

Agenda
General Faculty Meeting
February 19, 2013 – Lowrimore Auditorium

- I. Call to Order**
- II. Approval of Minutes from the November 27, 2012 meeting**
- III. Elections**
 - Faculty Chair**
 - At-large Senator**
- IV. Executive Report**
- V. Report from the Senate** (*See the attachment for complete proposals. See the appendix for supporting materials.*)
 - 1. Office of the Registrar**
 - Item A. Changes the language pertaining to residence requirements.
 - Item B. Changes the language pertaining to application for degree.
 - 2. Department of Mathematics**
 - Item A. Changes the description of the purpose of the department.
 - Item B. Changes the course description for Mathematics 301.
 - 3. Department of Nursing**
 - Item A. Eliminates two courses, NURS 303 and NURS 408, replaces them with two new courses, NURS 312 and NURS 411, and changes these course numbers elsewhere in the catalog.
 - Item B. Eliminates NRN 447 and replaces it with NRN 449.
 - 4. Department of Fine Arts**
 - Item A. Adds ensembles to the description of the Music Industry major
 - Item B. Adds courses in guitar and percussion performance.
 - Item C. Adds a course, MU 497 Special Studies.
 - Item D. Adds a course, ART 328 Photographic Lighting.
 - Item E. Changes prerequisites for ARTE 415 and 416.
 - Items F – H. Changes course descriptions for several courses.
 - Item I. Changes prerequisites for ART 208 and ART 218.
 - Item J. Changes the course description for ART 499.
 - 5. Department of Psychology**
 - Item A. Changes the major/minor/collateral requirements.
 - Items B – E. Change the course descriptions of several courses.
 - Items F – H. Replace several existing courses with new courses.
 - Item I. Changes the course description of PSY 498.
 - Item J. Removes three courses (PSY 300, 311, and 496).

Item K. Changes the four year plan for Psychology majors.
 Items L and M. Removes the MATH 134 requirement for Psychology.

6. School of Education

Item A. Changes the description of admission to student teaching.
 Item B. Changes which courses are in Block A versus Block B.
 Item C. Changes the description for adding an elementary education endorsement to an early childhood degree; changes the description for adding an early childhood education endorsement to an elementary degree; and adds numbers to the PRAXIS tests.
 Items D and E. Change the requirement for Middle Level Education from HLTH 315 to HLTH 301.
 Item F. Changes PRAXIS numbers.
 Item G. Updates Block A versus Block B in a course description.
 Item H. Updates the course descriptions for HLTH 301 and 315 to be consistent with the change proposed in Item D.

7. Department of Psychology

Item A. Changes the description of GRE scores pertaining to admission.
 Item B. Changes the date for fall admission.
 Item C. Changes the requirements for the specialist degree in school psychology.

8. Department of Nursing

Item A. Changes the admission requirements for the Graduate Nursing Program.

9. School of Education

Item B. Adds a new course, EDUC 762.

10. Academic Support Committee

Items A – C. Dissolve the Academic Support Committee.

VI. Old Business

Proposal from the Graduate Council to change to the Faculty Handbook description of the Graduate Council. This proposal was presented at the November 27, 2012 General Faculty Meeting.

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the Faculty Agenda – February 19, 2013

1. Proposal from the Office of the Registrar:

A. Change, on page 71, under RESIDENCE REQUIREMENTS, From:

A minimum of 36 semester hours of course credits must be taken in residence at FMU within five calendar years preceding the date the degree is granted. No more than nine of the final 36 hours required for the degree can be taken at another institution or earned through correspondence with the exception of hours earned by students while participating in a FMU International Student Exchange Program. Both the institution and courses taken elsewhere must be approved by the Registrar.

To:

To earn a FMU degree, students must complete a minimum of 36 semester hours of course credits in residence at FMU within five calendar years preceding the date the degree is granted. Credit earned at another institution or through correspondence will not satisfy the 36-hour residency requirement. No more than nine of the final 36 hours required for the degree can be taken at another institution or earned through correspondence with the exception of hours earned by students while participating in a FMU International Student Exchange Program. Both the institution and courses taken elsewhere must be approved by the Registrar.

B. Change, on page 71, under APPLICATION FOR DEGREE, From:

Undergraduate students who plan to graduate from FMU must complete an Application for Degree with the Registrar's Office. Deadlines are below: December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 10. Once the Registrar's Office receives the form, the student will be notified to schedule an appointment for an exit interview to review the degree requirements and appropriate graduation fees.

To:

Undergraduate students who plan to graduate from FMU must complete an Application for Degree with the Registrar's Office. Students are strongly encouraged to complete and submit the form the semester before they intend to graduate to allow adequate time to complete the Senior Review process. December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 10. Students should schedule a Senior

Review with the Registrar's Office when they reach senior classification by earning 87 semester hours of course credits.

2. Proposal from the Department of Mathematics:

A. CHANGE, on page 121 of the current catalog, the purpose of the Department of Mathematics

From:

The purpose of the Department of Mathematics is:

1. to provide all FMU students with a varied and well-balanced program for undergraduate education in mathematics which, in the liberal arts tradition, is designed to teach students:
 - a) to think logically
 - b) to analyze both theoretical and real world problems, to formalize mathematical models of those problems, and to apply appropriate analytical tools toward their solution
 - c) to communicate ideas clearly
2. to offer a broad range of entry-level courses in order to meet the needs of students with widely varying mathematical backgrounds and to provide the mathematics skills appropriate to their selected majors.
3. to provide a varied curriculum leading to baccalaureate degrees in two distinct but overlapping areas—mathematical science and teacher certification in mathematics. This curriculum should prepare the students for careers in education, business or industry, or for further study in graduate school.
4. to offer graduate courses in support of post-baccalaureate programs such as teacher recertification and a master's degree in secondary education.
5. to undertake new course development, to conduct research, and to participate in other faculty development programs that will support and enhance the University's and department's teaching mission and maintain vigor within the department.
6. to serve the general public by providing and/or participating in workshops, seminars, science fairs, and other programs and by providing professional support for regional programs in K-12 education, continuing education, and development.

To:

MISSION STATEMENT

The principal purpose of the Department of Mathematics at Francis Marion University is to offer all university students a varied and well-balanced program of undergraduate education in mathematics. In the liberal arts tradition, the courses in the program teach students to think logically, to analyze problems and solve them appropriately, and to communicate their ideas clearly. The department provides a broad range of entry-level courses in order to meet the needs of students with widely varying mathematical

backgrounds and to provide them with skills appropriate for their selected majors. The mid-level and upper-level curriculum provided by the department leads to baccalaureate degrees in two distinct but overlapping areas: mathematical sciences and teacher certification in mathematics. These courses prepare students for careers in education, business or industry, or for further study at the graduate level. The department also offers graduate courses in support of the post-baccalaureate program in teacher recertification. To maintain the vitality of the department and enhance the university's teaching mission, members of the department undertake new course development, conduct research, or pursue other avenues of faculty development. The department serves the general public by hosting an annual high-school mathematics competition and by actively participating in workshops, seminars, science fairs, and other programs that support the region's general education and development.

Rationale: The new text brings the Department of Mathematics into conformity with the other departments in having a mission statement that is actually *called* a mission statement and which is in flowing English with some semblance of being in a thoughtfully composed prose style. Any changes in the actual substance of the mission statement are made so as to describe as accurately as possible the mission and goals of the department.

B. Change, on page 125 of the current catalog, the description for Math 301

From:

301 Ordinary Differential Equations (3) (Prerequisite: Grade of C or higher in 202 or permission of the department.) S. General first-order differential equations and second-order linear equations with applications. Introduction to power series solutions and numerical methods.

To:

301 Ordinary Differential Equations (3) (Prerequisite: Grade of C or higher in 202 or permission of the department.) S. General first-order differential equations and second-order linear equations with applications. Other topics may include mathematical models, computational methods, dynamical systems, aspects of higher-order linear equations, Laplace transforms, and an introduction to partial differential equations.

Rationale: The change in the description better reflects the way the course is currently being taught, and is more appropriate for the prerequisite change (from “a C or higher in 203” to “a C or higher in 202”) that was approved last year.

3. Proposal from the Department of Nursing:

A. **Change**, on pages 133-134, of the university catalog, **From:**

NURS 303 Professional Nursing and Nursing Practice (2) This course is designed to cover The past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

NURS 408 Adult Health III and Nursing Knowledge: Synthesis Practicum (7:3-12) (Prerequisites: Completion of all 300 level-courses, 401, 403 and 407. Prerequisites or corequisites: 402, 404, 405). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course focus is to provide the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient

TO:

NURS 312 Professional Nursing and Nursing Practice (3) This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

NURS 411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all 300 level-courses, 401, 403 and 407. Prerequisites or corequisites: 402, 404, 405). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across

the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale:

- 1) NURS 408 has 12 hour clinical and this would reduce it to 9 hours a week. Nine hours would be more productive time since the last four hours is not as productive as the first eight in the clinical setting.
- 2) 12 hours shifts are not conducive to cognitive learning.
- 3) The didactic hours would stay the same as 408 (3 classroom hours).
- 4) There is a growing need for learners to understand the standards of practice, ethical, and legal issues in nursing and should be included in more depth in NURS 312.
- 5) There is an increased need for concept mapping initial teaching to be placed in a discrete place in the curriculum and this can also be accomplished with an increase didactic hour in NURS 312.
- 6) A 3 credit NURS 312 would even out SHs to 30/31 between the junior levels rather than the current 29/32 which is difficult for life scholars who sometimes require 15 SH per semester.
- 7) NURS 303 is not transferable as a 2-credit course should a learner need to enroll in another nursing program.

Change, on page 130 of the university catalog:

FROM:

NURSING PLAN OF STUDY UPPER DIVISION

Year 3 Junior			
Semester V Sem. Hours		Semester VI Sem. Hours	
NURS 301 Health Assessment ¹	4	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Practice	2	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 305 Nursing Pharmacology	3	NURS 310 Adult Health I ¹	6
NURS 309 Fundamentals of Nursing ¹	6	Total Credits	14
Total Credits	15		
Year 4 Senior			
Semester V Sem. Hours		Semester VI Sem. Hours	

NURS 401 Nursing Care of Children & Nursing Family ¹	5	NURS 409 Population Focused Nursing and Health Care Policy ¹	6
NURS 403 Women's Health Nursing ¹	5	NURS 410 Leadership and Management in Nursing	3
NURS 407 Adult Health II ¹	6	NURS 408 Adult Health III and Nursing Knowledge: Synthesis Practicum ¹	7
Total Credits	16	Total Credits	16
TOTAL 61 Semester Hours			

TO:

NURSING PLAN OF STUDY UPPER DIVISION

Year 3 Junior			
Semester V Sem. Hours		Semester VI Sem. Hours	
NURS 301 Health Assessment ¹	4	NURS 306 Nursing Research in Practice	3
NURS 312 Professional Nursing and Nursing Practice	3	NURS 307 Psychiatric and Mental Health Nursing ¹	5
NURS 305 Nursing Pharmacology	3	NURS 310 Adult Health I ¹	6
NURS 309 Fundamentals ¹	6	Total Credits	14
Total Credits	16	Total Credits	14
Year 4 Senior			
Semester V Sem. Hours		Semester VI Sem. Hours	
NURS 401 Nursing Care of Children & Their Families ¹	5	NURS 409 Population-Focused Nursing & Healthcare Policy ¹	6
NURS 403 Women's Health Nursing ¹	5	NURS 410 Leadership and Management in Nursing	3
NURS 407 Adult Health II ¹	6	NURS 411 Adult Health III and Nursing Knowledge: Synthesis Practicum ¹	6
Total Credits	16	Total Credits	15
TOTAL 61 Semester Hours			

RATIONALE:

- This page would graphically show the change of NURS 303 to NURS 312 and NURS 408 to NURS 411.
- Reword the course title of NURS 401 to match the catalog description.

Change, on page 132 of the current catalog

FROM:

NURS 301 Health Assessment (4:3-3) Prerequisite or corequisite: NURS 303 and 305. Corequisite NURS 309).

TO:

NURS 301 Health Assessment (4:3-3) Prerequisite or corequisite: NURS 305 and 312. Corequisite NURS 309).

Change, on page 133 of the current catalog

FROM:

NURS 305 Nursing Pharmacology (3) (Corequisites: 301, 303, 309).

NURS 306 Nursing Research in Practice (3) (Prerequisite: 303. Corequisite: NURS 307 or 310 is strongly recommended).

NURS 307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisite: 301, 303, 305, 309. Corequisites: 306 and 310 are strongly recommended).

NURS 309 Fundamentals (6:3-9) (Prerequisite or corequisites: 301, 303, and 305).

NURS 310 Adult Health I (6:3-9) Prerequisites: 301, 303, 305, and 309. Corequisites: 306, 307).

NURS 400 Transcultural Nursing (3:1-6) (Prerequisites: 301, 303, 305, 309)

TO:

NURS 305 Nursing Pharmacology (3) (Corequisites: 301, 309, 312).

NURS 306 Nursing Research in Practice (3) (Prerequisite: 312. Corequisite: NURS 307 or 310 is strongly recommended).

NURS 307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisite: 301, 305, 309, and 312. Corequisites: 306 and 310 are strongly recommended).

NURS 309 Fundamentals (6:3-9) (Prerequisite or corequisites: 301, 305, and 312).

NURS 310 Adult Health I (6:3-9) Prerequisites: 301, 305, 309, and 312. Corequisites: 306 and 307).

NURS 400 Transcultural Nursing (3:1-6) (Prerequisites: 301, 305, 309, and 312)

Change, on page 131 of current catalog**FROM:****RN to BSN Plan of Study****Semester One****Course Semester Hours**

NURS 302 Pathophysiology ¹	3
NRN 332 Professional Nursing	3
NRN 333 Health Assessment and Promotion in Nursing Practice ²	4

Semester Two**Course Semester Hours**

NRN 334 Nursing Research in Practice	3
NRN 445 Population Focused Nursing Care ²	6
Nursing Elective	3

Semester Three**Course Semester Hours**

NRN 447 Leadership and Nursing Care Management ²	6
NRN 448 Nursing's Role in Policy Practice	3

Total Hours - 31 Semester Hours**TO:****RN to BSN Plan of Study****Semester One****Course Semester Hours**

NURS 302 Principles of Pathophysiology ¹	3
NRN 332 Professional Nursing and Nursing Practice	3
NRN 333 Health Assessment and Promotion in Nursing Practice ²	4

Semester Two**Course Semester Hours**

NRN 334 Nursing Research in Practice	3
NRN 445 Population-Focused Nursing Care ²	6
Nursing Elective	3

Semester Three**Course Semester Hours**

NRN 449 Leadership and Management in Nursing ²	5
NRN 448 Nursing's Role in Policy Development	3
Nursing Elective	3

Total Hours - 33 Semester Hours

Change, on page 134 of the current catalog**FROM:**

1. NURS 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice (3)
3. NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)
4. NRN 334 Nursing Research in Practice (3)
5. NRN 445 Population Focused Nursing Care (6:4-6).
6. NRN 447 Leadership and Management in Nursing (6:4-6)
7. NRN 448 Nursing's Role in Policy Development (3)
8. Nursing Elective (3)

TO:

1. NURS 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice(3)
3. NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)
4. NRN 334 Nursing Research in Practice (3)
5. NRN 445 Population-Focused Nursing Care (6:4-6).
6. NRN 448 Nursing's Role in Policy Development (3)
7. NRN 449 Leadership and Management in Nursing (5:4-3)
8. Nursing Electives (3)

B. Change, on page 135 of the current catalog**FROM:****NRN 445 Population Focused Nursing Care**

NRN 447 Leadership and Management in Nursing (6:4-6) This course offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Clinical hours are project-based and synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

TO:

NRN 445 Population-Focused Nursing Care

NRN 449 Leadership and Management in Nursing (5:4-3) This course offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Clinical hours are project-based and synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

RATIONALE:

- Add hyphen to the title of Population-focused
- Thirty-six SHs are required from FMU in order to grant a baccalaureate degree. Currently the mandatory courses in the RN to BSN track add up to 31 credits.
- Postlicensure learners in the RN to BSN track take ENG 200 which brings their SH total to 34 credits. The faculty of the Department of Nursing are continuously having to offer NURS 445 as a 2-credit guided electives to compensate.
- By changing NURS 447 Leadership and Management in Nursing (a 6-SH course) to NURS 449 Leadership and Management in Nursing, a 5-SH course there will be an extra credit for learners to take a 3-SH nursing elective.
- Currently there are four 3-SH nursing electives and at least one is offered every semester, and they include:
 - NRN 320 Geriatric Nursing Elective (3) (Spring)
 - NRN 446 Cultural Care in Nursing Practice Elective (3) (Summer)
 - NURS 210 Women's Health and Society (3) (Spring)

4. Proposal from the Department of Fine Arts:

- A. **ADD**, On page 108 of the current catalog, after **Level 4(g,h)**

Ensembles

Music Industry majors must participate in the ensemble program during each semester of residence. All students enrolled in applied music courses are expected to participate concurrently in a major ensemble. Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement of their curriculum.

Rationale: This addition is to clarify the performance requirements for students beyond the classroom academic material requirements of the program.

B. ADD, On page 109 of the current catalog:

144 Applied Guitar (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in guitar performance; includes development of technical skills and interpretation of standard literature.

180 Percussion Ensemble (1) (Prerequisite: Audition) Percussion Ensemble is a chamber music ensemble featuring works written or arranged specifically for percussion and percussion-related media. Literature will be selected and rehearsed with the ultimate goal of performance. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180 and/or 190) may apply toward graduation requirements for non-majors.

190 Guitar Ensemble (1) (Prerequisite: Audition) The Guitar Ensemble course consists of the practice of music for guitar in groups that can go from duets, trios, and quartets, to larger ensembles of guitars. The repertoire consists mainly of works written for any combination in the number of guitars included. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

Rationale: The department recognizes that these are popular instruments of choice for our Music Industry majors. These guitar and percussion and courses need to be created to accommodate the correct instruction for the students.

C. ADD, On page 110 of the current catalog, before **498 Music Industry Internship**:

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

Rationale: Provide research in a specialized/advanced music area in agreement with the faculty member and student.

D. ADD, On page 113 of the current catalog, after **318 Alternative Digital Imaging:**

328 Photographic Lighting (3: 1-5) (Prerequisite: 218 or permission of the department) Introduction to basic photographic lighting techniques and equipment. Topics include lighting with continuous, strobe and hot shoe flash, the use of light meters and light modifiers. Instruction includes on location and studio lighting applications. A Digital SLR camera is required.

Rationale: Light is present and important in everything “photographic”. The new course is requested because all visual majors and photo specialty students in particular have to have knowledge of photographing people and/or objects in a studio or natural environment and lighting knowledge is a must in the studio situations. Students in the photography specialty need to have natural and artificial lighting knowledge if they will continue in photography as a career. This course will enhance the digital imaging process for the student as well.

CHANGE,

E. On page 107 of the current catalog, after **ART EDUCATION COURSES (ARTE)**

FROM:

415 Historical Foundations of Art Education (3) (Prerequisite: 312) Study of the disciplines of art history, art criticism, and aesthetics, and their theories, development, and methods for teaching.

TO:

415 Historical Foundations of Art Education (3) (Prerequisite: 312 or permission of the department) Study of the disciplines of art history, art criticism, and aesthetics, and their theories, development, and methods for teaching.

FROM:

416 Contemporary Issues in Art Education (3) (Prerequisite: 312) Study of current issues in art education, including visual culture art education, community-based art education, museum education, arts integration, gifted and talented art education, special needs, service learning, authentic assessment, and technology.

TO:

416 Contemporary Issues in Art Education (3) (Prerequisite: 312 or permission of the department) Study of current issues in art education, including visual culture art education, community-based art education, museum education, arts integration, gifted and talented art education, special needs, service learning, authentic assessment, and technology.

Rationale: The prerequisite changes are requested to assist and prepare students for the capstone course that leads to their student teaching experience.

F. On page 108 of the current catalog, after **MUSIC INDUSTRY, MAJOR:**

FROM:

3. Music performance: At least one ensemble every semester selected from any combination of MU 100, 120, 130, 140, 150, and/or 160. No more than a total of 6 semester hours may apply toward graduation.

TO:

3. Music performance: At least one ensemble every semester selected from any combination of MU 100, 120, 130, 140, 150, 160, 180, and/or 190. No more than a total of 6 semester hours may apply toward graduation.

G. On page 108 of the current catalog, after **MUSIC COURSES (MU):**

FROM:

100 Chorus (1) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes). Carries credit at the rate of 1 hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

TO:

100 Chorus (1) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes). Carries credit at the rate of 1 hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

H. On page 111 of the current catalog, after **THEATRE COURSES (THEA):**

FROM:

201 Theatrical Make up (3) S. Analysis and study of makeup materials and the art of makeup application, including the basic procedures and techniques of costuming a theatrical production.

TO:

201 Theatrical Makeup (3) S. Analysis and study of makeup materials and the art of makeup application, including the basic procedures and techniques of creating a character based makeup design.

FROM:

309 Costume Design (3:2-2) (Prerequisite: 209) AS. Exploration and application of aesthetic principles of costume design. Special focus on interpretation of character through line, color, and fabric, employing a variety of rendering processes in the studio environment.

TO:

309 Costume Design (3) (Prerequisite: 209) AS. Exploration and application of aesthetic principles of costume design. Special focus on interpretation of character through line, color, and fabric, employing a variety of rendering processes in the studio environment.

Rationale: The requested changes clarify a course description and the time use in class.

- I. On page 113 of the current catalog, after **ART COURSES (ART)**:

FROM:

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.

TO:

208 Introductory Photography (3:1-5) (Prerequisite: 204 or permission of the department) 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.

FROM:

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.

TO:

218 Introduction to Digital Photography (3:1-5) (Prerequisite 206 or permission of the department) 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: The prerequisite changes are requested to accommodate transfer and possible non-majors and to reflect other courses in the discipline.

J. On page 114 of the current catalog:

FROM:

499 Senior Seminar (1) (Prerequisite: Senior standing and permission of department) This course is an upper level capstone course to be taken in the fall semester of the senior year and is intended to go hand in hand with the Visual Arts (B.A.) studies. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a postgraduate experience and stresses preparation of professional goals for the student.

TO:

499 Senior Seminar (1) (Prerequisite: Senior standing and permission of department) This course is an upper level capstone course taken during the semester that all Visual Arts requirements are completed and is intended to go hand in hand with the Visual Arts Senior Exhibition. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a postgraduate experience and stresses preparation of professional goals for the student.

Rationale: The prerequisite change is requested to accommodate seniors enrolling in the course during the semester they are completing graduation requirements and developing and scheduling their Senior Exhibit.

5. Proposals from the Department of Psychology

A. On pages 144 and 146 of the catalog, **CHANGE** the major/minor/collateral requirements **FROM:**

A major in psychology requires 39 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 319, and 499
2. At least one course from each of the following required core areas:
 - a) Experimental Core - Psychology 321, 322, 323
 - b) Developmental Core - Psychology 315, 334 (Only one may be counted toward the major in psychology)
 - c) Individual Differences Core - Psychology 325, 326
3. One course from among the Integrative Experiences courses of Psychology 470, 496, 498
4. Psychology 316 may not count toward the Psychology major.
5. Six hours of psychology electives
6. Mathematics 134 or equivalent
7. CS 150 or equivalent
8. Biology 105 and 115

A psychology major may only count Psychology 206 and 216 towards the General Education Requirements (Sciences).

Psychology majors should attempt to gain a strong background in the science areas as this will help in their chosen field.

9. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in psychology is 39 (plus 10 hours outside the department). The minimum number of semester hours in all courses (major and non-major) required for the major in psychology is 120.

MINOR

A minor in psychology requires 18 semester hours, including Psychology 206. Psychology 216 is highly recommended. Only one course among Psychology 315, 316, and 334 may be counted toward the minor in psychology.

COLLATERAL

A collateral in psychology requires 12 semester hours, including Psychology 206. Psychology 216 is highly recommended. Only one course among Psychology 315, 316, and 334 may be counted toward the collateral in psychology.

TO:

A major in psychology requires 38 semester hours in psychology courses to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 319, 336, and 499
2. At least one course from the Developmental Core courses of Psychology 315, 316, 334
3. One course from the Integrative Experiences courses of Psychology 470 and 498
4. Nine hours of psychology electives at the 300-level or higher
5. Biology 105/115 or 104
6. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser

A psychology major may only count Psychology 206 and 216 towards the General Education Requirements (Sciences). When fulfilling the General Education Requirements for Mathematics, it is recommended that psychology majors take Math 134. Also, psychology majors should

attempt to gain a strong background in the science areas, as that coursework will benefit them in their major studies.

The minimum number of semester hours required in psychology courses for a major in psychology is 38 (plus an additional 4 hours in Biology). The minimum number of semester hours in all courses (major and non-major) required for the major in psychology is 120.

MINOR

A minor in psychology requires 18 semester hours, including Psychology 206.

COLLATERAL

A collateral in psychology requires 12 semester hours, including Psychology 206.

- B. On page 146 of the Catalog, **CHANGE** the course description of PSY 302
C.

FROM:

302 Quantitative and Psychometric Methods (3) (Prerequisite: 206, 216, MATH 134, CS 150, Prerequisite/corequisite PSY 220 or permission of the department) F, S, SU. Survey of psychometric theory of correlational analysis, norms, reliability, validity and item analysis. Topics also discussed will include fundamental descriptive statistics and an introduction to inferential statistical analysis.

TO:

302 Quantitative and Psychometric Methods (3) (Prerequisite: 206, 216, completion of General Education Mathematics Requirement, Prerequisite/corequisite: 220 or permission of the department) F, S, SU. The student will become familiar with fundamental descriptive and inferential statistics as used in psychology. Topics will also include reliability, validity, confidence intervals, and measures of effect size. In addition, students learn APA-style reporting of statistics and become familiar with SPSS.

- D. On page 146 of the Catalog, **CHANGE** the term offered for PSY 304 \

FROM:

304 Brain and Behavior (3) (Prerequisite: 206, Biology 105, 115) F

TO:

304 Brain and Behavior (3) (Prerequisite: 206, Biology 104 or 105 and 115) F, S

E. On page 147 of the Catalog, CHANGE the course description of PSY 315

FROM:

315 Child Behavior: Growth and Development (3) F, S, SU. Study of heredity and environment; maturation, intelligence, achievement; classical conditioning; operant conditioning and language acquisition; anxiety; and methodological advances in child psychology.

TO:

315 Child Behavior: Growth and Development (3) (Prerequisite: 206 or major in Education or permission of the department) F, S, SU. Study of theory and research focusing on the psychological development of infants and children. Topics covered include maturation, intelligence, academic achievement, classical and operant conditioning, observational and social learning, language acquisition, and methodological advances in the study of child psychology. Neuropsychological development and models of gene-environment interaction, including the biopsychosocial perspective and neuropsychological bases of behavior, also will be discussed.

F. On page 147 of the Catalog, CHANGE the course description of PSY 316

FROM:

316 Adolescent Behavior: Growth and Development (3) F, S, SU. Study of the adolescent today; his/her intellectual behavior; attitudes, and values toward sex, the family, school, peers, delinquency, drugs, activism, work, and his/her personality; transitions from childhood to adolescence (middle school years) and adolescence to adulthood (high school and college years). May not be applied toward the psychology major.

TO:

316 Adolescent Behavior: Growth and Development (3) (Prerequisite: 206 or major in Education or permission of the department) F, S, SU. Study of the adolescent today, including cognition and reasoning; neuropsychological development; attitudes and values toward sex, family, school, and peers; delinquency and substance use; activism and work; and personality development. Models of gene-environment interaction, including the biopsychosocial perspective and neuropsychological bases of behavior, will be covered. Transitions from childhood to adolescence (middle school years) and adolescence to adulthood (high school and college years) will also be explored.

G. On page 147 of the Catalog, **CHANGE** the course description of PSY 321

FROM:

321 Learning and Cognition (4:3-3) (Prerequisite: 303) F, S, or SU. Provides students with hands-on laboratory experience in the area of learning and cognition. Topics include data design, data collection, data interpretation, and APA-style reports on instrumental and classical conditioning, perception, attention, memory, thinking, and language.

TO:

336 Learning and Cognition (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Theory and research in the areas of learning and cognition with a particular focus on the application of learning theory to behavioral interventions and cognitive processes such as visual and auditory perception, memory, attention, reasoning, and intelligence.

H. On page 147 of the Catalog, **CHANGE** the course description of PSY 322

FROM:

322 Sensation and Perception (4:3-3) (Prerequisite: 303) F, S, or SU. Study of sensory and perceptual processes in humans. Coincident with the presentation of the topics will be a discussion and evaluation of classical (psychophysics) and contemporary (decision analysis) methodological strategies used in research.

TO:

337 Sensation and Perception (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Study of human sensory and perceptual processes, including mechanisms by which the various sensory systems (vision, hearing, taste, touch, and smell) receive information from the environment. The student will gain an understanding of how humans interpret sensory information, and how that information subsequently impacts human behavior. Theoretical foundations and current research strategies will be explored.

I. On page 147 of the Catalog, **CHANGE** the course description of PSY 323

FROM:

323 Motivation and Emotion (4:3-3) (Prerequisite: 303) F, S, or SU. Survey of current perspectives of emotion and motivation theory and research. Basic nature of emotion and its functions will be covered. Both primary and secondary motivational systems are covered. The laboratory

provides students with hands-on laboratory experience in the area of motivation and emotion. Topics include research design, data collection, data analysis, data interpretation, and APA-style reports on motivation and emotion research.

TO:

338 Motivation and Emotion (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Survey of current perspectives on theory and research in the areas of emotion and motivation. The basic nature of emotion and its functions are covered, and both primary and secondary motivational systems are discussed. Neurobiological, physiological, developmental, cultural, and social influences are explored, and current theoretical and empirical approaches are introduced.

I. On page 148 of the Catalog, **CHANGE** the course description of PSY 498

FROM:

498 Academic Internship in Psychology (3) (Prerequisite: Senior standing and one Individual Differences Core course) F, S. Directed psychology internship in various settings. Course content will depend on internship site. Students will be expected to relate internship experiences to the psychological literature.

TO:

498 Academic Internship in Psychology (3) (Prerequisite: Senior standing and one Developmental Core course) F, S. Directed psychology internship in various settings. Course content will depend on internship site. Students will be expected to relate internship experiences to the psychological literature.

J. **REMOVE** the following courses and their descriptions from pages 146-148 of the Catalog:

300 Leadership and Group Dynamics (3) (Prerequisite: 206 or SOCI 201) F, S, SU. Designed to provide the student with the main theoretical constructs concerning leadership and to introduce him/her to the leadership process. Emphasis is placed on the dynamics of the interaction of the group.

311 Sport Psychology (3) (Prerequisite: 206 or permission of department) S. Introduction to the field of sport psychology emphasizing the application of basic principles of psychology to the understanding of and

competitive effectiveness in various sports. Topics addressed may include the warm-up phase of sport, relaxation and concentration, confidence building, visualization, analytical thinking, stress management, motivation and pressure, effective practice techniques, and the interaction of personality with sport. Teaching methods may include lecture and discussion, as well as student research and experiential exercises in sport psychology.

496 Senior Project (3) (Prerequisite: Senior standing and one Experimental Core course) F or S. Students with faculty supervision will develop a project that will require integrative use of psychological concepts. The project will result in a written summary documenting the student's understanding of the psychological concepts employed.

K. On page 145 of the catalog, CHANGE the Four Year Plan for Psychology Majors FROM:

FOUR YEAR PLAN FOR PSYCHOLOGY MAJORS

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111 or 121	3	Math 134	3
Psychology 206	3	Psychology 220	1
Psychology 216	1	Psychology 334/315 or 325/326*	3
Political Science 101 or 103	3	Computer Science 150	3
		History	3
Total Credits	13	Total Credits	16
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Literature	3	Speech Communication	3
Social Science	3	Art 101, Music 101, or Theatre 101	3
Biology 115 and 105	4	Chemistry, Physics, or Physical Science and lab	4
Psychology 302	3	Psychology 303	3
Psychology 319	3	Psychology 334/315 or 325/326*	3
Total Credits	16	Total Credits	16
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Social Science	3	Experimental Core	4
Humanities	3	Minor Course	3
Psychology 304	3	Minor Course	3
Psychology Elective	3	General Elective	3
Minor Course	3	General Elective	3
Total Credits	15	Total Credits	16
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Psychology 470, 496 or 498	3	Psychology 499	3
Psychology Elective	3	Minor Course	3
Minor Course	3	Minor Course	3
Minor Course	3	General Elective	3
General Elective	3	General Elective	1
Total Credits	15	Total Credits	13
Total Hours Required for Degree 120			
*You choose one course from each set: (334 or 315) – (325 or 326)			

TO:**FOUR YEAR PLAN FOR PSYCHOLOGY MAJORS**

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111 or higher	3	Math 111 or higher*	3
Psychology 206	3	Psychology 220	1
Psychology 216	1	Psychology 315, 316, or 334	3
Political Science 101 or 103	3	Art 101, Music 101, or Theatre 101 History	3
Total Credits	13	Total Credits	16
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Literature	3	Speech Communication 101	3
Social Science	3	Psychology 304	3
Biology 105/115 or 104	4	Chemistry, Physics, or Physical Science and lab	4
Psychology Elective	3	Psychology 336	3
Psychology 319	3	General Elective	3
Total Credits	16	Total Credits	16
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Social Science	3	Psychology 303	4
Humanities	3	Minor Course	3
Psychology 302	3	Minor Course	3
Psychology Elective	3	General Elective	3
General Elective	3	General Elective	3
Total Credits	15	Total Credits	16
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Psychology 470 or 498	3	Psychology 499	3
Psychology Elective	3	Minor Course	3
Minor Course	3	Minor Course	3
Minor Course	3	General Elective	3
General Elective	3	General Elective	1
Total Credits	15	Total Credits	13
Total Hours Required for Degree 120			
*Math 134 is the math course preferred for psychology majors.			

L. On page 73 of the Catalog, under MATHEMATICS, **CHANGE** the paragraph about MATH 134

FROM:

MATH 134 is required for majors in business, nursing, psychology, and medical technology and is recommended for majors in sociology and history.

TO:

MATH 134 is required for majors in business, nursing, and medical technology and is recommended for majors in sociology, history, and psychology.

M. On page 124 of the Catalog, above MATHEMATICS COURSES (MATH), **CHANGE** the paragraph about MATH 134

FROM:

MATH 134 is required for majors in business, nursing, psychology, and medical technology, and geography and is recommended for majors in sociology and history.

TO:

MATH 134 is required for majors in business, nursing, and medical technology and is recommended for majors in sociology, history, and psychology.

RATIONALE:

The psychology faculty members have chosen to streamline the major and – ideally – make it easier for FMU students to obtain in a timely manner the coursework required for graduating with a degree in psychology. To that end, we have removed two content core requirements (going from four core requirements to two) and have broadened the elective requirements. That change will allow students to choose from a wider variety of coursework to complete their major and, optimally, will permit them to better tailor their course of study to suit their professional interests. Basically, we have increased the number of courses that students may choose from when completing their major elective requirement; the number has gone from 11 to 19 (not counting research courses and courses that have not been offered in a number of years).

We also have opened up the developmental core requirement, adding Psy 316 to the list of possible courses. We also now allow that course to count toward the major, minor, and collateral. In addition, we have broadened the Math and Biology requirements. Whereas we used to require Biology 105/115, we now allow students to take either 105/115 or 104 and its accompanying lab. Similarly, we now allow students to choose their math courses, although we still prefer that they take 134. Finally, we are removing three courses from the Catalog that have not been offered for many years; we do not plan to offer these courses in the foreseeable future.

6. Proposal from the School of Education:

A. CHANGE, p. 172, **ADMISSION TO STUDENT TEACHING (CHECK POINT II)**

From:

1. Admission to a Professional Education Program at least one full semester prior to the student teaching semester.
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching Tests).
7. All student teaching applications and PRAXIS scores must be submitted no later than the last day of classes in the semester prior to student teaching.
8. Complete the South Carolina Department of Education Application for Educator Certificate (including background check and finger printing) and receive approval by the state of same.

To:

1. Admission to a Professional Education Program at least one full semester prior to the student teaching semester.
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A grade of C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Tests and PLT Principles of Learning and Teaching.)
7. Attendance at a **mandatory** meeting held the semester prior to Student Teaching (Date and Time will be posted).
8. All student packets (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than the Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator Certificate (including background check and updated finger printing) and receive approval by the state of same.

B. CHANGE, on page 174 of the current catalog, under Professional Education

FROM:

Block A*
 ECE 313 – Block A.....3
 ECE 314 – Block A.....3
 ECE 319- Block A.....2
 ECE 321 – Block A.....3

TO:

Block A*
 ECE 314 – Block A.....3
 ECE 319- Block A.....2
 ECE 321 – Block A.....3
 EDUC 380 – Block A.....2

FROM:

Block B*
 EDUC 380 – Block B.....2
 EDUC 391 – Block B.....2
 ECE 315 – Block B.....3
 ECE 320 – Block B.....3
 ECE 420 – Block B.....3

TO:

Block B*
 EDUC 391 – Block B.....2
 ECE 313 – Block B.....3
 ECE 315 – Block B.....3
 ECE 320 – Block B.....3
 ECE 420 – Block B.....3

C. CHANGE, on page 174 of the current catalog, under ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

FROM:

Early Childhood Majors have the option to complete South Carolina State Department of Education requirements to add an Elementary Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ELEM 315, ELEM 317, and Education 312. They will also need to pass PRAXIS II Content Exams 0011 and 0012.

TO:

Early Childhood Majors have the option to complete South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ELEM 315, ELEM 317, and Education 312. They will also need to pass PRAXIS II Content Exam 5015.

CHANGE, on page 175, under ADDING AN EARLY CHILDHOOD ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

FROM:

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Early Childhood Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ECE 320, ECE 420, and ECE 319. They will also need to pass PRAXIS II content Exam 0021.

TO:

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Early Childhood Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ECE 320, ECE 420, and ECE 319. They will also need to pass PRAXIS II content Exam 0021 or 5021.

Change, on page 175 of the current catalog, Right hand top column

FROM:

Content Area-English/Language Arts.....PRAXIS II 0049

TO:

Content Area-English/Language Arts.....PRAXIS II 0049 or 5049

FROM:

Content Area – Social Studies.....PRAXIS II 0089

TO:

Content Area – Social Studies.....PRAXIS II 0089 or 5089

D. Change, on page 178 of the current catalog under Junior Year in 4-year Plan for Middle Level Education:

FROM:

JUNIOR YEAR	
Course	FALL SEM. HRS.
HLTH 315	3
Speech Communication 101	3
Specialty Course	3
Specialty Course	3-4
Specialty Course	3-4

TO:

JUNIOR YEAR	
Course	FALL SEM. HRS.
HLTH 301	3
Speech Communication 101	3
Specialty Course	3
Specialty Course	3-4
Specialty Course	3-4

E. Change, on page 179 of the current catalog, Left hand column

FROM:

Pre-Professional Education	.....7 hours
EDUC 190, 191	.....4 hours
EDUC 190 and 191 are corequisites	
EDUC 305	.....3
Supporting Courses	.....6 hours
HLTH 315	.....3
PSY 316	.....3

TO:

Pre-Professional Education	.....7 hours
EDUC 190, 191	.....4 hours
EDUC 190 and 191 are corequisites	
EDUC 305	.....3
Supporting Courses	.....6 hours
HLTH 301	.....3
PSY 316	.....3

FROM:

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. Adding Elementary Education allows candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses (if they have not been taken previously): MLE 316 (MLE 316), MLE 317 (MLE 317), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exams: 0011 and 0012.

TO:

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. Adding Elementary Education allows candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses (if they have not been taken previously): MLE 316 (MLE 316), MLE 317 (MLE 317), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exam 5015.

F. Change, on page 180 of the current catalog, Left hand column

FROM:

MLE Concentration – English/Language Arts
 Secondary Endorsement – English
 PRAXIS II 0041 and 0042
 Additional Courses:
 English 306, 316, American or British Literature (3)

TO:

MLE Concentration – English/Language Arts
 Secondary Endorsement – English
 PRAXIS II 5044 or 0044
 Additional Courses:
 English 306, 316, American or British Literature (3)

FROM:

MLE Concentration – Mathematics
 Secondary Endorsement – Mathematics
 PRAXIS II 0061 and 0063
 Additional Courses:
 Algebra (abstract & linear) (6)
 Math 134 (Recommended)

TO:

MLE Concentration – Mathematics
 Secondary Endorsement – Mathematics
 PRAXIS II 5061 or 0061 and 0063
 Additional Courses:
 Algebra (abstract & linear) (6)
 Math 134 (Recommended)

FROM:

MLE Concentration – Science
 Secondary Endorsement – Biology
 PRAXIS II 0030
 Additional Courses:
 18 hours of Science, Biology 105 (Recommended)

TO:

MLE Concentration – Science
 Secondary Endorsement – Biology
 PRAXIS II 0030 or 0070
 Additional Courses:
 18 hours of Science, Biology 105/115 (Recommended)

FROM:

MLE Concentration – Social Studies
 Secondary Endorsement – Social Studies (all fields)
 PRAXIS II 0081 and 0083
 Additional Courses:
 History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

TO:

MLE Concentration – Social Studies
 Secondary Endorsement – Social Studies (all fields)
 PRAXIS II 5086 OR 0086
 Additional Courses:
 History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

FROM:

MLE Concentration – Social Studies
 Secondary Endorsement – History
 PRAXIS II 0081 and 083
 Additional Courses:
 History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

TO:

MLE Concentration – Social Studies
 Secondary Endorsement – History
 PRAXIS II 5086 OR 0086
 Additional Courses:
 History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

G. Change, on page 181 of the current catalog, under EARLY CHILDHOOD EDUCATION COURSES (ECE)

FROM:

313 Teaching Reading in the Primary School – Block A (3) F, S.
 This course incorporates methods, materials, and current trends, of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties.

TO:

313 Teaching Reading in the Primary School – Block B (3) F, S.
 This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties.

H. Change on page 184 of the current catalog

FROM:

301 Contemporary Health Issues (3) F, S, SU. This course introduces the student to knowledge and competencies necessary for health promotion and disease prevention. Emphasis is placed on the physical, social, spiritual, emotional, environmental, and intellectual domains of health. Health disparities will be examined with particular attention to the intersections of gender, race, class, and sexuality. Subtopics will focus on the most prevalent risk factors and diseases in our diverse, global society and will include obesity, cardiovascular disease, cancers, and sexually transmitted diseases among others. Required for secondary education majors.

TO:

301 Contemporary Health Issues (3) F, S, SU. This course introduces the student to knowledge and competencies necessary for health promotion and disease prevention. Emphasis is placed on the physical, social, spiritual, emotional, environmental, and intellectual domains of health. Health disparities will be examined with particular attention to the intersections of gender, race, class, and sexuality. Subtopics will focus on the most prevalent risk factors and diseases in our diverse, global society and will include obesity, cardiovascular disease, cancers, and sexually transmitted diseases among others. Required for middle level education majors and secondary education majors seeking teacher certification in English or Mathematics.

FROM:

315 Health Education (3) (Prerequisite: EDUC 299 or permission of department chair) F, S, SU. A course designed to acquaint students with the components of a modern coordinated school health program. A study of principles, practices, and procedures in health including planning, applications, and evaluation of health instruction and programs. Required for elementary education and middle level education majors.

TO:

315 Health Education (3) (Prerequisite: EDUC 190 or permission of the Dean of the School of Education) F, S, SU. A course designed to acquaint students with the components of a modern coordinated school health program. A study of principles, practices, and procedures in health including planning, applications, and evaluation of health instruction and programs. Required for elementary education majors.

Rationale: The content of Health 301 better matches the program needs of middle level education majors. Based on the Association of Middle Level Educators (AMLE) standards, our MLE initial level teacher preparation program should focus on “knowledge of the early adolescent” rather an emphasis on “teaching” health. Middle level teachers are not expected to teach health.

7. Proposal from the Department of Psychology

A. **CHANGE** on page 222 of the *2012-2013 Francis Marion University Catalog*

From:

3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. A combined Verbal and Quantitative score of 850 or higher is recommended.

To:

3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. On the original GRE, combined scores above 850 with a minimum of 400 on each of the Verbal Reasoning and Quantitative Reasoning sections is recommended. On the revised GRE, combined scores above 290 with a minimum of 140 on each of the Verbal Reasoning and Quantitative Reasoning sections are recommended.

RATIONALE FOR A

This change is necessary to inform applicants properly of program expectations regarding the revised GRE scoring system.

B. **CHANGE** on page 223 of the *2012-2013 Francis Marion University Catalog*

From:

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted no later than:

Fall Admission: March 15*
Spring Admission: October 15

To:

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted no later than:

Fall Admission: February 15*
Spring Admission: October 15

RATIONALE FOR B

Most of the competing graduate psychology programs in the southeastern region have fall application deadlines earlier than March 15, ranging from January 15 to February 1. Discussions with applicants regarding their perceptions of programs indicated that they tend to regard later application deadlines as signaling that the program can be regarded as a second tier or “plan B” application target.

C. **CHANGE** on page 225 of the *2012-2013 Francis Marion University Catalog*

From:

PSY 704	Academic Assessment and Intervention
PSY 706	Advanced Topics in Child and Adolescent Assessment and Diagnosis
PSY 714	Child/Adolescent Counseling and Therapy
PSY 749	Psychological Consultation in Schools and Agencies
PSY 759	School-Wide Prevention, Intervention, and Crisis Programs
PSY 799-F	Internship: School Psychology (fall semester)
PSY 799-S	Internship: School Psychology (spring semester)

Plus one course from the following:

- EDUC 742 Procedures for the Divergent Learner
 EDUC 744 Quantitative Processing and the Divergent Learner
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

To:

- PSY 704 Academic Assessment and Intervention
 PSY 706 Advanced Topics in Child and Adolescent Assessment and Diagnosis
 PSY 714 Child/Adolescent Counseling and Therapy
 PSY 749 Psychological Consultation in Schools and Agencies
 PSY 759 School-Wide Prevention, Intervention, and Crisis Programs
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners
 PSY 799-F Internship: School Psychology (fall semester)
 PSY 799-S Internship: School Psychology (spring semester)

RATIONALE FOR C

This change is requested in order to more accurately reflect the requirements of the program following changes made to the curriculum as the result of the recent NASP/NCATE accreditation review as well as the practice and experience of the majority of students in the program for several years.

8. Proposal from the Department of Nursing

A. **CHANGE** on page 218 of the *2012-2013 Francis Marion University Catalog*

From:

ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Graduate Office:

1. The graduate application for admission and nonrefundable application fee;
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions;
3. Appropriate scores on the Graduate Record Examination (GRE) from within the last five years;
4. Two letters of confidential recommendations from professional associates or former professors who can attest to the academic potential of the applicant;

5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/FNP track;
6. Current license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state;
7. Satisfactory criminal background check and drug screen;
8. Health history-per college requirement (TB, Hepatitis, Immunizations); and
9. American Heart Association (AHA) CPR certification at the healthcare provider level, earned prior to the start of classes.

To:

ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Graduate Office:

1. The graduate application for admission and nonrefundable application fee;
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions;
3. Appropriate scores on the Graduate Record Examination (GRE) from within the last five years;
4. Two letters of confidential recommendation from professional associates or former professors who can attest to the academic potential of the applicant;
5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/FNP or MSN/Nurse Educator track; and
6. Current license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state;

RATIONALE FOR A

Criteria 7, 8, and 9 can be completed after acceptance. This change also adds the Nurse Educator track to the admission criteria.

9. Proposal from the School of Education

A. **ADD** on page 215 of the *2012-2013 Francis Marion University Catalog*

762 – Instructional Planning and IEP Development for Students with Learning Disabilities (3) (Prerequisite/corequisite: EDUC 760 and 761, or permission of school) S, SU. This course will emphasize the basic principles of instructional design for teaching students with learning disabilities which will include: conducting individualized needs assessments; development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; creating and adapting appropriate student

performance assessments for lesson plans; and developing and adapting appropriate instructional strategies for teaching students with learning disabilities.

RATIONALE FOR A

This course will provide teacher candidates enrolled in the M.A.T. graduate program with detailed instruction and practice in the development of lesson/unit plans, Individualized Education Plans as required by law, classroom assessments and data collection for evaluating student progress within a classroom setting. Candidates entering into the M.A.T. program lack experiences in special education settings and opportunities to develop and plan curriculum for a specific group of students. Currently, teacher candidates receive some instruction in this area in two other method courses but faculty have determined a separate class will provide more in-depth training.

The School of Education has four current faculty members who are qualified to teach this course.

10. Proposal from the Academic Support Committee

Item A. DELETE on page 94 of the *Faculty Handbook*, under “B. Standing Committees”:

Academic Support

Item B. DELETE on page 97 of the *Faculty Handbook*, under Article IV, Section 3:

C. Academic Support

Item C. DELETE on page 101 of the *Faculty Handbook*:

C. Academic Support

1. *Membership*. The committee shall consist of seven members elected from the faculty for three-year terms. The dean of the Library and directors of the Media Center and the Physical Plant shall serve as *ex officio* members without vote.
2. *Responsibilities*. The committee shall:
 - a. Advise the Faculty Senate on issues related to the Library, the Media Center, and the Physical Plant as they have an impact on the academic activities of faculty and students;
 - b. Advise the Provost concerning the University calendar.

Rationale: Since the adoption of the current constitutional structure, the Academic Support Committee's intended advisory functions appear to be unnecessary. The existing IT, Library, and various other committees provide more practical opportunities for the Academic Support Committee's advisory functions to reach the faculty's Senate representatives directly and in a more timely manner. As a consequence, the committee has not made any recommendations of note and rarely meets. In practice, the University's governance structure makes this committee redundant. On 11 September 2012, the committee members voted unanimously to dissolve the committee.

VI. Old Business – Proposal from the Graduate Council

MODIFY on pages 105 and 106 of the *Francis Marion University Handbook*, 2012

FROM:

J. Graduate Council

1. *Membership.* The voting membership of the council shall consist of the following:

- a. the head of each school or department that offers graduate degrees or his/her designee.
- b. one tenured faculty member from each school or department that offers graduate degrees, elected by the general faculty, plus an equal number of tenured faculty members from any other schools or departments, also elected by the general faculty.

All voting members of the council should be eligible for membership in the graduate faculty.

Elected members shall serve a three-year term. The Director of Graduate Programs, Chair of the Academic Affairs Committee and the Registrar shall serve as ex officio members without vote.

2. *Responsibilities.* The council shall:

- a. oversee and coordinate graduate programs; approve applicants for admission to graduate study; approve candidates for graduate degrees; and consider appeals for readmission from graduate students who have been dismissed from the university;

- b. notify the faculty of all graduate curricular proposals prior to Council action;
- c. advise the Faculty Senate on all graduate curriculum matters, including proposed graduate courses, graduate course changes, or new graduate programs, being responsible in particular for checking all such proposed courses, changes, or new programs for accuracy, numbering courses, prerequisites, issues of redundancy or overlap with existing courses, and related matters taking in account the impact of curricular proposals on other disciplines and the university as a whole.

TO:

J. Graduate Council

- 2. *Membership.* The voting membership of the council shall consist of the following:
 - a. one program director from each school or department that offers graduate degrees;
 - b. one tenured faculty member from each school or department that offers graduate degrees elected by the general faculty; (If a school or department does not have a tenured member to serve in this capacity, a tenure-track faculty member may serve.)
 - c. three at-large tenured members from any other schools or departments without a Graduate Program elected by the general faculty.

All voting members of the council should be eligible for membership in the graduate faculty. Elected members shall serve a three-year term. The Director of Graduate Programs, Chair of the Academic Affairs Committee and the Registrar shall serve as *ex officio* members without vote.

- 3. *Responsibilities.* The council shall:
 - a. receive a report each semester from the Director of Graduate Studies about applicants for admission to graduate programs, the number of students accepted into various programs, and the number of students enrolled in each graduate program;

- b. notify the faculty of all graduate curricular proposals prior to Council action;
- c. advise the Faculty Senate on all graduate curriculum matters, including proposed graduate courses, graduate course changes, or new graduate programs, being responsible in particular for checking all such proposed courses, changes, or new programs for accuracy, numbering courses, prerequisites, issues of redundancy or overlap with existing courses, and related matters taking in account the impact of curricular proposals on other disciplines and the university as a whole.

RATIONALE

This change to the description of the Graduate Council in the Faculty Handbook changes the role of the Graduate Council to more of an academic committee like the Academic Affairs Committee. The change also removes the requirement that the Graduate Council approve all candidates for admission to a program. This change reflects the number of faculty in each department/school who are better suited to make these decisions. The number of members on the graduate council will also be limited to a reasonable number. Under the current description, the number of faculty added at large will cause the committee to increase in size as additional Master's (and potentially PhD) programs are added.