

**Minutes**  
**Faculty Senate Meeting**  
**October 18, 2016**

**I. Chair Flannagan called the meeting to order at 3:45 pm.**

**Senators present:** Buck, Burke, Camper, Cintron-Gonzalez, Doucet, Engelhardt, Flannagan, Fries, Gittings, Gourley, Hopla, Jeffcoat, Newman, Packett, Ramey, Reynolds, Sargent, Sims, Turner, Vazaro

**Also present:** Bausmith, Meetze-Holcombe

**Senators absent:** Almeida, Carpenter, Gunther (excused), Johnston (excused), Kiely (excused), Nagata

**II. Minutes from the September 22, 2016 meeting were approved as posted.**

**III. Report from Executive Committee**

1. We have all been through a disaster. Please refer to Dr. Carter's e-mail concerning things that have happened on campus and the amount of work that has gone into getting us up and running today.
2. Many of you have expressed concerns about missing instructional days. Dr. Carter has determined, with the advice of the working group to not add any days to the calendar.
3. Dr. Carter has also authorized the Foundation to release funds for emergency grants to faculty and staff who need financial assistance during this time. Parameters for those grants (how to apply, etc.) should be posted before the end of the week. Several of our colleagues have lost everything and this will need this help in the days to come.
4. We are in the process of hiring a Speech Pathology Director. We received recurring monies from the State to start the program which includes this hire. Remember: like the PA program, we have about 18 months before the first class will arrive on campus—fall, 2018.
5. We also started the rollout of the Center for Academic Success and Advising (CASA) which is headed by Associate Provost Jennifer Kunka. The staff of the advising center will be responsible for advising a cohort of roughly 200 freshmen this year. In addition, the office will provide assistance to students via an early alert system when that goes into place. CASA will encompass the Writing Center, All Tutoring Center, UL Life program, and Career Development Center.
6. Rusty Ward has begun the process of preparing the written part of the SACS-COC document which will be due to SACS next year. The site visit for the team will be on campus in March, 2018. Chris Johnson will be heading up the preparation for the SACS-required new QEP program. He has sent an e-mail regarding how that program will be developed via forums and other kinds of communication processes.
7. Dr. Carter met with the Budget Review Committee earlier this fall. He indicated that FMU will likely ask for the following monies for the 2016-17 legislative year:

- a. 610,000 accreditation support (recurring)
- b. 3.1 million maintenance costs
- c. 350,000 STEM monies (recurring)
- d. 2.4 million for the Honors Center (received 700,000 last year) no-recurring.
- e. Monies for the Education and Business building via a Bond Bill.

**IV. Report from the Academic Affairs Committee – *All proposed changes passed without opposition.***

1. School of Education
  - Item A. Modifies requirements for Middle Level Education program
  - Item B. Modifies prerequisites and co-requisites for EDUC 315, 316, 317
  - Item C. Modifies clinical hour requirements for EDUC 322, 324, 326, 411

**V. Report from the Graduate council – *All proposed changes passed without opposition.***

1. School of Education
  - Items A - E. Changes coordinators of M.Ed. and M.A.T. programs
  - Items F - U. Deletes courses from the catalog that are no longer taught or have been deleted from M.A.T. and/or M.Ed. programs
2. Provost's Office
  - Item A. Adds statement about academic renewal at the graduate level

**VI. Old Business - None**

**VII. New Business - None**

**VIII. Announcements – Various dates for upcoming events were discussed.**

Pre-Registration begins Wednesday, October 26-November 4  
Next Senate meeting, November 15  
Next Graduate Council, October 20  
Next Academic Affairs meeting, October 27  
AAUP Forum, November 1 @ 3:45 in The Cottage, reception following at Wallace House—invitations should have gone out today

**IX. Meeting was adjourned at 4:05 by Chair Flannagan.**

Attachment to the Senate Agenda –October 18, 2016

IV. Academic Affairs

1.Proposal from School of Education

A. **MODIFY** on pages 143-4, under MIDDLE LEVEL EDUCATION

**FROM:**

Coordinators: Dr. Erik A. Lowry and Mrs. Lindsay M. Sturkie

Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be licensed to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics).

Candidates seeking licensure must complete the specific requirements listed below:

<b>General Education</b> .....	<b>.48 hours</b>
Communication .....	9 hours
English 101 or 101E/101L .....	3
English 102 .....	3
Speech Communication 101 .....	3
Mathematics .....	6 hours
Mathematics 132 or higher (Math & Science)	
Mathematics 131 or higher (ELA & SS) .....	3
Mathematics 134 .....	3
Social Sciences .....	9 hours
Geography 101 .....	3
Political Science 101 or 103 .....	3
An additional three hours chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259.....	3
Humanities .....	12 hours
History Elective .....	3
Literature Elective.....	3
Art 101, Music 101, or Theatre 101 .....	3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre .....	3
Sciences (Should include both biological and physical sciences) .....	12 hours
Biology 103, 104, or 105 .....	4
Physical Science 101 .....	4
Biology or Physical Science Elective or Psychology 206/216 .....	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
Pre-Professional Education .....	7 hours

Education 190, 191 .....	4
Education 190 and 191 are corequisites	
Education 305 .....	3
Supporting Courses .....	3 hours
Psychology 316 .....	3
Professional Education Courses	
(Require admission to the program)* .....	35 hours
Education 310 .....	3
Education 311 .....	3
Education 313 .....	1
Education 322 .....	3
Education 380 .....	2
Education 411 .....	3
Education 394 (may be taken with either methods course).....	2
Middle Level Education 422 .....	3
Student Teaching Block*	
Education 487 .....	3
Education 490 .....	12

Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.) ..... 36-41 hours

Middle Level English/Language Arts .....	18 hours
English 300 .....	3
English 310 .....	3
English 315 .....	3
English 340 .....	3
English 341 .....	3
Middle Level Education 314 .....	3
Middle Level Mathematics .....	18 hours
Mathematics 201 .....	3
Mathematics 230 .....	3
Mathematics 235 .....	3
Mathematics 345 .....	3
Mathematics Elective – 200 or higher .....	3
Middle Level Education 316:	
Teaching Middle Level Mathematics .....	3
Middle Level Science .....	22-23 hours
Relevant General Education Choices	
Biology 105 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	
Specialty Courses	
Biology 106 .....	4
Physics 215 .....	4
Physics 216 .....	4
Option: Geography 105 or Astronomy 202.....	4

Option: Chemistry 102 or any Biology above 200.....	4
Middle Level Education 317.....	3
Middle Level Social Studies .....	18 hours
Relevant General Education choices	
Geography 101 .....	3
Political Science 101 .....	3
Political Science 103.....	3
History 202 .....	3
Psychology 206/216 .....	3
Specialty Courses	
Economics 203 .....	3
Economics 204 .....	3
History 203 .....	3
History 204 .....	3
History 316 .....	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315 .....	3
<b>Minimum hours required for graduation .....</b>	<b>128 hours</b>

**TO:**

Coordinators: Dr. Kim McCuiston and Mrs. Lindsay M. Sturkie

Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be licensed to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics).

Candidates seeking licensure must complete the specific requirements listed below:

<b>General Education .....</b>	<b>48 or 49 hours</b>
Communication .....	9 or 10 hours
English 101 or 101E/101L .....	3 or 4
English 102 .....	3
Speech Communication 101 .....	3
Mathematics .....	6 hours
Mathematics 132 or higher (Math & Science)	
Mathematics 131 or higher (ELA & SS) .....	3
Mathematics 134 .....	3
Social Sciences .....	9 hours
Geography 101 .....	3
Political Science 101 or 103 .....	3
An additional three hours chosen from anthropology, economics, geography, political science, sociology, or	
Honors 250-259.....	3
Humanities .....	12 hours
History Elective .....	3
Literature Elective.....	3

Art 101, Music 101, or Theatre 101 . . . . .	3
Art, History, Literature, Music, Philosophy and Religious Studies, Theatre or Honors 260-269 . . . . .	3
Sciences (Should include both biological and physical sciences) . . . . .	12 hours
Biology 103, 104, or 105/115. . . . .	4
Physical Science 101. . . . .	4
Biology or Physical Science Elective or Psychology 206/216 . . . . .	3 or 4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
Pre-Professional Education . . . . .	7 hours
Education 190, 191 . . . . .	4
Education 190 and 191 are corequisites	
Education 305 . . . . .	3
Supporting Courses. . . . .	3 hours
Psychology 316 . . . . .	3
Professional Education Courses (Require admission to the program)* . . . . .	35 hours
Education 310 . . . . .	3
Education 311 . . . . .	3
Education 313 . . . . .	1
Education 322 . . . . .	3
Education 380 . . . . .	2
Education 394 (may be taken with either methods course).....	2
Education 411 . . . . .	3
Middle Level Education 422 . . . . .	3
Student Teaching Block*	
Education 487 . . . . .	3
Education 490 . . . . .	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.) . . . . .	36-41 hours
Middle Level English/Language Arts . . . . .	18 hours
Education 326.....	3
English 300 . . . . .	3
English 310 . . . . .	3
English 315 . . . . .	3
English 340 . . . . .	3
English 341 . . . . .	3
Middle Level Mathematics . . . . .	18 hours
Mathematics 201 . . . . .	3
Mathematics 230 . . . . .	3
Mathematics 235 . . . . .	3
Mathematics 345 . . . . .	3
Mathematics Elective – 200 or higher . . . . .	3
Middle Level Education 316.....	3

Middle Level Science .....	22-23 hours
Relevant General Education Choices	
Biology 105/115 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	
Specialty Courses	
Specialty Courses	
Biology 106 .....	4
Physics 215 .....	4
Physics 216 .....	4
Option: Geography 105 or Astronomy 202 .....	3 or 4
Option: Chemistry 102 or any Biology above 200.....	4
Middle Level Education 317.....	3
Middle Level Social Studies .....	18 hours
Relevant General Education choices	
Geography 101 .....	3
Political Science 101 .....	3
Political Science 103.....	3
History 202 .....	3
Psychology 206/216 .....	3 or 4
Specialty Courses	
Economics 203 .....	3
Economics 204 .....	3
History 203 .....	3
History 204 .....	3
History 316 .....	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315 .....	3
<b>Minimum hours required for graduation .....</b>	<b>129 hours</b>

**Rationale for A:** A few errors are being corrected and a new co-coordinator is being assigned. We are adding the lab (115) to Biology 105, correcting the order of 394 & 411, adding the R2S course, EDUC 326 which replaced MLE 314. We are also removing the course title for 316 to be consistent with other course listings and correcting the total number of hours.

**B. MODIFY on page 145, under ELEMENTARY EDUCATION COURSES (ELEM)**

**FROM:**

**315 Methods of Instruction for Social Studies** (3) (Corequisites: Elementary Education 317) F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Methods of Instruction for Mathematics (3)** (Corequisite: Elementary Education 314) F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements”

webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Methods of Instruction in Science (3)** (Corequisites: Elementary Education 315) F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines:

[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**TO:**

**315 Methods of Instruction for Social Studies (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines:

[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Methods of Instruction for Mathematics (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines:

[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Methods of Instruction in Science (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check



the “News and Announcements” webpage for specific SLED background (check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)).

**Rationale for B:** Although it is stated in the catalog above the course listing, we are adding to the course description a prerequisite that students must be admitted to the professional education program. When the new Read to Succeed courses were created, ELEM 314 was deleted, which was a co-requisite for ELEM 316. With this modification, students will choose one of the other two methods courses as a co-requisite.

C. **MODIFY** on pages 146 under **EDUCATION COURSES (EDUC)**

**FROM:**

**322 Foundations in the Instruction of Reading (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

**324 Reading Assessment (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A). This course is designed to provide teacher candidates with the knowledge and experience of assessing PreK-12 students in reading. Interpretation of data and implications for instruction will be highlighted throughout the course.

**326 Strategies for Reading Instruction PreK-12 (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block B.) This course will examine the current trends and practices in the teaching of reading. In addition, teacher candidates will examine ways of accommodating students with varying reading levels.

**411 Reading and Writing in the Content Areas (3)** (Prerequisite: Admission to the Professional Education Program or permission from the School of Education) This course is designed to prepare pre-service teacher candidates to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined by pre-service classroom teachers. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines.

**TO:**

**322 Foundations in the Instruction of Reading (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity, and the role of professional development will be emphasized throughout the course. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience

hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**324 Reading Assessment (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A). This course is designed to provide teacher candidates with the knowledge and experience of assessing PreK-12 students in reading. Interpretation of data and implications for instruction will be highlighted throughout the course. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**326 Strategies for Reading Instruction PreK-12 (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block B.) This course will examine the current trends and practices in the teaching of reading. In addition, teacher candidates will examine ways of accommodating students with varying reading levels. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**411 Reading and Writing in the Content Areas (3)** (Prerequisite: Admission to the Professional Education Program or permission from the School of Education) This course is designed to prepare pre-service teacher candidates to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined by pre-service classroom teachers. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**Rationale for C:** To provide opportunities for our teacher candidates to have hands-on experience working with P-12 students with reading issues, we need to add the SLED requirement to these Read to Succeed courses. The assignments should entail up to 10 hours in 322, 324 & 411. For 326, up to 15 hours will be needed to develop strategies for students of varying reading levels.

## **V. Graduate Council**

### **1. Proposal from School of Education**

**RATIONALE FOR A-E: ADMINISTRATIVE CHANGES/REASSIGNMENT OF FACULTY**

**A. CHANGE** on page 171 of the current catalog the Coordinator of the Learning Disabilities programs

**FROM:**

Dr. Karen M. Fries  
Coordinator, Learning Disabilities Program, (M.Ed.)  
Dr. Cynthia A. Nixon  
Coordinator, Learning Disabilities Program, (M.A.T.)

**TO:**

Dr. Karen M. Fries and Dr. Kathryn G. Haselden  
Co-Coordinators, Learning Disabilities (M.Ed. and M.A.T.)

**B. CHANGE** on page 181 of the current catalog the Coordinator of the Learning Disabilities programs

**FROM:**

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING  
DISABILITIES

Coordinator: Dr. Karen M. Fries

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

Coordinator: Dr. Cynthia A. Nixon

**TO:**

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING  
DISABILITIES

Co-Coordinators: Dr. Karen M. Fries and Dr. Kathryn G. Haselden

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

Co-Coordinators: Dr. Karen M. Fries and Dr. Kathryn G. Haselden

**C. CHANGE** on page 209 of the current catalog the Coordinator of the Learning Disabilities programs

**FROM:**

**Karen Fries (2013) \***  
Assistant Professor of Education and Coordinator of the Learning  
Disabilities Program - M.Ed.  
Ph.D., Special Education, Pennsylvania State University  
M.S., Special Education, University of Albany  
B.S., Psychology, George Mason University

**TO:**

**Karen M. Fries** (2013) \*

Assistant Professor of Education and Co-Coordinator of the Learning  
Disabilities Programs - M.Ed. and M.A.T.  
Ph.D., Special Education, Pennsylvania State University  
M.S., Special Education, University of Albany  
B.S., Psychology, George Mason University

**D. CHANGE** on page 210 of the current catalog the Coordinator of the Learning  
Disabilities programs

**FROM:**

**Kathryn G. Haselden** (2007) \*

Associate Professor of Education  
Ph.D., Special Education, University of North Carolina at Charlotte  
M.Ed., Special Education, University of North Carolina at Charlotte  
B.A., Learning Disabilities, Converse College

**TO:**

**Kathryn G. Haselden** (2007) \*

Associate Professor of Education and Co-Coordinator of the Learning Disabilities Programs-  
M.Ed. and M.A.T.

Ph.D., Special Education, University of North Carolina at Charlotte  
M.Ed., Special Education, University of North Carolina at Charlotte  
B.A., Learning Disabilities, Converse College

**E. CHANGE** on page 212 of the current catalog the Coordinator of the Learning  
Disabilities programs

**FROM:**

**Cynthia A. Nixon** (2008) \*

Associate Professor of Education and Coordinator of Learning  
Disabilities Program - M.A.T.  
Ed.D., Special Education, West Virginia University  
M.A., Special Education, West Virginia University  
B.A., Education (Social Studies), Fairmont State College

**TO:**

**Cynthia A. Nixon** (2008) \*

Associate Professor of Education  
Ed.D., Special Education, West Virginia University  
M.A., Special Education, West Virginia University  
B.A., Education (Social Studies), Fairmont State College

**RATIONALE FOR F-U:** Deleting courses from catalog that are no longer taught or  
have been deleted from programs.

**F. DELETE** on page 182 of the current catalog the course description of EDUC 503,  
Teaching of Reading in the Secondary School

**503 Teaching of Reading in the Secondary School** (3) F. Prepares preservice and in-service secondary and middle school teachers for the most effective use of printed content materials. Implications of current theory and the results of research in reading will be discussed.

**G. DELETE** on page 182 of the current catalog the course description of EDUC 610, Collaboration and Management Solutions for Education

**610 Collaboration and Management Solutions for Education** (3) F, S. This course will examine the conflicts in school settings from a variety of perspectives, examining these situations at both the individual and systemic levels. The goal is to enable participants to objectively identify the nature of the problem and the relevant interests of various parties, to explore alternatives with firm foundations in research, and to formulate possible strategies for resolving the situation constructively.

**H. DELETE** on page 182 of the current catalog the course description of EDUC 616, Public School Curriculum and Organization K-12

**616 Public School Curriculum and Organization K-12** (3) F, SU. This course is designed to supply the skills necessary to allow curricular development and to give the student a broad understanding of the scope and sequence of public school curriculum.

**I. DELETE** on page 182 of the current catalog the course description of EDUC 620, Foundations of Education

**620 Foundations of Education** (3) F, S, SU. The course introduces the student to contemporary and emerging societal problems and issues as they relate to and impact upon education. These problems and issues will be viewed from a national, state, and local perspective. This course will focus on the dynamics of educational change. The student will be expected to focus on a particular educational or societal problem/issue and assess and evaluate its instructional implications.

**J. DELETE** on page 183 of the current catalog the course description of EDUC 623, Quantitative Research Methods in Education

**623 Quantitative Research Methods in Education** (3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course will emphasize current research techniques/methodologies appropriate for the contemporary teacher. Skills in understanding and critically analyzing professional literature and in applying the findings of current research in educational settings will be emphasized. Basics of statistical analysis will be introduced. Models and designs of various types of studies will be covered, including Historical, Descriptive, and

Experimental. The student will be exposed to Pre-experimental, Quasiexperimental, and True-experimental designs and the benefits of each in contemporary classroom environments. The student will also learn to use appropriate software for analyzing research data in education settings. It is recommended that students complete Education 623 within the first 12 hours of their academic program. It is required that students complete Education 623 within the first 18 hours.

**K. DELETE** on page 183 of the current catalog the course description of EDUC 721, Family, Community, and Early Childhood Education

**721 Family, Community, and Early Childhood Education (3) S, SU.** A primary goal of this course is to provide opportunities for collaboration among teachers, other professionals, and members of a larger and diverse community. One of the outcomes of the course collaboration is a plan to address a concern, such as school-age child care. Course content encompasses topics that include family and community concerns and issues, such as anti-bias practices in schools; strategies to connect families to appropriate community services; and initiatives to assist family and community, such as mentoring school volunteers.

**L. DELETE** on page 183 of the current catalog the course description of EDUC 722, Curriculum Design for Early Childhood Programs

**722 Curriculum Design for Early Childhood Programs (3) SU.** One of the goals of this course is to have students design and use curriculum that is based on the most current research concerning children's development in all domains. A product of this course is a research paper including the implications of a proposed curriculum for a school or child care center. Course topics relate to innovative, pragmatic programs that are appropriate for children from birth through age eight and who reflect diverse demographics. Instructional methods for integrating the curriculum in language, math, science, social studies, health, and the arts are studied.

**M. DELETE** on page 184 of the current catalog the course description of EDUC 724, Leadership of Early Childhood Programs

**724 Leadership of Early Childhood Programs (3) SU.** The major goal of this course is to have students analyze leadership responsibilities in establishing, managing, and improving appropriate programs for children from birth to age eight. Students collaborate with individuals who currently serve in leadership roles in Early Childhood programs. Topics such as diversity of staff and families, environmental assessment, professional ethics, mentoring to develop the potential of individual staff (life span development), and regulations for quality programs are studied.

Information is also provided about prospective entrepreneurs' interests in owning a home or center child care business.

**N. DELETE** on page 184 of the current catalog the course description of EDUC 731,  
Literacy Development

**731 Literacy Development** (3) F, S, SU. The course covers primary through middle-school reading curriculum. It develops the best of past and current literacy practice, and the best of past and current literacy research. Critical thinking is emphasized throughout, as are considerations of individual and cultural diversity. The best current available literacy technology is explained, demonstrated, and, when feasible, employed directly by students. All elements of the course are integrated, strengthened, and focused by the program principles of knowledge, reflections, and collaboration.

**O. DELETE** on page 184 of the current catalog the course description of EDUC 732,  
Quantitative Learning: Pre-School Through Middle School

**732 Quantitative Learning: Pre-School Through Middle School** (3) F, S, SU. The course will consider a wide spectrum of methods and styles for quantitative learning in very young children, children, and early adolescents. The course will focus on these techniques as they apply to the South Carolina Mathematics Standards.

**P. DELETE** on page 184 of the current catalog the course description of EDUC 733,  
Concepts and Methods in Elementary Science

**733 Concepts and Methods in Elementary Science** (3) F, S, SU. This course will prepare students to teach science in the elementary school. This course emphasizes a constructivist hands-on approach that focuses on learning science through discovery.

**Q. DELETE** on page 184 of the current catalog the course description of EDUC 734,  
Concepts and Methods in Elementary Social Studies

**734 Concepts and Methods in Elementary Social Studies** (3) F, S, SU. Course content focuses on selected content from the social studies scope and sequence. The mastery of these concepts via inquiry, guided discovery, and other "best practice" strategies will serve as a basis to explore effective methods for social studies instruction. Course will supply the student with the latest concepts and teaching strategies in the field.

**R. DELETE** on page 184 of the current catalog the course description of EDUC 744,  
Quantitative Processing and the Divergent Learner

**744 Quantitative Processing and the Divergent Learner** (3) F, S, SU.

The course will consider a wide spectrum of learning divergences with appropriate and effective diagnostic, prescriptive, and treatment techniques. The course will focus on these divergences and techniques as they apply to South Carolina Mathematics Standards.

**S. DELETE** on page 184 of the current catalog the course description of EDUC 748, Qualitative Research for Educators

**748 Qualitative Research for Educators (3)** (Prerequisite: Admission to the School of Education Graduate Program or permission of the school) F, S, SU. This course is designed to provide students an introduction to qualitative research methods for education. Through this course the students will be introduced to critical issues and strategies for conducting qualitative inquiries.

**T. DELETE** on page 185 of the current catalog the course description of EDUC 794, Capstone I: Identification and Analysis of Research Topic

**794 Capstone I: Identification and Analysis of Research Topic (3)** (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797 or permission of the school) F, S. This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project.

**U. DELETE** on page 185-186 of the current catalog the course description of EDUC 795, Capstone II: Completion and Presentation of Research Topic

**795 Capstone II: Completion and Presentation of Research Topic (3)** (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797, and either Education 794 or Education 798 or permission of the school) S, SU. Students will complete and present the results of their research projects. The student will present the completed work, near the conclusion of Education 795, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and interested members of the School of Education faculty.

## **2. Proposal from Provost's Office**

A. **ADD** on page 173 under ACADEMIC INFORMATION

Academic Renewal. There will be no academic renewal at the graduate level.