

**Agenda**  
**Faculty Senate Meeting**  
**September 25, 2012**

- I. Call to order and Roll Call**
- II. Approval of Minutes from the April 17, 2012 meeting**
- III. Report from Executive Committee**
- IV. Report from Academic Affairs Committee**
  - 1. Department of Political Science and Geography
    - Item A. Changes the title of POL 305 (currently titled American Political Parties)
    - Item B. Changes the catalog description for POL 305.
  - 2. Bachelor of General Studies Committee
    - Item A. Adds a new area of concentration, Health Studies, to the Bachelor of General Studies Program.
  - 3. School of Business
    - Item A. Changes the course requirements for the Computer major
  - 4. Statement from the Academic Affairs Final Statement on General Education Report 2011 – 2012. (Please see page 5 of the Attachment to the Agenda.)
- V. Report from the Graduate Council**
  - 1. School of Education
    - Item A. Changes the list of elective courses for the Master of Arts in Teaching with major in Learning Disabilities
- VI. Old Business**
- VII. New Business**
- VIII. Announcements**
- IX. Adjournment**

**Attachment to the Senate Agenda – September 25, 2012**

**IV. Academic Affairs**

**1. Proposal from the Department of Political Science and Geography:**

**Item A. CHANGE**, on page 143 of the current catalog, the title of Political Science 305 **FROM:**

American Political Parties

**TO:**

Political Parties and Organizations

**Item B. MODIFY** the course description of Political Science 305, Political Parties and Organizations

**FROM:**

(Prerequisite 101 or 103) Description and analytical examination of the nature and function of political parties in the United States, with emphasis on the nominating process, elections, and political leadership.

**TO:**

(3) (Prerequisite: 101 or 103) Description and analysis of the role and function of political organizations in the United States, including political parties, lobbying groups, and political action committees. The impacts of these organizations on American political life is of particular interest.

**Rationale and justification**

The current title and catalog description of POL 305 omits organizational actors (like Political Action Committees) that have an increasing impact on American politics, from candidate selection to funding campaigns to impact on the policy-making process. Expanding the scope of POL 305 exposes students to contemporary political science scholarship focused on the interrelationships between a variety of organizational actors and their impacts on the American political environment. This expansion in scope also allows for a significant increase in relevant content without having to add a new course.

**2. Proposal from the BACHELOR OF General Studies Committee:**

**Item A. ADD**, on page 187 of the current catalog, after d. Management Technology [and its area listings]:

e. Health Studies:

Nursing (at least 3 courses), Contemporary Health Issues HLTH 301, Kinesiological Foundation of Coaching PE 318, The Physiological Basis of Exercise

PE 319, Physiology BIO 406, Immunology BIO 407, Pediatric Psychology PSY 306, Human Sexuality PSY 312, Health Psychology/Behavioral Medicine PSY 314, Abnormal Psychology PSY 325, The Psychology of Relationships PSY 332, Life Span Development PSY 334, Social Gerontology SOC 327, Alcohol, Drugs and Society SOC 347, Sociology of Health and Illness SOC 375, and Death and Dying in Social Contexts SOC 387

**Rationale:** This proposal is to add a much-needed new area to the four already extant Bachelor of General Study areas, in order enable students leaving the FMU Nursing program, either forcibly or voluntarily -- at either an intermediate or even an advanced stage, the possibility of a earning an FMU degree related to Nursing. Otherwise, leaving the Nursing program would put an undue burden on degree-seeking students whose Nursing courses would not count towards one of the other four BGS options except as electives.

### 3. Proposal from the School of Business:

**Item A. CHANGE** on page 167 of the current catalog, the following under **MAJOR:**

#### **FROM:**

A major in computer science requires:

1. Major Core (30 semester hours)  
CS 226, 227, 280, 310, 313, 318, 340, 350, 401, and 410
2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440, 475
3. CS 480 – Senior Seminar
4. Either CHEM 101-102 or PHYS 201-202 (Physics recommended), together with the accompanying laboratories
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
6. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor, and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is 42. The minimum number of semester hours in all courses (major and non-major) required for a major in computer science is 120.

#### **TO:**

A major in computer science requires:

1. Major Core (30 semester hours)  
CS 226, 227, 280, 310, 313, 318, 340, 350, 401, and 410
2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440, 475
3. CS 480 – Senior Seminar
4. Either CHEM 101-102 or PHYS 201-202 (Physics recommended).
5. ENG 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider ENG 418 (Advanced Technical Communication) upon successful completion of ENG 318.
6. 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
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is 42. The minimum number of semester hours in all courses (major and non-major) required for a major in computer science is 120.

**Rationale:** The technical nature of communications in data processing, information technology/systems, and computer science places increased demands on individuals to have the ability to utilize the conventions of writing in technology and the sciences. By learning technical writing style and the use of appropriate resources, students will be better prepared to employ this type of communication in upper-level computer science courses and the workplace.

This proposal was developed in discussion with Dr. Christopher Johnson, Chair of the English, Modern Languages, and Philosophy Department, and Dr. Lynn Hanson, Coordinator of the Professional Writing Program, and primary instructor of the English 318 course. Both of them expressed support and encouragement for this, and indicated that the course can accommodate the additional students that the computer science program would provide.

**STATEMENT FROM THE ACADEMIC AFFAIRS COMMITTEE  
ON THE 2010-2011 GENERAL EDUCATION REPORT  
THURSDAY, April 19, 2012  
Revised and Approved: April 23, 2012**

The Francis Marion University Academic Affairs Committee met on Thursday, April 19, 2012 with the charge to review the 2010-2011 General Education Report and to “identify issues of concern regarding the General Education program and propose recommendations for needed changes and improvements.” The 2011-2012 Academic Affairs Committee reports the following:

*After a careful study of 2010-2011 assessment data, the Academic Affairs Committee finds that the General Education goals are currently being met, and the Institutional Effectiveness Committee and the Office of Institutional Research should continue with the current model of assessment and prepare the report for the following academic year using the existing system with these recommendations for improvement of the documenting process:*

- With the exception of the timing of the delivery of the report, which appears to still be problematic, the report appears to conform to the suggestions made by AAC last year.
- AAC would prefer the document submitted by its March meeting (or earlier) for consideration. Though the AAC has requested earlier dates, we have actually been given the report later each year. While we understand that some of this relates to the change in preparers, we would prefer the report earlier in the spring term.
- Document needs improvement in overall readability including, perhaps, including an executive summary at the beginning of the document.
- Each program could be charged with including an executive summary which provides its own analysis of its data, including conclusions and actions items. Combining reports and creating an overall summary would then be made much easier.
- Next year’s report should be written using the newly adopted (spring, 2012) General Education Goals.
- We endorse the recommendation following Table #3 that the “4-neither agree or disagree” be eliminated as an option.
- Need to ensure that individual program reports address the new Goal #3: “the ability to use technology to locate, organize, document, present, and analyze information and ideas.”
- Consider having International Studies program prepare an IE report which would address Goal #4. QEP data could also assist in addressing this goal.
- Consider adding a new question on the Senior Exit Survey about technology.

Respectfully,

Dr. Rebecca Flannagan, Chair  
2011-2012 Academic Affairs Committee

## V. Report from the Graduate Council

### 1. Proposal from the School of Education:

Item A.

**MODIFY on page 212, the PROGRAM FOR MASTER OF ARTS IN TACHING WITH MAJOR IN LEARNING DISABILITIES**

#### **FROM:**

**MASTER OF ARTS IN TEACHING**

**PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES**

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

#### **Education Foundation Core 15 Hours**

EDUC 611 Solving Instructional Problems Using Technology (3)

EDUC 621 Understanding Learning Differences (3)

EDUC 622 Assessment of Learning and Behavior (3)

EDUC 623 Quantitative Research Methods in Education (3)

EDUC 624 Behavior Management of Students with Disabilities (3)

#### **Learning Disabilities Professional Preparation 30 hours**

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)

PSY 664 Practicum: Formal and Informal Assessment (1)

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)

EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)

EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)

EDUC 763 Methods for Teaching Students with Learning Disabilities (3)

EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)

EDUC 769 Case Study, Small Group, and Action Research (3)

EDUC 770 Learning Disabilities: Supervised Internship (9)

#### **Electives 6 hours**

Candidates may select from among the following courses a combination totaling six graduate hours.

Course selection must be made after consultation with program coordinator.

EDUC 620 Foundations of Education (3)  
 EDUC 731 Literacy Development (3)  
 EDUC 732 Quantitative Learning: Pre-School through Middle School (3)  
 EDUC 733 Concepts and Methods in Elementary Science (3)  
 EDUC 734 Concepts and Methods in Elementary Social Studies (3)  
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)  
 EDUC 742 Procedures for the Divergent Learner (3)  
 EDUC 744 Quantitative Processing and the Divergent Learner (3)

**TO:**

**MASTER OF ARTS IN TEACHING**

**PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN  
 LEARNING DISABILITIES**

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

**Education Foundation Core** **15 Hours**

EDUC 611 Solving Instructional Problems Using Technology (3)  
 EDUC 621 Understanding Learning Differences (3)  
 EDUC 622 Assessment of Learning and Behavior (3)  
 EDUC 623 Quantitative Research Methods in Education (3)  
 EDUC 624 Behavior Management of Students with Disabilities (3)

**Learning Disabilities Professional Preparation** **30 hours**

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)  
 PSY 664 Practicum: Formal and Informal Assessment (1)  
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)  
 EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)  
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)  
 EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)  
 EDUC 763 Methods for Teaching Students with Learning Disabilities (3)  
 EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)  
 EDUC 769 Case Study, Small Group, and Action Research (3)  
 EDUC 770 Learning Disabilities: Supervised Internship (9)

**Electives** **6 hours**

Candidates may select from among the following courses a combination totaling six graduate hours. Course selection must be made after consultation with program coordinator.

EDUC 616 Public School Curriculum and Organization K-12 (3)  
EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)  
EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)  
EDUC 742 Procedures for the Divergent Learner (3)  
EDUC 744 Quantitative Processing and the Divergent Learner (3)  
EDUC 771 Introduction to Early Childhood Special Education (3)  
EDUC 780 Assessment of Young Children with Disabilities (3)  
EDUC 784 Methods for Teaching Young Children with Disabilities (3)  
EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

**Rationale for A:** Several courses previously listed as electives for the M.A.T.-LD program are no longer offered on a regular basis. Deletion of these courses as program electives and adding new courses in the area of special education will update the elective course options.