Minutes
Faculty Senate Meeting
October 17, 2017

I.   **Meeting was called to order by Chair Gourley at 3:47**

Senators present: Almeida, Bethle, Blackwell, Burke, Campbell, Camper, Cintron-Gonzalez, DeVincenzo, Doucet, Engelhardt, Fries, George, Gittings, Gunther, Jeffcoat, Kiely, O'Kelley, Packett, Reynolds, Sims, Turner, Varazo

Senators absent: Aniello (excused), Carpenter (excused), Johnston

Also present: Meetze-Holcombe, Kennedy, Warters, Smolen-Morton (parliamentarian)

II.   **Minutes from the September 21, 2017 meeting were approved as corrected. Corrected minutes have been posted to the web-site.**

III.   **Report from Executive Committee**

In the executive committee meeting with Dr. Carter and Dr. King – we began the discussion about using Elucian compatible software for all course proposal submissions. Dr. Carter is willing to fund the purchase. Dr. Warters and Chair Gourley have spoken and UNC Wilmington has a software submission program that is totally paperless, limits approval access – Elucian compatible – but until we are ALL through with elucian training, etc. (sometime next fall) further exploration, will then start. Associate Provost Dr. Warters will discuss current enrollment numbers and trends from past years. Current comparative information will be available on the University Website after October 31.

Report from Dr. Warters:
New freshmen: 690
Total Enrollment: 3,786

IV.   **Report from the Academic Affairs Committee** *(See the attachment for complete proposals. See the appendix for supporting materials).*

1. Department of Biology – ***Motion passed as written.***
    Item A. Modifies possible courses in ecology

2. School of Health Sciences, Nursing Department - ***Motion passed as corrected. Minutes reflect the corrections.***
    Item A. Adds Admission Requirement

V.   **Report from the Graduate council** *(See the attachment for complete proposals. See the appendix for supporting materials).*

1. School of Education – ***All motions passed as written.***
    Item A. Modifies graduate programs descriptions

Item B. Modifies graduate checkpoints
Item C. Deletes checkpoint III, number 4
Item D. Modifies checkpoint II
Item E. Modifies checkpoint III
Item F. Modifies course description for EDUC 769
Item G. Adds EDUC 626, 628, 629
Item H. Modifies options for M.Ed. degree
Item I. Adds M.Ed. in Teaching and Learning
Item J. Modifies admission requirements for all School of Education Graduate Programs

2. School of Health Sciences - ***Motion passed as written.***
Item A. Adds IPHC 545

3. School of Health Sciences, Nursing Department – ***All motions passed as written.***
Item A. Adds admission requirement
Item B. Modifies APRN 506
Item C. Modifies prerequisites for APRN 505
Item D. Modifies prerequisites for APRN 702
Item E. Modifies prerequisites for APRN 704
Item F. Modifies prerequisites for APRN 710

VI.   Old Business - None

VII.   New Business - None

VIII.   Announcements – Congratulations to Steven Sims, who was recently named Librarian of the Year by the South Carolina Library Association (SCLA).

IX.   Adjourned at 4:25 by Chair Gourley

Attachment to the Faculty Senate Agenda – October 17, 2017

IV. Report from the Academic Affairs Committee

1. **Proposal from the Department of Biology**

   A. **Modify** on page 63:

   FROM:
   4. One course in ecology (either 308, 314, 317, 411, or 412)

   TO:
   4. One course in ecology (either 308, 314, 317, <mark>318</mark>, 411, or 412)

   Rationale for A: This updates the listing of courses offered to fulfill the requirement in biology.

2. **Proposal from the School of Health Sciences, Nursing Department**

   A. **ADD** on page 155 of current catalog, column 1, under Admission Requirements, following the paragraph beginning "For spring admission…"

   Test of English as a Foreign Language (TOEFL) and IELTS
   – The TOEFL is required of all international students except those whose native language is English. The Department of Nursing requires higher TOEFL scores for admittance into the nursing programs than those required by the University. The Department of Nursing adheres to the National Council of State Boards of Nursing (NCSBN) research, which has led to recommendations for a minimum English proficiency standard for nurses to practice safely and effectively at entry level in the U.S. An acceptable TOEFL score of a minimum 563 (223 on the computerized version or 84 on the Internet version) is required. In addition, a minimum speaking score of 26 in the TOEFL iBT is required. Appropriate scores on the IELTS (International English Language Testing System) may be used in lieu of the TOEFL.

   Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541-6161, USA.

   RATIONALE:
   In the past, many students with English as a second language have struggled or been unsuccessful in the nursing program. In reviewing their records, it was identified that many of these students did not have TOEFL scores because they were transfers from other schools. The scores listed above are the minimum scores recommended by the National Council of State Boards of Nursing as a standard for nurses to practice safely and effectively at the entry level into nursing in the US. These new admission

requirements will identify students who are lacking in the necessary language skills before they are admitted to the nursing program.

V. Report from the Graduate Council

1. Proposals from School of Education

A. **MODIFY** on page 181 under GRADUATE EDUCATION PROGRAMS

FROM:
1. Master of Education (M.Ed.) with majors in Learning Disabilities (Special Education) and Instructional Accommodation (Divergent Learning). Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.
2. Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities. Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

TO:
1. Master of Education (M.Ed.) with a major in Instructional Accommodation (Divergent Learning) is designed for individuals who have completed a bachelor's degree (in Education or another field) and wish to increase their understanding of divergent learners, students with a non-traditional approach to learning. This program is appropriate for both educators and non-educators. Completion of this degree program does not lead to initial South Carolina teacher licensure.
2. Master of Education (M.Ed.) with a major in Learning Disabilities (Special Education) is designed for the teacher who wishes to add another certification area and learn more about teaching students with learning disabilities. This program includes coursework and related practicum to provide the knowledge and skills needed to work with this unique population of students. Completion of this degree program leads to initial Special Education Certification in Learning Disabilities, not initial South Carolina teacher licensure.
3. Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities is designed for individuals who have completed a bachelor's degree in a field other than education and wish to teach school-age individuals with learning disabilities. This program includes coursework and related practicums which provide the knowledge and skills needed to work with this unique population of students. The final semester of the M.A.T. program includes coursework that is similar to the undergraduate student teaching block. Completion of this degree program leads to initial Special Education Certification and initial South Carolina teacher licensure.

Rationale: These revised program descriptions are consistent with information presented on the SOE website and clarified for selection of the most appropriate degree program applicants' career goals. Because licensure and certification options vary by degree, to make it clearer for students to select he most appropriate program for their professional goals, this information is being put in list form.

B. **MODIFY** on page 181-182 under GRADUATE CHECKPOINTS M.ED., PROGRAM COMPLETION CHECKPOINT III, number 2-3:

From:
2. Successful completion of Final Case Study
3. Completion of Mastery Test (Learning Disabilities only)

To:
2. Successful completion of course requirements for EDUC 769 / EDUC 796
3. Acceptable score on Learning Disabilities – Content Mastery Exam (M.Ed.-LD only)

Rationale: This change is for consistency with assessment names as the course and assignments have been revised in previous semesters.

C. **DELETE** on page 181-182 under GRADUATE CHECKPOINTS, PROGRAM COMPLETION CHECKPOINT III, number 4: Acceptable dispositions rating from Education 769

Rationale: This assessment is no longer administered in this course.

D. MODIFY on page 182 under GRADUATE CHECKPOINTS M.A.T - LD., ADMISSION TO STUDENT TEACHING, CHECKPOINT II:

From:
1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 grade point average or higher.
2. Passing scores on all required parts of PRAXIS II (a) PLT (Principle of Learning and Teaching), (b) Special Education Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities.
3. Completion of the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the state of South Carolina.
4. Attendance at a mandatory meeting held the semester prior to Student Teaching. (Date and Time will be posted).
5. Submission of student packet (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and PRAXIS II/PLT scores no later than Reading Day of the semester prior to Student Teaching.
6. Positive recommendations from Education 746 and Education 746 (practicum) course instructors.
7. Acceptable dispositions rating in Education 611 and recommendation from course professor to continue in program.
8. Approval by the Learning Disabilities Program Committee.

To:

1. Acceptable dispositions rating in EDUC 611 and recommendation from course professor to continue in program.

2. Positive recommendations from EDUC 746 and EDUC 746 practicum course instructors.

3. Completion of all required program coursework (except 769 and 770) with a 3.0 grade point average or higher.

4. Passing scores on all required parts of PRAXIS II (a) PLT (Principle of Learning and Teaching), (b) Special Education Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities.

5. Attendance at a mandatory meeting held the semester prior to Student Teaching to discuss student teaching requirements. (Date and Time will be posted).

6. Submission of student packet (contents of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and PRAXIS II (PLT and Subject/Specialty Area) scores no later than Reading Day of the semester prior to Student Teaching.

7. Completion of the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and approval to student teach by the state of South Carolina.

Rationale: In order to make it clearer for students as a checklist as they progress through the program, the information in this list is being condensed and reordered.

E. MODIFY on page 182 under GRADUATE CHECKPOINTS M.A.T - LD., PROGRAM COMPLETION, and CHECKPOINT III:

FROM:

1. Successful completion of Teacher Candidate Work Sample (TCWS) including ADEPT and required unit assessments.
2. Successful completion of the FMU Final Case Study for Education 769
3. Completion of all end-of-program paperwork required for licensure and graduation.
4. Successful completion of Learning Disabilities Mastery Test
5. Successful dispositions rating in Education 770
6. Positive recommendation from SOE supervisor
7. Positive recommendation from P-12 supervisor
8. Approval of learning Disabilities Program Committee

TO:

1. Successful completion of EDUC 769 course requirements
2. Successful completion of Learning Disabilities – Content Mastery Exam
3. Completion of all end-of-program paperwork required for licensure and graduation
4. Successful completion of EDUC 770 course requirements
5. Successful dispositions rating in Education 770
6. Positive recommendation from SOE supervisor (University Supervisor)
7. Positive recommendation from P-12 supervisor (Cooperating Teacher)

Rationale: This change is for consistency with assessment names as the course and assignments have been revised in previous semesters; and organizes the list to order requirements as they progress through the final semester of the program.

F. **MODIFY** on p. 187, Course Description for EDUC 769

FROM:

769 Case Study, Small-Group, and Action Research in Special Education (3) (Prerequisites: All required courses for the M.A.T.-LD and M.Ed. – LD Program with the exception of electives; for M.A.T.-LD Corequisite for M.A.T. – LD only: Education 770) F, S. This course will address research paradigms for studying students with learning disabilities, and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities. The successful candidate will use the studies to evaluate change in his/her classroom by completing an action research investigation.

TO:

769 Action Research in Special Education (3) (Prerequisites: All required courses for the M.A.T.-LD / M.Ed. – LD Program with the exception of electives; Corequisite for M.A.T. – LD only: Education 770) F, S. This course will address action research, at the classroom and teacher level, as an inquiry approach to effective instruction and learning intended to improve student learning outcomes and achievement. The emphases of this course will include an investigation of instruction and learning in one classroom (case study) with an individual student or a small group of students (2-3) with learning disabilities; a review of the literature including published research supporting the efficacy of evidence-based practices and/or programs for students with learning disabilities; implementation of a selected evidence-based practice and/or program that appropriately addresses documented needs of the learner(s) included in their investigation; and the systematic process of data-based instructional decision-making. Candidates will have the opportunity to demonstrate and apply knowledge and skills acquired in the program in a way that can be sustained as daily reflective and high-quality practice in the classroom through completion of a field-based Action Research Project in which they collect, analyze, and respond to academic and/or behavioral data from a PK-12 student/(s) with learning disabilities. The successful candidate will report the details and results, including assessment and instructional decisions and recommendations, as well as reflections on the investigation/action research process, in a written report and presentation. This course is a hybrid course, with a combination of online/computer-based learning and *up to* 5 Saturday face-to-face class meetings on campus per semester, and should be taken in the final semester of the program. To complete the requirements of the course, field placement is needed, which requires that a current SLED background check be received and approved by the FMU School of Education (*MAT-LD candidates will use their internship placements for EDUC 770*). Students should check the "News and Announcements" webpage for specific SLED background check deadlines: http://www.fmarion.edu/education/soenews/

Rationale: This updated course description more accurately reflects revisions to the course and assignments in previous semesters.

G. **ADD** on page 185:

EDUC 626 Concepts and Methods in Education (3) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

EDUC 628 Planning for Teachers (3) This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

EDUC 629 Classroom Management and Supervision (3) This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed, and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

Rationale: In response to the needs of some of our current students, these new courses will allow students to have more options. This will enable the School of Education to broaden the options for our graduate students.

H. **MODIFY** on page 181 in first column under GRADUATE EDUCATION PROGRAMS under bullet number :

1. Master of Education (M.Ed.):
    a. Learning Disabilities (Special Education)
    b. Instructional Accommodation (Divergent Learning)
    c. Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

I. **ADD** on page 183 before Master of Arts in Teaching

PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING
Coordinator: Dr. James Ritter

Students must complete 30 graduate hours.

Education Foundation Core ………………………………..…….15 Hours
   Education 611 Solving Instructional Problems Using Technology (3)
   Education 621 Understanding Learning Differences (3)
   Education 622 Assessment of Learning and Behavior (3)
   Education 624 Behavior Management (3)
   Education 648 Educational Research (3)

Literacy Preparation ……………………………… ……..………….....6 Hours

   Education 637 Foundations of Reading (3)
   Education 737 Content Area Reading and Writing (3)

Pedagogical Preparation ……………………………………………..……..9 Hours

   Education 626 Concepts and Methods in Education (3)
   Education 628 Planning for Teachers (3)
   Education 629 Classroom Management and Supervision (3)

Rationale: This is the new program of study for M.Ed. Teaching and Learning.

J. **MODIFY** on page 181 under ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION GRADUATE PROGRAMS

   FROM:

   3. Submit appropriate recent (within five years) test scores on Graduate Record Examination or the Miller Analogies Test or a passing South Carolina score on the PRAXIS II (PLT) exam. A copy of a valid South Carolina teaching license may be used in lieu of test scores for M.Ed. programs

   TO:

   3.   Submit current (taken within the last five years) passing scores on the appropriate test for the degree program applied:

      a.   M.Ed. Instructional Accommodation: GRE, Miller's Analogy, or current teaching license

      b.   M.Ed. Learning Disabilities: current teaching license

      c.   M.Ed. Teaching and Learning: GRE, Miller's Analogy, or current teaching license

      d.   M.A.T. Learning Disabilities: GRE, Miller's Analogy, Praxis II (PLT)

Rationale for J: Because options for accepted tests vary by degree, to make it clearer for students, this information is being put in list form.

2. **Proposal from the School of Health Sciences**

   A. **ADD: Page 154 (After 500 Rural Health)**

IPHC 545 Guided Graduate Health Sciences Elective (3, 2, or 1) (Permission of the Program Chair/Director) This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.

RATIONALE:
This course is needed because some of the APRN courses are odd credits. HRSA-based scholarship recipients need to be full-time each semester. Full-time status is not a problem in the Fall and Spring semester, but some courses in the summer only total five (5) credit hours leaving scholarship recipients scrambling for additional appropriate online credits. This year (summer 2017) the School of Health Sciences used an undergraduate (NURS 445) Guided Nursing Elective (Catalog, p. 157) to fill the gap so students could maintain their federal funding.

In anticipation of similar situation possibly occurring in the future with physician assistant or speech-language pathology students who may have to retake a course or become federally funded, it is prudent to develop this elective to be inter-professional.

3. **Proposals from the School of Health Sciences, Nursing Department**

    A. **ADD** on page 189 of the current catalog, under Graduate Nursing Program, Admission Requirements

Test of English as a Foreign Language (TOEFL) and IELTS
The TOEFL is required of all international students except those whose native language is English. The Department of Nursing requires higher TOEFL scores for admittance into the nursing programs than those required by the University. The Department of Nursing adheres to the National Council of State Boards of Nursing (NCSBN) research, which has led to recommendations for a minimum English proficiency standard for nurses to practice safely and effectively at entry level in the U.S. An acceptable TOEFL score of at a minimum 577 (233 on the computerized version or 90 on the Internet version) is required. In addition, a minimum speaking score of 26 in the TOEFL iBT is required. Appropriate scores on the IELTS (International English Language Testing System) may be used in lieu of the TOEFL.

Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541-6161, USA.

RATIONALE:

In the past, many students with English as a second language have struggled or been unsuccessful in the nursing program. In reviewing their records, it was identified that many of these students did not have TOEFL scores because they were transfers from other schools. The scores listed above are the minimum scores recommended by the National Council of State Boards of Nursing as a standard for nurses to practice safely and effectively at the entry level into nursing in the US. These new admission requirements will identify students who are lacking in the necessary language skills before they are admitted to the nursing program.

B. **MODIFY** on page 191 of current catalog, first column

FROM:

506 Health Systems and Risk Management (3) SU II. This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

TO:

506 Health Systems and Risk Management (3) SU. This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

RATIONALE:

Change is made to be consistent with how other summer courses are listed.

C. **MODIFY** on page 191 of current catalog, first column

FROM:

505 Population Health and Epidemiology (3) (Prerequisites: 502 and 503) S. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

TO:

505 Population Health and Epidemiology (3) S. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

RATIONALE:

The pre-requisites are deleted because they are not required for students to be successful in this course.

D. **MODIFY** on page 191 of the current catalog, second column

FROM:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

TO:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

RATIONALE:

Faculty identified that additional pre-requisites were needed for students to be successful in this course.

E. **MODIFY** on page 191 of the current catalog, second column

FROM:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

TO:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner

expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

RATIONALE:

Faculty identified that additional pre-requisites were needed for students to be successful in this course.

F. **MODIFY** on page 192 of the current catalog, first column

FROM:

710 Education Capstone Seminar (3) F (Prerequisites: APRN 501, 502, 503, 504). This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

TO:

710 Education Capstone Seminar (3) F. This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

RATIONALE:

The pre-requisites are deleted because they are not required for students to be successful in this course.