 101	3
Chemistry 102	3
TOTAL	63 hours

* waived for R.N.-B.S.N. students

The following is a list of required courses of students applying the nursing program **who have** a bachelor's degree:

Psychology 334	3
Mathematics 134.....	3
Biology 205	4
Biology 311	4
Biology 406 or 410	4
Science elective – Biology or Chemistry.....	4
TOTAL	22 hours

To:

*Biology 105.....	4
Biology 205	4
Biology 311.....	4
Biology 406 or 410.....	4
Chemistry 101	4
*Chemistry 102	4
TOTAL	63 hours

* Not required for R.N.-B.S.N. students

The following is a list of required courses of students applying to the generic or R.N-B.S.N. nursing program **who have** a bachelor's degree:

*Psychology 334	3
Mathematics 134.....	3
Biology 205	4
Biology 311	4
Biology 406 or 410	4
Science elective – Biology or Chemistry.....	4
TOTAL	22 hours

*Not required for R.N. to B.S.N. students

Rationale for the removal of Psych 334 (Life Span Development):

It is acknowledged that a course of study in human growth and development is critical for the

understanding of the human process

All Associate Degree in Nursing programs in South Carolina have a 200 level required growth and development course as part of the programs' degree requirements. This course is adequate to prepare the students to pass the licensing examination and practice as a registered nurse.

Two classes of nurses have been started at Francis Marion University using a Psych 334 waiver and have been successful in meeting the program requirements and have exhibited enhanced nursing practice.

Rationale for the removal of chemistry as required courses:

Chemistry 101 and 102 are required courses for the generic nursing students to provide the foundation of knowledge for successfully completing the upper division nursing courses such as Pharmacology. No chemistry related content is taught in the nursing program since this content is taught in the chemistry courses.

The Associate Degree in Nursing programs in South Carolina include relevant chemistry content as part of the nursing program, rather than requiring separate chemistry courses. This content is focused to include what nurses need to successfully practice, to pass chemistry-related courses such as Pharmacology, and to pass the NClex exam, which is the national licensing exam for registered nurses.

While acknowledging the chemistry content taught to the Associate degree nurses their ADN programs have adequately prepared them to practice nursing. All nurses who enter the Francis Marion University RN to BSN program are graduates of an accredited Associate Degree in Nursing program, have successfully passed the licensure examination, and are practicing nursing in their chosen specialty area.

To continue to require two chemistry courses would delay the entry of registered nurses to the RN to BSN program by at least one year.

Two classes of nurses have been started at Francis Marion University using a chemistry waiver and have been successful in meeting the program requirements and have exhibited enhanced nursing practice.

A number of MSN programs in South Carolina and on-line have been reviewed and the only masters program that requires any chemistry background is anesthesia.

6. Proposal from the School of Business:

A. **ADD**, on page 167 of the current catalog:

475 Internship in Computer Science (3) (Prerequisites: A 2.5 overall GPA in the Computer Science major; approval by the student's adviser, program coordinator, faculty member responsible for the course administration, and department chair.) F, S, SU. This course integrates a student's classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, the student will engage in a number of supervisor-directed activities documented in a learning agreement that will subsequently be used as part of the student's evaluation for the course.

B. **ADD**, on page 166 of the current catalog, to the description of **CS 190**:

(Prerequisite: Math 111 or 121 [or eligibility to take a MATH course higher than MATH 121])

This would be inserted after the course hours and before the terms the course is offered.

Rationale: Like CS 150, CS 190 can be used to satisfy the computer science general education requirement, yet it lacks any prerequisites. The course is an introduction to programming, and typically requires creating computer-based solutions to problems of a mathematical nature, typically at the level of basic algebra. Students completing either of Math 111 or Math 121 would possess sufficient preparation for this course.

C. **CHANGE**, on page 166 of the current catalog, in the description of **CS 150**:

From:

(Prerequisite: Eligibility to take Math 111 [or higher])

To:

(Prerequisite: Eligibility to take Math 111 or 121 [or higher])

Rationale: Math 121 is recommended for non-math and non-science majors needing appropriate math instruction. However, CS150, as the most frequently used CS course for the general education computer science requirement, lists only Math 111 as an explicit requirement, leading to possible confusion among students who are majoring in disciplines other than science or mathematics as to whether they are eligible to take CS150 or not. This change clarifies the prerequisites so that students placed in Math 121 can take CS 150 without securing further permissions.

D. **CHANGE**, on page 164 of the current catalog, the following under **MAJOR**:

From:

2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440.

To:

2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440, 475.

Rationale: The CS faculty feels that the course CS475, Internship in Computer Science should be treated as an elective course within the CS program for the purpose of awarding credit. Therefore, this course has been added to the list of approved elective courses in CS.

E. **CHANGE**, on page 164 of the current catalog, the following under **MAJOR**:

From:

3. Three hours of CS 480 – Senior Seminar

To:

3. CS 480 - Senior Seminar

Rationale: The course description of CS 480 indicates that the course may only be taken for three hours of credit, whereas the current item (3) implies that the course may be taken for variable credit, which is incorrect.

F. DELETE, on page 164 of the current catalog, the following under **MAJOR**:

4. Math 230, which should normally be completed before taking any computer science course above the 299 level.

Rationale: This course is part of the applied mathematics minor, described in current item (6). As it is currently worded, this item implies that Math 230 is an integral part of the CS major, as well as part of the math minor, whereas the original intent of the item was to emphasize when the course should be taken, as provided in the accompanying text. Note that by implementing this change, succeeding items in the list of requirements will have to be renumbered.

G. CHANGE, on page 164 of the current catalog, the following under **MAJOR**:

From:

6. A minor in applied mathematics consisting of Math 201, 202, 230, 312, and either 203 and 425 or 304 and 305.

To:

5. A minor in applied mathematics consisting of Math 201, 202, 230 (which should normally be taken before completing any computer science course above the 299 level), 312, and either 203 and 425 or 304 and 305.

Rationale: In conjunction with proposal item (D), this revision incorporates the intent of the deleted item (4) from the list of major requirements, making it clear that Math 230 is part of the applied math minor, but emphasizing its placement in the sequence of courses required for the major. The number change reflects the deletion of item (4), as presented in part F of this proposal.

H. CHANGE, on page 164 of the current catalog, the following under **MINOR**:

From:

Three courses chosen from CS280 or higher. (Math 230 is a prerequisite for taking computer science courses above the 299 level.)

To:

Three courses chosen from CS280 or higher. (Math 230 should normally be taken before completing any computer science course above the 299 level).

Rationale: This change in wording makes the requirements for the minor consistent with the requirements for the major, in regards to taking CS courses above the 299 level.

I. DELETE, on pages 166 – 167 of the current catalog, in the catalog descriptions of the courses CS310, 313, 318, 330, 340, 350, 360, 401, 410, 420, 425, 430, 437, 480, and 497:

Must have a 2.25 GPA or higher in all courses which are required in the computer science major or minor.

Rationale: This sentence is redundant, as the requirement is explicitly included in the first point of current item (7) under the requirements of the major, on page 164 of the catalog.

7. Proposal from the School of Education:

A. **DELETE**, on page 176 of the current catalog under EDUCATION COURSES (EDUC), the following:

290 The Student, The School and Community (2) (Corequisite: 299) F, S, SU. This course will provide prospective teachers with current information about the community and how its various cultural, societal, and economic components impact on the school system. A special focus of this course is on career awareness and technological developments in the workplace and how they impact on professional educators. Education 290 and 299 should be taken simultaneously.

299 Introduction to Education (2) (Corequisite: 290), F, S, SU. This course introduces the student to the profession of teaching and the roles and duties of a professional. Class discussion will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Education 209 and 299 should be taken simultaneously.

B. **ADD**, on page 176 of the current catalog under EDUCATION COURSES (EDUC), the following:

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.

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 LiveText 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.

Rationale: Several forces have come together to encourage the School of Education to make some strategic changes in the structure of our two introductory courses – Education 290 and 299. Here are some of the reasons for looking at these changes:

1. The success of our Teacher Cadet program has ensured that significant numbers of Pee Dee high school students may be interested in teaching and/or FMU.
2. A promise of the Teacher Cadet program is that participants will receive college credit for their experiences in this program.

3. At the current time, Teacher Cadets may only be given 2 semester hours credit for the experience as both 290 and 299 only carry two semester hours of credit.
4. Both Coastal and Coker currently provide three semester hours credit for Teacher Cadets. Whether or not it makes any sense to us, this difference of one hour appears to be making a difference in our recruitment process.
5. The provost has strongly encouraged us to reconsider our current 2:2 credit structure in favor of a 3:1 structure.
6. More students seem to be transferring credits for an introductory course from 2 and 4-year institutions. It is difficult to decide which courses may be transferred.

C. **CHANGE**, on page 90 of the current catalog under Pre-Professional Education, the course number

<u>From:</u>		
EDUC 290 and EDUC 299	4	
<u>To:</u>		
EDUC 190 and EDUC 191	4	

and

<u>From:</u>	
EDUC 290 and EDUC 299 are corequisites	
<u>To:</u>	
EDUC 190 and EDUC 191 are corequisites	

D. **CHANGE**, on page 94 of the current catalog in the 4-year plan for English, Teacher Certification, the course number

<u>From:</u>		
Education 290/299	4	
<u>To:</u>		
Education 190/191	4	

E. **CHANGE**, on page 105 of the current catalog under Professional Education, the course number

<u>From:</u>		
EDUC 290	2	
EDUC 299	2	
<u>To:</u>		
EDUC 190	3	
Educ 191	1	

F. **CHANGE**, on page 121 of the current catalog under Pre-Professional Education, the course number

<u>From:</u>			
EDUC 290 and EDUC 299	4	4	
<u>To:</u>			
EDUC 190 and EDUC 191	4	4	

and

<u>From:</u>	
EDUC 290 and EDUC 299 are corequisites	
<u>To:</u>	
EDUC 190 and EDUC 191 are corequisites	

G. **CHANGE**, on page 168 of the current catalog under (**CHECK POINT I**), the course number,

From:

1. Completion of Education 290/299

To:

1. Completion of Education 190/191

and

From:

3. ... Applications may be secured from:(1) EDUC 299

To:

3. ... Applications may be secured from: (1) EDUC 191

H. **CHANGE**, on page 170 of the current catalog under Pre-Professional Education for EARLY CHILDHOOD EDUCATION, the course number

From:

EDUC 290 2

EDUC 299 2

To:

EDUC 190 3

EDUC 191 1

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

I. **CHANGE**, on page 170 of the current catalog under Pre-Professional Education for ELEMENTARY EDUCATION, the course number

From:

EDUC 290 2

EDUC 299 2

To:

EDUC 190 3

EDUC 191 1

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

J. **CHANGE**, on page 171 of the current catalog under Pre-Professional Education for MIDDLE LEVEL EDUCATION, the course number

From:

EDUC 290, 299 4

To:

EDUC 190, 191 4

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

- K. CHANGE**, on page 172 of the current catalog in the 4-year plan for Early Childhood Education Majors, the course number

From:

Education 290 2

Education 299 3

To:

Education 190 3

Education 191 1

- L. CHANGE**, on page 173 of the current catalog in the 4-year plan for Elementary Education Majors, the course number

From:

Education 290 2

Education 299 3

To:

Education 190 3

Education 191 1

- M. CHANGE**, on page 174 of the current catalog in the 4-year plan for Middle Level Education the course number

From:

Education 290 2

Education 299 3

To:

Education 190 3

Education 191 1

- N. CHANGE**, on page 175 of the current catalog under Pre-Professional Education for SECONDARY EDUCATION, the course number

From:

EDUC 290, 299 4 4

To:

Educ 190, 191 4 4

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

8. Proposal from the Faculty Life Committee

- A. CHANGE on page 61 of the current faculty handbook:**

From:**B. Eligibility**

The opportunity to apply for sabbatical leave is open to those who hold faculty rank at Francis Marion University and who (1) possess the terminal degree in field, (2) are tenured, (3) have been employed full-time for the previous six continuous years at Francis Marion University, and (4) have not taken sabbatical leave in the past six academic years.

To:**B. Eligibility**

The opportunity to apply for sabbatical leave is open to those who hold faculty rank at Francis Marion University and who (1) hold the minimum rank of associate professor, (2) are tenured, (3) have not taken sabbatical leave in the past six academic years, and (4) have been employed full-time for the previous six continuous years at Francis Marion University. Application may be made in the seventh year or later of full-time continuous employment at Francis Marion University.

Rationale 1 A number of our most valuable colleagues are without the terminal degree, and by measure of pure merit, they are as worthy of sabbatical opportunity as any faculty members holding terminal degrees. Furthermore, such a requirement runs counter to the ethos of research, which holds that all research should be judged solely on the quality of the ideas and not by the name or title of the individual presenting the research. Such idealism aside, this is the kind of decision that can and should be left to the judgment of the Professional Development Committee.

Rationale 2: Statement 3 is somewhat vague. The following was an answer given to a request from a faculty member for an interpretation by the Professional Development Committee, which in turn required the advice of the Provost:

“The phrase "previous six years" is clearly intended to mean that a faculty member must have completed a total six continuous years of employment at FMU in order to become eligible to apply for sabbatical leave. In other words, a faculty member cannot apply until the seventh year. The phrase does not mean "be in the sixth continuous year of employment.”

--Richard Chapman