AGENDA
Faculty Meeting
April 11, 2006—McNair Auditorium—3:45 p.m.

I. Call to Order

II. Approval of Minutes

III. Elections (A copy of the slate of nominees appears on page 27-30 of the attachment.)

IV. Report from Jay Kispert, Vice President for Business Affairs

V. Executive Committee Report

VI. Report from the Senate (See the attachment for proposals. See the appendix for supporting materials)
   A. Item I from the Department of Biology concerns modifications to BIO 302 as well as changes in requirements for the major.
   B. Item II is also from the Department of Biology and concerns modifications to the Pre-Veterinary curriculum.
   C. Item III from the Department of Fine Arts concerns changes in prerequisites for courses in the photography specialty.
   D. Item IV from the Department of Math concerns a change in the course description for Math 120 as well as the renumbering of Math 112 and 114.
   E. Item V from the Office of the Provost concerns a substitution in General Education requirements for students in the B.S.N program.
   F. Item VI from the Department of Nursing concerns the deletion of current catalog descriptions relative to the Pre-Nursing curriculum and the addition of the catalog description for the Department of Nursing.
   G. Item VII from the School of Education concerns the addition of a Middle Level Education program and the modification of EDU 799.
   H. Item VIII is also from the School of Education.
      a. Item A concerns changing the title of Physical Education 108.
      b. Items B, C, and D concern the deletion of three courses from the catalog: Physical Education 109, Physical Education 117, and Physical Education 208.
      c. Item E concerns changes to the description and title of ELEM 312.
      d. Items F, G, H, I, J, K, and L concern additions and deletions in the catalog relative to the changes in ELEM
I. Item IX from the School of Business concerns the development of a collateral in Nonprofit Management, the creation of two new courses, NPM 351 and NPM 352, and the placement of these items in the catalog.

J. Item X from the Department of Psychology concerns changing the prerequisite of Psychology 334.

K. Item XI concerns the approval of FMU’s Strategic Plan.

VII. Report from SACS Coordinator, Dr. Lynn Hanson

VIII. Approval of Candidates for Graduation (*Beth McLean distributed a list by e-mail on April 5, 2006*)

IX. Old Business

X. New Business

XI. Announcements

XII. Adjournment
I. Proposal from the Department of Biology:

A. **MODIFY** the name and description for BIOL 302 on page 75

**FROM:**

302 Embryology (4:3-3) (Prerequisite: 106 and Chemistry 101-102) AF. Patterns of development of organ systems among vertebrates using the experimental approach.

**TO:**

302 Developmental Biology (4:3-3) (Prerequisite: 106 and Chemistry 102) AF. How a single cell, the zygote, grows into a multicelled organism. First part of the course focuses on how cells differentiate into specialized types, move around the embryo and communicate with each other. Second part of the course focuses on how molecular mechanisms give rise to major embryonic tissues, organs and organ systems in representative organisms. Also included are discussions about birth defects, sex determination and aging.

B. **CHANGE** the requirements of the biology major to include BIOL 302: Developmental Biology as a cellular course (with BIOL 301: Cell Biology and BIOL 407: Immunology)

C. **CHANGE** major requirement on page 69

**FROM:**

2. Biology 301 or 407

**TO:**

2. Biology 301, 302 or 407

D. **CHANGE** Environmental Science Option on page 70

**FROM:**

Other Biology courses:
Biology 210, 301 or 407, 401, 499………………………………13

**TO:**

Other Biology courses:
Biology 210, 301 or 302 or 407, 401, 499………………13

E. **CHANGE** four year plan for biology majors (spring semester, junior year) on page 72

**FROM:**

Biology (Cell or Immunology)

**TO:**

Biology (Cell, Developmental or Immunology)
F. CHANGE four year plan for environmental science option (spring semester, junior year)

FROM:
Biology 301 or 407

TO:
Biology 301, 302 or 407

II. Proposal from the Department of Biology:

A. MODIFY the description of the PRE-VETERINARY CURRICULUM on page 172

FROM:

PRE-VETERINARY CURRICULUM
Coordinator: Dr. Peter D. King

The courses that follow will assist a student in preparing for enrollment in a school of veterinary medicine. After completion of these courses at the University, a student transferring to another four-year institution in South Carolina for courses in animal science, dairy science, poultry science, animal nutrition, and genetics could complete the minimum program for pre-veterinary medicine. Some of these critical courses are available on-line.

Generally, applicants for a school of veterinary medicine are screened according to scholastic rating. Students with the highest average are given preference. Each student planning a career in veterinary medicine must register with the Chairperson of the Committee on Pre-medical Sciences (Department of Biology, Leatherman Science Facility). Minimum program for pre-veterinary students includes:

63-66 semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6-9</td>
</tr>
<tr>
<td>Biology</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
</tr>
</tbody>
</table>
TO:

PRE-VETERINARY CURRICULUM
Coordinator: Dr. Peter D. King

The pre-veterinary program at Francis Marion University is administered through the Biology Department. FMU offers all the required courses and recommended advanced courses for admission to the College of Veterinary Medicine at the University of Georgia in Athens and at other out-of-state veterinary medicine programs. Other requirements for admission to the UGA program include satisfactory performance in the general GRE and biology GRE and a minimum GPA of 3.0 in a baccalaureate degree.

There is no college of veterinary medicine in South Carolina, but each year up to 17 students are accepted to the College of Veterinary Medicine at UGA, at “in state” tuition rates, under an agreement between South Carolina and Georgia.

Each student should acquaint himself/herself with the specific requirements of the school of veterinary medicine to which he/she plans to apply for admission. Students are strongly advised to register with the coordinator of the pre-veterinary program, Dr. Peter King.

The pre-veterinary program of study is normally undertaken within a Bachelor of Science degree with a biology major and a chemistry minor (including biochemistry, comparative anatomy, vertebrate physiology and microbiology).

Minimum program for pre-veterinary students includes:

- English: 6 hours
- Humanities or Social Sciences: 14 hours
- Inorganic Chemistry: 8 hours
- Organic Chemistry: 8 hours
- Biochemistry: 3 hours
- Physics: 8 hours
- General Biology: 8 hours
- Advanced Biology: 8 hours

All courses must be completed with a minimum grade of C.

III. Proposal from the Department of Fine Arts:

A CHANGE in the catalog listing under “VISUAL ARTS (MAJOR), 3.”, page 101,

FROM:
b) Photography specialty: Art 308, 408, and 6 semester hours of art studio courses approved by the faculty advisor.

**TO:**

b) Photography specialty: Art 308 or 318, 408, and 6 semester hours of art studio courses approved by the faculty advisor.

**Rationale:** This change is necessary to provide an intermediate level course for students wanting to emphasize digital technology in their Photography specialty.

**B. CHANGE** in the catalogue listing under “ART COURSES (ART)”, page 102,

**FROM:**

208 Introductory Photography (3:1-5) Introduction to basic 35mm camera operation, black and white film processing, and darkroom procedures in enlarging and developing prints. Emphasis is on practicing technical skills and learning the basics of photographic composition.

**TO:**

208 Introductory Photography (3:1-5) (Prerequisite: 204) Introduction to basic 35mm camera operation, black and white film processing, and darkroom procedures in enlarging and developing prints. Emphasis is on practicing technical skills and learning the basics of photographic composition.

**Rationale:** This change will align the Introductory Photography course with other studio introductory courses that require the completion of foundation courses in art techniques and principles as prerequisites.

**C. CHANGE** in the catalogue listing under “ART COURSES (ART)”, page 102,

**FROM:**

218 Introduction to Digital Photography (3:1-5) Introduction to Basic Digital Photography including camera operations and computer image manipulations. Emphasis is on learning basic camera function, photographic compositions, and computer enhancement of photographic images.

**TO:**

218 Introduction to Digital Photography (3:1-5) (Prerequisite 206) Introduction to Basic Digital Photography including camera operations and computer image manipulations. Emphasis is on learning basic camera function, photographic compositions, and computer enhancement of photographic images.

**Rationale:** This change will align the Introductory Digital Photography course with other studio introductory courses that require the completion of foundation courses as prerequisites. This change is necessary for foundation knowledge of technology in the arts including operating systems, and basic tools of digital
photography software.

D. **CHANGE** in the catalogue listing under ART COURSES (ART), page 103,

**FROM:**

408 Advanced Photography (3:1-5) (Prerequisite: 308) Emphasis on sustained individual development. Completion of a photographic portfolio as a vehicle for personal expression of a theme or concept. Awareness of contemporary masters is stressed.

**TO:**

408 Advanced Photography (3:1-5) (Prerequisite: 308 or 318) Emphasis on sustained individual development. Completion of a photographic portfolio as a vehicle for personal expression of a theme or concept. Awareness of contemporary masters is stressed.

**Rationale:** This change is necessary to allow the Intermediate student emphasizing digital technology in their Photography specialty (completing 218 and 318) the ability to enroll in the Advanced level.

E. **MODIFY** in the catalog listing under ART COURSES (ART), page 103,

**FROM:**

318 Alternative Photographic Processes (3:1-5) (Prerequisite: 208) Emphasis on experimentation with alternative (non-silver) processes. Further development of photographic skills, techniques, and individual expression.

**TO:**

318 Alternative Digital Imaging (3:1-5) (Prerequisite: 218) Exploration and experimentation with alternative imaging emphasizing digital photography use for imaging concepts and including various software explorations. Further development of digital alternative photographic skills and individual expression.

(Modification document attached.)

**Rationale:** This modification is necessary because today’s photography related positions and/or professional photographic investigation and research requires comprehensive digital skills. This modified course emphasizing alternative techniques and digital methods is not only valid but necessary to keep the photography specialty in the visual arts program current and up to date with contemporary photography instruction and provide intermediate level course work for students wanting to emphasize digital technology in their Photography specialty.

IV. **Proposal from the Department of Mathematics:**

A. **CHANGE** the catalog description for Math 120 on page 113 of the current catalog
FROM:
The study of algebraic operations, linear functions, data analysis, and simple linear regression in an application setting. Credit cannot be given for both Math 105 and 120.

TO:
The study of algebraic operations, linear functions, data analysis, and simple linear regression in an application setting. Credit cannot be given for both Math 105 and 120. A student cannot later take Math 120 for credit (except to raise a grade received in that course) if the student has received credit either for Math 111 or for any mathematics course numbered higher than Math 120.

B. ADD the following statement immediately before the heading “Mathematics Courses (Math)” on page 113 of the current catalog:

A student cannot receive credit for Math 105, 111, 120, or 121 after receiving credit for any mathematics course numbered higher than 121. If a student wishes to take Math 111 for credit after receiving credit for Math 120, he/she must obtain written permission from the Department of Mathematics. A student may repeat a course to raise a grade earned in that course.

C. CHANGE the number of Math 112 to Math 132 on page 113.

D. CHANGE the number of Math 114 to Math 134 on page 113.

Note: Any reference to Math 112 or Math 114 in the catalog should be changed to Math 132 or Math 134 respectively.

V. Proposal from the Office of the Provost:

A. CHANGE on page 64 of the current catalog, “General Education Requirements – Social Sciences”

FROM:
2. b. Anthropology, Economics, Geography, Political Science, or Sociology

TO:
2. b. Anthropology, Economics, Geography, Political Science, or Sociology*

[add at bottom of page] *B.S.N. students may count PSY 334 as social science elective

B. CHANGE on page 64 of the current catalog, bottom matter

FROM:
B.B.A. & B.G.S. degrees must satisfy the general education requirements for either B.S. or B.A.

TO:
B.B.A. & B.G.S. degrees must satisfy the general education requirements for either B.S. or B.A.; B.S.N. degree must satisfy the general education
VI. Proposal from the Department of Nursing:

A. DELETE the section addressing Pre-Nursing Curriculum, page 172.

B. DELETE Curriculum for Pre-Nursing students, page 173.

C. ADD on page 117, revised copy as follows:

DEPARTMENT OF NURSING
Chair: Dr. Sylvia R. Lufkin
Faculty: Adams, Brogdon, Grubbs, Hucks, Kennedy, Thompson, Westphal
Student Services: Jomia Mack

MISSION STATEMENT

The Francis Marion University Department of Nursing prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to inculcate in students the value of lifelong learning. The program prepares students to apply for graduate study.

PROGRAM DESCRIPTION

The Department of Nursing offers an upper-division generic baccalaureate degree in nursing and the RN to BSN program. These programs prepare graduates to function competently as beginning practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the skills laboratory. Lifelong learning as a basis for personal and professional growth is emphasized. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study.

BACHELOR OF SCIENCE IN NURSING (BSN)

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called the 2 + 2 program because applicants must complete 63 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. The student must meet the minimum course content requirements and earn a grade of C or better in each prerequisite course. The student must then apply and be accepted by the nursing program in order to enroll.

Prerequisite courses taken at approved schools may be accepted for transfer if the student
meets the minimum course content requirements and a grade of C or better is earned in all courses taken. Prerequisite coursework is listed under “Curriculum Lower Division.” All prerequisite work must be completed before entering the BSN program.

**Admission Requirements for the Upper Division BSN Degree Program**

1. Complete 63 hours of prerequisite courses and general education.
2. Have a cumulative grade point average of 3.0 or better with a minimum of a C in all courses taken.
3. Have positive recommendations from three references.
4. Meet the SAT or converted ACT requirements for admission to Francis Marion University.
5. Have a successful interview with a faculty member of the Department of Nursing or Student Services staff.

For Fall admission, application deadline is February 1. Applications may be obtained by contacting the Department of Nursing. Admission to the Upper division nursing program is competitive and cannot be guaranteed. The number of students accepted is determined by the availability of clinical placements and faculty for clinical supervision. After admission to nursing, students complete an additional 61 semester hours as listed under “Curriculum Upper Division”.

**Note:** For 2006-07 admissions only: For transfer students who are admitted to upper division nursing, special consideration will be given to curriculum requirements.
## CURRICULUM LOWER DIVISION

### Year 1
**Freshman**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Sem. Hrs.</th>
<th>Course</th>
<th>Spring Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 112</td>
<td>3</td>
<td>English 200</td>
<td>3</td>
</tr>
<tr>
<td>Math 111 (or 132 or 180 or higher)</td>
<td>3</td>
<td>Math 134</td>
<td>3</td>
</tr>
<tr>
<td>Biol 105</td>
<td>4</td>
<td>Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Chem 101*</td>
<td>4</td>
<td>Chem 102</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*Students who do not have the math skills to take Chemistry in the fall of their freshman year should consider attending summer school to improve their math skills before enrolling in Chemistry 101.*

### Year 2
**Sophomore**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Sem. Hrs.</th>
<th>Course</th>
<th>Spring Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Comm. 101</td>
<td>3</td>
<td>Biol 406 or Biol 410</td>
<td>4</td>
</tr>
<tr>
<td>Biol 311</td>
<td>4</td>
<td>Psy 334</td>
<td>3</td>
</tr>
<tr>
<td>Biol 205</td>
<td>4</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (Elective)</td>
<td>3</td>
<td>Art, Music, or Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>Pol Science 101 or 103</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>17</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**TOTAL..................................................................................63 Semester Hours**

*Students who do not have the math skills to take Chemistry in the fall of their freshman year should consider attending summer school to improve their math skills before enrolling in Chemistry 101.*
## CURRICULUM UPPER DIVISION

### Year 3

#### Junior

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Fall Hours</th>
<th>Spring Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 301 Health Assessment¹</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 302 Principles of Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 303 Professional Nursing and Nursing Pract</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 304 Adult Health I and Fundamentals¹</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Year 4

#### Senior

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Fall Hours</th>
<th>Spring Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 401 Nursing Care W/ Child &amp; their Fam.¹</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURS 402 Population Focused Nursing¹</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURS 403 Women’s Health Nursing¹</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**TOTAL.................................................................61**

¹Clinical Component: All students enrolled in clinical courses are required to submit proof of CPR certification which covers the life span, infant to adult. All students are also required to receive the hepatitis vaccine prior to enrollment in clinical courses.
The following is the list of prerequisites for students who do not have a bachelor’s degree:

English Composition 6 hours
Speech Communication 101 3
Computer Science 3
Political Science 101 or 103 3
Psychology 334 3
Social Science 3
Literature (any language) 3
History 3
Art 101, Music 101 or Theatre 101 3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre 3
Mathematics 111 and 134 6
Biology 105 4
Chemistry 101 4
Chemistry 102 4
Biology 205 4
Biology 406 or 410 4
Biology 311 4
TOTAL 63 hours

The following is the list of prerequisites for students who do have a bachelor’s degree:

Psychology 334 3 hours
Biology 205 4
Biology 406 or 410 4
Biology 310 4
Statistics 3
Science Elective – Biology or Chemistry 4
Total 22 hours

VII. Proposal from the School of Education:

A. ADD on page 163, under final requirement for Elementary Education (Minimum hours required for graduation):

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
Communication
ENG 112: Composition II
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200: Writing in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>Speech 101: Basics of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6</td>
</tr>
<tr>
<td>MATH 132 or higher</td>
<td>3</td>
</tr>
<tr>
<td>MATH 134: Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>9</td>
</tr>
<tr>
<td>Geog 101 or Anth 200</td>
<td>3</td>
</tr>
<tr>
<td>POL 101 or 103</td>
<td>3</td>
</tr>
<tr>
<td>An additional 3 hours chosen from</td>
<td>3</td>
</tr>
<tr>
<td>anthropology, economics, geography,</td>
<td></td>
</tr>
<tr>
<td>political science, or sociology</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>12</td>
</tr>
<tr>
<td>HIST Elective</td>
<td>3</td>
</tr>
<tr>
<td>LIT Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 101, Music 101, or Theatre 101</td>
<td>3</td>
</tr>
<tr>
<td>Art, History, Literature, Music, Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>and Religious Studies, or Theatre</td>
<td></td>
</tr>
<tr>
<td><strong>Sciences</strong> (Should include both biological</td>
<td>12</td>
</tr>
<tr>
<td>and physical sciences)</td>
<td></td>
</tr>
<tr>
<td>Bio 103, 104 or 105</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science 101</td>
<td>4</td>
</tr>
<tr>
<td>Bio or Physical Science Elective or Psych 20</td>
<td>4</td>
</tr>
<tr>
<td>6/216 will not count for science concentration</td>
<td></td>
</tr>
<tr>
<td>but is <strong>required</strong> for the social studies concentration.</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Professional Education Courses</strong></td>
<td>8</td>
</tr>
<tr>
<td>EDUC 290: The Student, School &amp; Community</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 299: Introduction to Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 300: Foundations of Instruction</td>
<td>4</td>
</tr>
<tr>
<td><strong>Supporting Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>Hlth 315: Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Psych 316: Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Professional Education Courses (Require admission to the program)</strong>*</td>
<td>26</td>
</tr>
<tr>
<td>EDUC 311: Foundations of Planning and Assessment*</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 312: Teaching and Assessing Reading*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380: Introduction to Exceptional Students*</td>
<td>2</td>
</tr>
<tr>
<td>MLE 422: Middle Level Curriculum and Organization*</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT TEACHING BLOCK</td>
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</tr>
<tr>
<td>EDUC 487: Classroom Management*</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 489: Student Teaching Seminar*</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 490: Directed Teaching*</td>
<td>12</td>
</tr>
</tbody>
</table>

**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: Foundations for Literary Studies 3
- Eng 220: Advanced Composition 3
- Eng 340: Theories of Writing 3
- Eng 310: Modern English Grammar 3
- Eng 315: Literature for Children 3
- MLE 321: Teaching Middle Level Language Arts* 4

**Middle Level Mathematics** 19 hours
- Math 201 Calculus I 3
- Math 230 Discrete Mathematics 3
- Math 235 Mathematics for Middle Level Teachers 3
Math 345 Plane Geometry 3
Math Elective – 200 or higher 3
MLE 318: Teaching Middle Level Mathematics* 4

Middle Level Science 24 hours

Relevant General Education Choices
- Biology 105 (or Biology 103 and 104)
- Chemistry 101
- Astronomy 201: Introduction to Astronomy

Specialty Courses
- Biology 106: Organismal Biology 4
- Physics 215: General Physics I 4
- Physics 216: General Physics II 4
- Environmental Science 201 (Department of Physics and Astronomy) 4
- Option: Chem 102 or any Biology above 200 4
- MLE 319: Teaching Middle Level Science* 4

Middle Level Social Studies 19 hours

Relevant General Education choices
- Geog 101
- Pol Sci 101
- Pol Sci 205
- Hist 202: United States History since 1865
- Psych 206/216

Specialty Courses
- Econ 250: Introduction to the Basic Principles of Economics 3
- Hist 203: European History to the French Revolution 3
- Hist 204: European History since the French Revolution 3
- Hist 316: South Carolina History 3
- Hist 318: Historical Focus (Ancient History) 3
- Hist 300/400 level elective (optional to complete a minor in history) 3
- MLE 320: Teaching Middle Level Social Studies* 4

Minimum hours required for graduation 129 hours

* Admittance to Professional Education Program required prior to taking these courses. Teacher candidates in the Teacher Education Program must maintain a cumulative 2.75 GPA and a 2.75 GPA in Professional Education and Specialty Area courses. Passing scores on the Praxis I (Reading, Writing and Math) and Praxis II Specialty Area tests are program/certification requirements.

B. ADD on page 166 after 401 before section on EDUCATION COURSES (EDUC)

MIDDLE LEVEL EDUCATION (MLE)

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.

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.
Teaching Middle Level Social Studies (4) (Prerequisite: admission 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.

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.

Middle Level Curriculum and Organization (3) (Prerequisite: admission to the professional education program)
A study of school organization and curriculum developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, activity and advisory programs, and community building.

C. CHANGE, on page 199, under EDUCATION COURSES (EDUC), the course description

FROM:

799 Capstone Seminar III: Problem Resolution (3) F, S, SU. The student will continue to demonstrate instructional methods appropriate to the specialty. The centerpiece of the Capstone courses will be a substantive paper, generally of a thesis format (based upon original research). Students may choose alternative approaches involving portfolios or other products; such alternative approaches would include an appropriate paper as a component. The student will present the completed work, near the closure of Education 799, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and selected members of the School of Education faculty.

TO:

799 Capstone Seminar III: Problem Resolution (3) F, S, SU. The student will continue to demonstrate instructional methods appropriate to the specialty. The centerpiece of the Capstone courses will be a substantive paper, generally of a thesis format (based upon original research). Students may choose alternative approaches involving portfolios or other products; such alternative approaches would include an appropriate paper as a component. The student will present the completed work, near the closure of Education 799, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and selected members of the School of Education faculty.

VIII. Proposal from the School of Education:

A. CHANGE the title of PHYSICAL EDUCATION 108, page 168 of the current
catalog:

FROM:

108 Beginning Tennis (1:2) F, S.

TO:

108 Tennis (1:2) F, S. [course description remains the same]

B. DELETE from the catalog listing under PHYSICAL EDUCATION, page 168:

109 Swimming for the Disabled (1:2) (Prerequisite: Permission of physician), F. Designed to assist the student in building or maintaining organic strength and vigor and to provide recreational outlets. The basic safety skills will be taught as well as skills and strokes individually designed for each student.

C. DELETE from the catalog listing under PHYSICAL EDUCATION, page 168:

117 Self Defense (1:2) F. Designed to develop more self-confidence and awareness of body movements through the defense of various attacks. Students will learn how to defend against rear attacks, frontal attacks, and attacks with a knife.

D. DELETE from the catalog listing under PHYSICAL EDUCATION, page 168:

208 Intermediate Tennis: (1:2) (Prerequisite 108) S. Instruction and practice in further development of basic strokes as well as an introduction to advanced strokes, court strategy, and game situation play.

Rationale for changes: PE 208 is problematic due to placement issues (i.e., students have taken some tennis in high school but are not prepared for intermediate level instruction). In addition, many other schools offer only one level of tennis class. PE 109 and 117 are not being taught due to lack of instructional personnel.

E. CHANGE on page 165, under Elementary Education Courses (ELEM)

From:

312 Teaching and Assessing Reading in the Elementary and Middle School (3) F,S,SU . This course will examine the current trends and practices in the teaching of reading in elementary and middle grades. In addition, this course will examine ways of assessing and correcting reading difficulties in P-12 students. The candidates will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern-day classroom.

To:

312 Teaching and Assessing Reading (3) F,S, SU . This course will examine the current trends and practices in the teaching of reading. In addition, this course will examine ways of assessing and correcting reading difficulties in students. The candidate will, at the completion of
this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern-day classroom. Some projects and assignments will be differentiated by student developmental level.

**And Move To:** Page 166 under Education Courses (EDUC)

F. **DELETE:** on page 81 under Professional Education …
   EDUC 503 ……3

G. **Add:** on page 81 under Professional Education …
   EDUC 312…..3

H. **Delete:** on page 85 under Senior Year
   EDUC 503 …..3

   **Add:** on page 85 under Senior Year
   EDUC 312…….3

I. **Delete:** on page 162 and 163 (Version Approved in Fall ’05) under Teaching Area
   ELEM 312……….3

J. **Add:** on page 162 and 163 (Version Approved in Fall ’05) under Teaching Area
   EDUC 312……….3

K. **Delete:** on page 163 (Version Approved in Spring ’06) under Middle Level Education
   ELEM 312……….3

L. **Add:** on page 163 (Version Approved in Spring ’06) under Middle Level Education
   EDUC 312……….3

**Rationale:**

E, I, J, K, and L--Changing the Title and Course Description will allow us to use EDUC 312 as a teaching area requirement in three programs (Elementary, MLE, and Secondary English). Prevents the addition of two courses.

F, G, and H--This change will strengthen the program and facilitate scheduling so more sections are available to Secondary English Majors.

IX. Proposal from the School of Business

A. **ADD** on page 179 of the current catalog:

   NONPROFIT MANAGEMENT (NPM)
MISSION STATEMENT

The collateral in nonprofit management is designed first to introduce students to the contemporary nonprofit sector in terms of its structure and its role in American society, and second, to provide students with an understanding of the management processes and current management issues related to nonprofit organizations. In addition, students gain hands-on experience in nonprofit organizations through visits to nonprofits and through a one-semester internship in a nonprofit organization.

COLLATERAL

A collateral in nonprofit management consists of 12 hours of courses and requires the following:

1. NPM 351 The Nonprofit Sector: Structure and Dynamics........................................3
2. NPM 352 Managing the Nonprofit Organization.......................................................3
3. One course (3 hours) chosen from
   - POL 215 Introduction to Public Administration.................................................3
   - PSY 300 (also listed as SOC 360) Leadership and Group Dynamics.......................3
   - SOC 306 Modern Social Problems........................................................................3
4. Internship (Approved by Coordinator of Nonprofit Management Program):
   - BUS 475, POL 487, PSY 498, SOCI 498 or other)..............................................3

NONPROFIT MANAGEMENT COURSES (NPM)

351 The Nonprofit Sector: Structure and Dynamics (3) F. (Prerequisite: Junior Status or permission of the Program Coordinator) Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society; and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grantmakers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits.

352 Managing the Nonprofit Organization (3) S. (Prerequisite: 351) An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative cost low. Major topics include strategic planning, strategic management, strategic marketing, fund-raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

Rationale: Students majoring in business, political science, psychology, and sociology in particular need a program that provides an understanding of the role of nonprofit organizations, or management processes, and issues related to nonprofits, and an
opportunity to gain hands-on experience with a nonprofit organization. Many of our graduates in these disciplines already pursue employment in nonprofits, and this program is designed to enhance their preparation. The two new courses, NPM 351 and NPM 352, are required to implement the collateral.

B. **ADD** on page 67 of the current catalog, under Interdisciplinary Programs:

   - Nonprofit Management (collateral)

C. **ADD** on page 155 of the current catalog, before the ECONOMICS heading:

**NONPROFIT MANAGEMENT COURSES (NPM)**
Coordinator: TBA

**351 The Nonprofit Sector: Structure and Dynamics** (3) (Prerequisite: Junior Status or permission of the Program Coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grantmakers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits.

**352 Managing the Nonprofit Organization** (3) (Prerequisite: 351) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative cost low. Major topics include strategic planning, strategic management, strategic marketing, fund-raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Humanities or Social Sciences</td>
<td>14</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Biology</td>
<td>8</td>
</tr>
<tr>
<td><strong>63 semester hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

All courses must be completed with a minimum grade of C.

X. **Proposal from the Department of Psychology:**
A. **CHANGE** the prerequisite of Psychology 334 Life Span Development on page 133

**FROM:**
Psychology 334 Life Span Development (3) (Prerequisite: 206) F, S, or SU.

**TO:**
Psychology 334 Life Span Development (3) (Prerequisite: 206 or permission of the department) F, S, or SU.

**Justification:**
To assist in the structuring of the nursing major and in recognition of their preparation, nursing majors will be allowed to enroll in Psychology 334 without Psychology 206.
XI. Strategic Plan Proposal

Background

The University’s Strategic Plan is one of five planning processes that address the eleven Planning Assumptions developed in 2000 and subsequently approved by the Board of Trustees. Taken together these processes comprise the major planning activities of the University. In addition to this Strategic Plan, the other major plans include the Facilities Master Plan, the Accreditation Plan, the Development Plan (Capital Campaign) and the Technology Enhancement Plan.

This University Strategic Plan has been developed collaboratively over several years with significant input from the community, (during the community input phase), the faculties of the School of Business, the School of Education, and the College of Liberal Arts, (by means of their respective strategic plans), and overseen by the Strategic Planning Workgroup. The procedures followed in this strategic planning process were patterned after those advocated in Strategic Management: Concepts and Cases (David, 2001). While the overall process included a review of the University’s mission, analysis of external threats and opportunities, as well as a review of internal strengths and weaknesses; what appears here are the University objectives and strategies derived from those reviews arranged so as to be aligned with the planning assumptions.

11 Planning Assumptions

1. Academic Focus
   Francis Marion University is a public, co-educational institution offering students a strong liberal arts foundation and advanced education in academic disciplines and professions.

2. Student Body
   While maintaining its commitment to educating students from the Pee Dee region, Francis Marion University must incrementally increase its enrollment from the remainder of South Carolina, nationally and internationally.

3. Resources
   Appreciable resource growth for Francis Marion University will be dependent on (1) increasing student enrollment and retention, and (2) increasing financial support from the private sector.

4. Technology
   The University must develop an institution-wide technology planning process that addresses future technology needs of students, faculty, staff and administrative functions.

5. Image
   Francis Marion University must communicate the image of an institution that provides quality educational opportunities and is committed to academic rigor through excellence in teaching.
6. **Athletics**  
Francis Marion University’s athletic programs must engender greater community and campus interest while developing greater reliance upon community support.

7. **Diversity**  
Francis Marion must maintain the diversity of its students with regard to race and gender and achieve greater diversity in the hiring and promotion of faculty and staff.

8. **Faculty, Staff and Administrative development**  
Recognizing that Francis Marion University’s faculty and staff are its most important and enduring assets, the University must cultivate plans for individual career growth and development of its employees.

9. **Physical Campus**  
Francis Marion University must commit the resources for maintenance of its physical facilities to preserve the beauty and to enhance the viability of the campus.

10. **Community Relations**  
Francis Marion University must strive to identify, understand and accommodate the needs of its various constituencies.

11. **Campus Culture**  
Francis Marion University’s future success depends upon the cooperation and cohesion of the faculty, staff, administration and students in collectively addressing needs and supporting its mission.

University Objectives (*in Bold*) with Strategies (*non Bold*) aligned with Planning Assumptions (*numbered in italics*):

I. **Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality.** *1., 5.*  
   a. Continue the University Accreditation Committee’s supervision of accreditation efforts.  
   b. Regularly evaluate the University’s general education program.  
   c. Study the feasibility of additional programs.  
   d. Familiarize faculty with accreditation standards and procedures.

II. **Improve student academic success rates.** *2., 1., 5.*  
   a. Collaborate with state technical colleges and engage in articulation agreements to ensure that transfer courses, which meet FMU general education requirements, are comparable to FMU courses.  
   b. Coordinate the existing efforts of academic areas to work with local schools.  
      i. Coordinate Sandhills Regional Science Fair, Math Tournament, Modern Language competition, etc.  
      ii. Involve academic disciplines in enhancement of school instruction
iii. Encourage qualified liberal arts students to pursue secondary education careers.

   c. Establish formal systems designed to improve graduation rates
      i. Raise admission standards while continuing to ensure educational access for students in the Pee Dee.
      ii. Expand tutoring services.

   d. Engage in practices which support high acceptance rates into professional schools in medicine, dentistry, law, and graduate programs.

   e. Provide for the needs of international students.

III. **Continue to build an excellent faculty.** 8., 7.

   a. Continue to recruit faculty with excellent teaching skills.
   b. Continue to explore opportunities for recruiting minority faculty.
   c. Continue the support/mentor system for new faculty.
   d. Create a program to fund graduate degrees by minority students who return to the University for a specified term.
      i. Seek funding from governmental programs and charitable organizations.
      ii. Establish a donor program with local minority organizations
   e. Raise faculty salaries.
   f. Continue to address salary compression and discrepancies in compensation.

IV. **Increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities.** 2., 1.

   a. Enhance International Studies curriculum
   b. Develop internship opportunities in other countries.
   c. Promote and expand international exchange programs.
   d. Increase interaction between U.S. and international students.

V. **Develop the technology on campus to address future needs of students, faculty, staff and administrators.** 4.

   a. Provide students with more opportunities to develop technological skills for a global economy.
   b. Develop the technology resources of the campus through continuous revisions of the Technology Enhancement Plan.

VI. **Maintain investments in information resources and educational support services.**

   a. Continue adequate funding for and updating of library resources.
   b. Continue adequate funding for and updating of the Media Center, Writing Center, and Tutoring Center and other support units.

VII. **Increase student enrollment and retention** 2., 1., 11.

   a. Work with Pee Dee area high schools to ensure that graduates are prepared for higher education.
b. Expand curricular offerings attractive to non-traditional students and retirees.
c. Consider alternative delivery systems for instruction.
d. Ensure affordability of tuition and fees in order to maintain the University’s focus on access and equity.
e. Provide a vibrant campus life through a variety of cultural and recreational events.

VIII. **Increase external funding.** 3., 1.
a. Expand scholarship opportunities for top academic students.
b. Expand external funding for faculty research and development
   i. Develop a proactive Grants Office
   ii. Develop a system to coordinate new funding efforts and initiatives across disciplines.
c. Increase funding for the Francis Marion University Foundation.
d. Solicit more support and assistance from alumni.

IX. **Increase opportunities for student involvement within the business, governmental, and public organizations within the local community.** 10.,
a. Coordinate efforts by faculty who plan, arrange, and supervise internships.
b. Coordinate efforts to establish cooperative work-study programs within the community.

X. **Emphasize career planning and job placement services for all students of the University.** 2., 11.
a. Evaluate effectiveness of current program.
b. Develop formal job placement relationships with local business, governmental and public organizations.
c. Work with the Alumni Office to develop a systematic alumni tracking system.

XI. **Raise the quality, diversity and visibility of athletic programs supported by the community.** 6., 5., 10.
a. Increase the attendance at home sports events.
b. Continue to explore opportunities for recruiting minority coaches.
c. Maintain high academic performance by student athletes.
d. Review appropriateness of divisional classifications.

XII. **Develop the physical facilities, natural resources and infrastructure of the campus.** 9., 11.
a. Continue to plan and develop on-campus housing.
b. Continue to develop and enhance the campus in a manner that will increase student involvement in campus life.
c. Engage in renovation, construction and modification of campus facilities including Founders Hall and Cauthen Educational Media Center.
XIII. **Enhance the University’s image through an aggressive, focused marketing campaign.** 5.

   a. Maintain and improve national status in terms of accreditation, success of graduates and faculty achievement.

   b. Publicize the advantages of post-secondary liberal arts, business and education degrees.

   c. Increase publicity of the successes of the University’s students, alumni and faculty.

   d. Cooperate with industrial, business, healthcare and community non-profit organizations to understand and respond to their needs and concerns.

   e. Continue to plan and market campus activities so as to attract the public to the University’s campus.

REFERENCE


Approved by Faculty Senate, March 28, 2006
At Large Faculty Senate and Standing Committee Election Ballot

All seats will be for three-year terms. Please make sure you darken the circle indicating that you are voting for each election.

At Large Faculty Senate (vote for two)

1. Yes, I am voting.
2. Derek Jokisch (Physics)
3. Kris Varazo (Chemistry)
4.
5.

Academic Affairs
6. Yes, I am voting.
At large (vote for three)
7. David Cowles (English)
8. Peter King (Biology)
9. David Peterson (Physics)
10.
11.

School of Business (vote for one)
12. Kevan Croteau
13.

Academic Freedom and Tenure Grievance (vote for two)
14. Yes, I am voting.
15. Jeff Camper (Biology)
16. Scott Kaufman (History)
17. Peter Whelan (English)
18.

Academic Support (vote for three)
19. Yes, I am voting.
20. Matthew Nelson (English, Modern Languages and Philosophy)
21. Sue Orr (Fine Arts)
22. Betty Ramey (English, Modern Languages and Philosophy)
23. Elizabeth Zahnd (English, Modern Languages and Philosophy)
24.
25.
Admissions, Advising and Retention (vote for one)
26. Yes, I am voting.
27. Vernon Bauer (Biology)
28. Bryan Fisher (Mass Communication)
29. Jane Quick (Math)
30. Alissa Warters (Political Science and Geography)
31.
32.

Budget Review and Planning (vote for one)
33. Yes, I am voting.
34. Charles Carpenter (Business)
35.
36.

Faculty Grievance (vote for two)
37. Yes, I am voting.
38. Wendy Caldwell (English, Modern Languages and Philosophy)
39. Jeff Camper (Biology)
40. Beckie Flannagan (English, Modern Languages and Philosophy)
41.

Faculty Life
42. Yes, I am voting.
43. Jo Angela Edwins (English, Modern Languages and Philosophy)
44. Tim Shannon (Biology)
45.
46.
At large (vote for one)
47. Tracy Meetze
48.
School of Education/Library (vote for one)
49. Seth Smith
50.
Science and Math (vote for one)
51. Will Wattles
52.

Social Sciences and Psychology (vote for one)
53. Yes, I am voting
54. Mary Louise Nagata (History)
55. Abby Wurster (Fine Arts)
56.
57.
Honors Program (vote for one)
58. Yes, I am voting
59. Sam Howell (Fine Arts)
60. Travis Knowles (Biology)
61. Abby Wurster (Fine Arts)
62.
63.

Information Technology (vote for two)
64. Yes, I am voting
65. Kirk Dineley (Biology)
66. Howard Frye (Fine Arts)
67. Kris Varazo (Chemistry)
68. Bill Whitmire (Math)
69. Fangjun Arroyo (Math)
70.
71.

Institutional Effectiveness (vote for two)
72. Yes, I am voting
73. Ed Eleazer (English, Modern Languages and Philosophy)
74. Kris Varazo (Chemistry)
75. Fangjun Arroyo (Math)
76.
77.

Mediation (vote for two)
78. Yes, I am voting
79. Doug Gray (Fine Arts)
80. Mary Louise Nagata (History)
81.
82.

Nominating (vote for two)
83. Yes, I am voting
84. Matthew Nelson (English)
85. Alissa Warters (Political Science & Geography)
86.
87.
Professional Development

88. Yes, I am voting
   School of Business (vote for one)
   89. Joe Aniello
   90.
   School of Education/Library (vote for one)
   91. Janis McWayne
   92.
   Social Sciences and Psychology (vote for one)
   93. Rusty Ward (Sociology)
   94.
   At large (vote for one)
   95. Scott Brown (Political Science & Geography)
   96. Kirk Dineley (Biology)
   97. Bryan Fisher (Mass Communication)
   98. Mary Louise Nagata (History)
   99.
   100.