

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

- I. Chair Autrey called the meeting to order at 3:51 p.m.
- II. The minutes of the February 28, 2006 meeting were approved as distributed.
- III. Rusty Ward, chair of the Nominating committee, chaired the election process. Those running uncontested were elected by acclamation. A report of all election results follows the attachment to the minutes.
- IV. Jay Kispert, Vice President for Business Affairs, reported on FMU's financial affairs as well as the status of a variety of development projects on campus. A summary of the report is available from Mr. Kispert's office.
- V. Executive Committee Report
 - A. Autrey congratulated Bucky Allen on his successful Moran lecture delivered last month.
 - B. Autrey congratulated Sylvia Lufkin and the entire Nursing faculty on their successful accreditation visit from the National League of Nursing.
- VI. Report from the Faculty Senate
 - A. The faculty approved Item I from the Department of Biology concerning modifications to BIO 302 as well as changes in requirements for the major.
 - B. The faculty approved Item II from the Department of Biology concerning modifications to the Pre-Veterinary curriculum.
 - C. The faculty approved Item III from the Department of Fine Arts concerning changes in prerequisites for courses in the photography specialty.
 - D. The faculty approved Item IV from the Department of Math concerning a change in the course description for Math 120 as well as the renumbering of Math 112 and 114.
 - E. The faculty approved Item V from the Office of the Provost concerning a substitution in General Education requirements for students in the B.S.N program.
 - F. The faculty approved Item VI from the Department of Nursing concerning 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. The faculty approved Item VII from the School of Education concerning the addition of a Middle Level Education program and the modification of EDU 799.

- H. The faculty approved the following items from the School of Education:
 - 1. Item A concerning changing the title of Physical Education 108 was approved.
 - 2. Items B, C, and D concerning the deletion of three courses from the catalog--Physical Education 109, Physical Education 117, and Physical Education 208--were approved.
 - 3. Item E concerning changes to the description and title of ELEM 312 was approved.
 - 4. Items F, G, H, I, J, K, and L concerning additions and deletions in the catalog relative to the changes in ELEM 312 were approved.
 - I. The faculty approved Item IX from the School of Business concerning 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. The faculty approved Item X from the Department of Psychology concerning the change of a prerequisite of Psychology 334.
 - K. The faculty approved Item XI, FMU's Strategic Plan.
- VII. Lynn Hanson, SACS Coordinator, presented the group with an update on FMU's progress toward reaccreditation. Hanson discussed the University's work on the two main features of this process: the Compliance Report and the Quality Enhancement Plan.
- VIII. The faculty approved the list of candidates for graduation in May 2006.
- IX. There was no old business.
- X. There was no new business.
- XI. Announcements
- A. Chair Autrey reminded the group of several upcoming events on campus. On April 17, the Academic Awards Night will be held in McNair Auditorium. On April 20, Distinguished Professor Dinner will be held in the Erwin Dining Hall. The final Senate meeting of the year will convene on April 18 in UC 218 at 3:45.
 - B. Glen Gourley reminded the group that the final meeting of the Professional Development Committee would occur next week. He also reminded the group that FMU's production of *The Actor's Nightmare* would run April 13-April 15.
- XII. Bucky Allen moved to adjourn the meeting at 5:15.

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

General Chemistry	8 hours
Organic Chemistry	8 hours
Physics	8 hours
Mathematics	6-9 hours
Biology	12 hours
English	12 hours
Social Sciences	9 hours

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
	63 semester 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 requirements for the B.S.

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			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111 (or 132 or 180 or higher)	3	Math 134	3
Biol 105	4	Computer Science	3
Chem 101*	4	Chem 102	4
Total Credits	14	Social Science (Elective)	3
		Total Credits	16
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Year 2 Sophomore			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Speech Comm. 101	3	Biol 406 or	
Biol 311	4	Biol 410	4
Biol 205	4	Psy 334	3
Humanities (Elective)	3	History	3
Literature	3	Art, Music, or Theatre	3
Total Credits	17	Pol Science 101 or 103	3
		Total Credits	16
TOTAL.....	63 Semester Hours		
<p>*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.</p>			

CURRICULUM UPPER DIVISION

**Year 3
Junior**

	<u>Fall Hours</u>		<u>Spring Hours</u>
Semester I		Semester II	
NURS 301 Health Assessment ¹	4	NURS 305 Nursing Pharmacology	3
NURS 302 Principles of Pathophysiology	3	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Pract	3	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 304 Adult Health I and Fundamentals ¹	6	NURS 308 Adult Health II ¹	6
Total Credits	16	Total Credits	17

**Year 4
Senior**

	<u>Fall Hours</u>		<u>Spring Hours</u>
Semester III		Semester IV	
NURS 401 Nursing Care W/ Child & their Fam. ¹	5	NURS 404 Health Care System and Policy	3
NURS 402 Population Focused Nursing ¹	5	NURS 405 Leadership and Management in Nursing	3
NURS 403 Women's Health Nursing ¹	5	NURS 406 Nursing Knowledge: Synthesis Pract ¹	7
Total Credits	15	Total Credits	13
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	51 hours
Communication	12 hours
ENG 112: Composition II	3

ENG 200: Writing in the Disciplines	3
Speech 101: Basics of Oral Communication	3
Computer Science	3
Mathematics	6 hours
MATH 132 or higher	3
MATH 134: Probability and Statistics	3
Social Sciences	9 hours
Geog 101 or Anth 200	3
POL 101 or 103	3
An additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	3
Humanities	12 hours
HIST Elective	3
LIT Elective	3
ART 101, Music 101, or Theatre 101	3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre	3
Sciences (Should include both biological and physical sciences)	12 hours
Bio 103, 104 or 105	4
Physical Science 101	4
Bio or Physical Science Elective or Psych 206/216	4
+Psych 206/216 will <u>not</u> count for science concentration but <u>is required</u> for the social studies concentration.	
Pre-Professional Education Courses	8 hours
EDUC 290: The Student, School & Community	2
EDUC 299: Introduction to Education	2
EDUC 300: Foundations of Instruction	4
Supporting Courses	6 hours
Hlth 315: Health Education	3
Psych 316: Adolescent Psychology	3
Professional Education Courses (Require admission to the program) *	26 hours
EDUC 311: Foundations of Planning and Assessment*	3
ELEM 312: Teaching and Assessing Reading*	3
EDUC 380: Introduction to Exceptional Students*	2
MLE 422: Middle Level Curriculum and Organization*	3
STUDENT TEACHING BLOCK	
EDUC 487: Classroom Management*	2
EDUC 489: Student Teaching Seminar*	1
EDUC 490: Directed Teaching*	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.)	38-43
hours	
Middle Level English/Language Arts	19 hours
Eng 300: 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 <u>and</u> 104)	
Chemistry 101	
Specialty Courses	
Astronomy 201: Introduction to Astronomy	
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)	
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.

- 320 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.
- 321 Teaching Middle Level Language Arts (4)** (Prerequisite: admission to the professional education program)
This course will examine the current trends and practices in the teaching of English/language arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum. This course has a required field experience.
- 422 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 799B, to selected members of the graduate 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 5033

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

H. Delete: on page 85 under Senior Year
EDUC 5033

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)

Coordinator: TBA

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.

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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
	63 semester hours

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

David, Fred R., (2001) Strategic management: Concepts and cases. (Eighth Edition). Prentice Hall. ISBN 0-13-026995-6.

Approved by Faculty Senate, March 28, 2006

At Large Faculty Senate and Standing Committee Election Results

At Large Faculty Senate

Derek Jokisch (Physics)

Kris Varazo (Chemistry)

Academic Affairs

David Cowles (English)

Peter King (Biology)

David Peterson (Physics)

Kevan Croteau (School of Business)

Academic Freedom and Tenure Grievance

Jeff Camper (Biology)

Peter Whelan (English)

Academic Support

Sue Orr (Fine Arts)

Betty Ramey (English, Modern Languages and Philosophy)

Elizabeth Zahnd (English, Modern Languages and Philosophy)

Admissions, Advising and Retention

Jane Quick (Math)

Budget Review and Planning

Charles Carpenter (Business)

Faculty Grievance

Jeff Camper (Biology)

Beckie Flannagan (English, Modern Languages and Philosophy)

Faculty Life

Tim Shannon (Biology)

Tracy Meetze (School of Education)

Seth Smith (Physics)

Will Wattles (Psychology)

Grade Appeals

Mary Louise Nagata (History)

Abby Wurster (Fine Arts)

.

Honors Program

Travis Knowles (Biology)

Information Technology

Kirk Dineley (Biology)

Bill Whitmire (Math)

Institutional Effectiveness

Ed Eleazer (English, Modern Languages and Philosophy)

Kris Varazo (Chemistry)

Mediation

Doug Gray (Fine Arts)

Nominating

Matthew Nelson (English)

Alissa Warters (Political Science & Geography)

Professional Development

Joe Aniello (School of Business)

Janis McWayne (School of Education)

Rusty Ward (Sociology)

Bryan Fisher (Mass Communication)