

Agenda
Faculty Senate Meeting
March 30, 2010 – 3:45 p.m. – UC Room #218

I. Call to order and Roll Call

II. Approval of Minutes from the February 9, 2010 meeting

III. Reports from Committees

A. Executive Committee

1. Item I concerns a change in the Faculty Constitution dealing with Policy and Procedures related to Academic Freedom and Tenure.

B. Academic Affairs

1. Office of the Provost and the Office of Administration
 - A. Item I from the Offices of the Provost and Administration concerns adding information in FMU's mission statement which includes the new specialist degree in psychology.
2. Honors Program
 - A. Item II from the Honors Program concerns an addition to the description of HNRS 350.
3. Department of Psychology
 - A. Item III concerns course prerequisites for PSY 314.
4. Department of Nursing
 - A. & B. concern changes to the RN-BSN plan of study.
5. Military Science Program
 - A-D concern catalog changes related to the treatment of Military Science courses within the curriculum.
6. Department of Biology
 - A-E concern language changes when describing our cooperative program with Clemson in Wildlife and Fisheries Biology.
 - F-J concern changes in descriptions related to our Forest Resources cooperative program with Clemson.
7. Department of Mathematics
 - A concerns the addition of a new course, MATH 201L.
 - B concerns the deletion of MATH 120.
 - C-P concern catalog changes related to this addition and deletion.

C. Graduate Council

1. School of Education
 - A. Concerns a change in transfer credit.
 - B. Concerns a change in the Missions Statement and the School of Education Conceptual Framework.
 - C. Concerns a change under Graduate Check Points – M.A.T. – LD.
 - D. Concerns a change in Education Courses (EDUC).
2. Department of Psychology
 - A. Concerns a change in Coarse Load.

D. Faculty Life Committee

1. Concerns revision to the Faculty Handbook – Third Year Peer Review.
2. Concerns revision to the Faculty Handbook – Criteria and Procedures for Promotion in Academic Rank.

3. Concerns a change in the Faculty Constitution - ARTICLE II. THE FACULTY SENATE, Section 3. Officers of the Faculty Senate, A. Election of Officer of the Faculty Senate.
4. Concerns a change in the Faculty Constitution - ARTICLE II. THE FACULTY SENATE, Section 5. Faculty Senate Committees: Selection and General Membership, A. Executive Committee.
5. Concerns a change in the Bylaws of the Faculty Senate - ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES.

IV. Old Business**V. New Business****VI. Announcements****VII. Adjournment**

Appendix to the Faculty Senate Meeting – March 30, 2010

A. Item I - PROPOSAL FROM THE EXECUTIVE COMMITTEE:

HANDBOOK REVISIONS

Proposed deletions are shown as strikethroughs; proposed additions are shown in ***boldface italics***. Page numbers apply to the *FMU Faculty Handbook* as revised in 2008.

Page 29

POLICY AND PROCEDURES CONCERNING ACADEMIC FREEDOM AND TENURE

Academic Freedom Defined

All members of the faculty are entitled to academic freedom:

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties.

The teacher is entitled to freedom in the classroom and laboratory in discussing his or her subject but should be careful not to introduce into his or her teaching controversial matter which has no relation to his or her subject. Any limitations of academic freedom should be clearly stated in writing at the time of the appointment.

Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the university.

The university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he or she speaks or writes as a citizen, he or she should feel free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and an educational officer, he or she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not an institutional spokesperson.

RATIONALE: In the November-December 2009 issue of *Academe*, the AAUP issued a report on “Protecting an Independent Faculty Voice: Academic Freedom after *Garcetti v. Ceballos*.”

In *Garcetti v. Ceballos* (2006), the Supreme Court allowed a Los Angeles district attorney’s office to discipline a deputy district attorney for having criticized his supervisor’s actions; the Court ruled that when public employees speak “pursuant to their official duties, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.” Although the majority expressly left open whether its ruling should apply to “speech related to scholarship and teaching” in public universities, subsequent decisions in the lower federal courts concerning faculty speech have disregarded this reservation and

now threaten to diminish severely the constitutional protection of the academic freedom of professors whose engagement in governance, as well as their teaching and research, is considered part of their “official duties.”

--AAUP

The Faculty Life Committee is currently considering the section on Academic Freedom including, but not limited to, the language added above. The Executive Committee felt it important to get this extended protection into the Handbook this year, even though a proposal to amend this entire section may be coming from the Faculty Life Committee in the next year.

B – Academic Affairs

1. – A - Proposal from the Office of the Provost and the Office of Administration:

With respect to the University’s mission statement (which appears on page 7 of the 2009-2010 *FMU Catalog*), we recommend that the second sentence of the second paragraph be changed to include the phrase “**and a specialist degree in school psychology.**”

The foregoing is the only change in the mission statement being recommended at this time.

If approved, the second paragraph of the mission statement, on page 7 of the 2009-2010 catalog, will read as follows:

“Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent undergraduate education in the liberal arts and selected professional programs. **The University now offers bachelor’s degrees in liberal arts disciplines, business, education, and nursing; master’s degrees in business, education, and psychology; and a specialist degree in school psychology.** While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of our students. To achieve its educational goals, the University has outstanding faculty members distinguished by high achievement and diverse academic background. We provide traditional and when appropriate, non-traditional instruction, access to an excellent library as well as electronic resources, and staff members committed to the success of the individual student. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goal. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad, and cooperative degree programs.”

Rationale: During 2008-2009, the faculty and administration of Francis Marion University approved a specialist degree program in school psychology. The program was subsequently approved by the FMU Board of Trustees and by the Commission on Colleges of the Southern Association of Colleges and Schools. During fall 2009, FMU began the process of seeking approval of the specialist degree program from the South Carolina Commission on Colleges. On January 14, 2010, the Advisory Committee on Academic Programs of the CHE gave its approval to the specialist degree program in school psychology. We expect the full CHE to approve the specialist degree program later this year.

The specialist degree program in school psychology constitutes a more advanced level of degree than the master’s degree, and under the policies of both SACS and the South Carolina Commission on Higher Education, the University’s mission statement should be modified to take into account the awarding of the specialist degree.

If the Academic Affairs Committee approves the change, then we will seek approval from the Faculty Senate, the general Faculty, and the FMU Board of Trustees. The revised mission statement will then be submitted to the South Carolina Commission on Higher Education for its approval.

2. – A. - Item II - Proposal from the Honors Program:

ADD, at the end of the description of HNRS 350, The Model UN Experience (passed by the Faculty in November, 2009, as being on page 190 of the 2009 – 10 Catalog, before **WASHINGTON SEMESTER PROGRAM**):

“May be taken for credit no more than twice.”

3. – A – Item III - Proposal from the Department of Psychology:

CHANGE, on page 144 of the 2009-2010 catalog, the course prerequisite
From:

314 Health Psychology/Behavioral Medicine (3) (Prerequisite: 206)

To:

314 Health Psychology/Behavioral Medicine (3) (Prerequisite: 206 or permission of department)

4. - Proposal from the Department of Nursing:

A. Remove the following Plan of Study in the RN to BSN Curriculum:

Remove page 129 of the 2009-2010 Catalog, which contains a four semester plan of study for the RN to BSN program.

B. Replace page 129 of the 2009-2010 Catalog with:

RN to BSN PLAN OF STUDY

Semester One

<u>Course</u>	<u>Semester Hours</u>
NRN 302 Pathophysiology1	3
NRN 332 Professional Nursing Practice	3
NRN 333 Health Assessment & Promotion	4

Semester Two

<u>Course</u>	<u>Semester Hours</u>
NRN 334 Nursing Research in Practice	3
NRN 445 Population Focused Nursing2	6
Nursing Elective	3

Semester Three

<u>Course</u>	<u>Semester Hours</u>
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1 Credit by examination is available. Advanced placement examinations may be taken only one time
 2. Independent clinical component

NRN 447 Leadership and Management2	6
NRN 448 Nursing's Role in Health Policy Development	3

Total Semester Hours: 31

Thirty semester hours will be awarded as transfer credit for previous nursing course work.

The applicant must complete 63 hours of undergraduate course work which includes general education requirements in addition to the nursing courses.

A total of 124 semester hours of undergraduate course work is required for graduation.

Rationale for the removal of the Plan of Study: When the program was developed it was anticipated that most nurses, because they are working and most are raising families, would prefer a slower academic pace. Thus a two year plan of study was created. It was also anticipated there would be those nurses who would want to progress more quickly, thus a three semester plan was also developed. This is the third year students have been accepted into the program, and no one has elected to study part time. It is being recommended that the part time (two year) plan of study be eliminated. Any student in the future who may request part time study will be accommodated within the current three semester plan.

5. – Proposal from the FMU Military Science Program:

- A. ADD,** on page 73 of the current catalog, the following sentence to the end of the paragraph at the bottom of the page:

Students who complete the prescribed military science curriculum through the 400-level and receive a commission through the Army Reserve Officers Training Corps (ROTC) are not required to complete a minor or collaterals; such students must complete all other degree and major field requirements and satisfy all obligations leading to commissioning through the Army ROTC program.

- B. ADD,** on page 74 of the current catalog, the following paragraph to the end of the section under the “Minor” heading:

Students who complete the prescribed military science curriculum through the 400-level and receive a commission through the Army Reserve Officers Training Corps (ROTC) are not required to complete a minor or collaterals; such students must complete all other degree and major field requirements and satisfy all obligations leading to commissioning through the Army ROTC program.

- C. ADD,** on page 182 of the current catalog, a new paragraph at the end of the “Overview” section:

Students who complete the prescribed military science curriculum through the 400-level and receive a commission through the Army Reserve Officers Training Corps (ROTC) are not required to complete a minor or collaterals; such students must complete all other degree and major field requirements and satisfy all obligations leading to commissioning through the Army ROTC program.

- D. ADD,** on page 183 of the current catalog, a new requirement listed as bullet 1 under the “Professional Military Education Program” heading:

The PME guidelines for Army ROTC cadets are as follows:

1. All cadets must successfully complete a minimum of 19 hours of military science coursework prior to commissioning.

[Note: Items currently bulleted as 1 and 2 would be retained and renumbered as items 2 and 3.]

Rationale: Students in the Francis Marion ROTC program currently must complete both a major and minor or two collaterals in addition to taking between 19 and 29 hours of military science coursework. The result is a de facto total hour requirement well in excess of the 120 credits normally required for graduation. Such an expectation is problematic, especially in light of the many extra-curricular requirements that ROTC cadets must satisfy. To cite a few examples, cadets must participate in an ongoing physical training program and also are required to attend a month long Leadership Development Assessment Course at Fort Lewis, Washington, prior to the start of the senior year. This proposal is designed to offer some relief to ROTC cadets who qualify for commissions by bringing the total credit hour expectation into line with other programs on campus. The proposal would apply only to ROTC program completers. Any student who fails to complete the prescribed military science curriculum through the 400 level and does not receive and accept a commission must have a minor or collaterals in order to graduate.

6. – Proposal from the Department of Biology:

- A. CHANGE , on page 184 of the catalog, 5th line of paragraph under heading COOPERATIVE PROGRAMS

FROM:

... aquaculture, fisheries and wildlife biology ...

TO:

... wildlife and fisheries biology ...

- B. CHANGE , on page 184 of the catalog, title of program

FROM:

ARRANGEMENT IN AQUACULTURE, FISHERIES, AND WILDLIFE BIOLOGY WITH CLEMSON UNIVERSITY

TO:

ARRANGEMENT IN WILDLIFE AND FISHERIES BIOLOGY WITH CLEMSON UNIVERSITY”

- C. CHANGE , on page 184 of the catalog, in the 1st and 2nd lines of the last paragraph

FROM:

... aquaculture, fisheries and wildlife biology ...

TO:

... wildlife and fisheries biology ...

- D. CHANGE , on page 3 of the catalog, under Cooperative programs

FROM:

aquaculture, fisheries and wildlife biology

TO:

wildlife and fisheries biology”

- E . CHANGE , on page 240 of the catalog, in the Index

FROM:

Aquaculture, Fisheries and Wildlife Biology Program
TO:
 Wildlife and Fisheries Biology Program

Justification for A TO E:

The Clemson Department of Forestry and Natural Resources has changed its curriculum and the Aquaculture, Fisheries and Wildlife Biology major no longer exists and the new program is Wildlife and Fisheries Biology. We have aligned our advising with the new program.

- F. **CHANGE**, on page 184 of the catalog, 5th line of paragraph under heading COOPERATIVE PROGRAMS

FROM:

... forest management ...

TO:

... forest resources ...

- G. **CHANGE**, on page 185, title of program

FROM:

ARRANGEMENT IN FOREST MANAGEMENT WITH CLEMSON UNIVERSITY

TO:

ARRANGEMENT IN FOREST RESOURCES WITH CLEMSON UNIVERSITY

- H. **CHANGE**, on page 185 of the catalog, in the description of the coop program

FROM:

... forest management ...

TO:

... forest resources ...

- I. **CHANGE**, on page 3 of the catalog, under Cooperative programs

FROM:

... forest management ...

TO:

... forest resources ...

- J. **CHANGE**, on page 242 of the catalog, in the Index

FROM:

... Forest Management ...

TO:

... Forest Resources ...

Justification for F TO J: The Clemson Department of Forestry and Natural Resources has changed its curriculum and the Forest Management major no longer exists and the new program is Forest Resources. We have aligned our advising with the new program.

5. - Proposal from the Department of Mathematics:

- A. **ADD**, on page 123 of the 2009-10 catalog, the following:

201L Calculus I Workshop (1:3) (Corequisite: Math 201) F, S, SU. Intensive calculus workshop for students enrolled in Math 201. Students work collaboratively in small groups on problems that emphasize the key ideas of calculus. The workshop will also introduce students to technology that can automate and help visualize calculus concepts.

Rationale: Many students need additional intensive, structured time spent on calculus. The laboratory will add three additional hours per week devoted to calculus discussion. It will also provide challenging worksheets that develop a deeper conceptual understanding of calculus. This course should lead to better success and higher enrollment in subsequent calculus courses.

B. DELETE, on page 122 of the current catalog, **Math 120**

Rationale: Currently, there are three introductory algebra I courses, namely Math 105 (College Algebra with Analytic Geometry I), Math 110/110L (College Algebra with Modeling and Applications), and Math 120 (Introduction to Mathematical Modeling with Problem Solving I). Math 105 (3 hours) is taught in the self-paced Math Lab and for the most part is directed towards students majoring in a science, education, pre-nursing, and psychology. Math 105 does not receive any General Education credit. Math 120 (3 hours) is directed toward students majoring in the social sciences. Math 120 does provide 3 hours of General Education credit. Math 110/110L (3:1 = 4 hours) is a hybrid Math 105/120 course. Math 110/110L combines 3 hours per week in lecture and 3 hours per week in the self-paced Math Lab. It includes the group work, applied projects, and technology from Math 120 with the testing series of Math 105. Math 110/110L does not receive any General Education credit. Due to the inequity of General Education credit for algebra I courses, the confusion in the selection of introductory algebra I courses, and the repeated material in Math 120 and 121, the Department of Mathematics proposes to delete Math 120.

C. CHANGE, on page 92 of the current catalog, the four-year plan for English major, Liberal Arts program in the Freshman Year:

FROM:			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 120	3	Math 121	3
History	3	Pol Sci 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
Total Credits	16	Total Credits	15

TO:			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 121 or higher	3	Math 121 or higher	3
History	3	Pol Sci 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
Total Credits	16	Total Credits	15

D. CHANGE, on page 93 of the current catalog, the four-year plan for English major, Professional Writing program in the Freshman Year:

FROM:

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 120	3	Math 121	3
History	3	Pol Sci 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
Total Credits	16	Total Credits	15

TO:

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 121 or higher	3	Math 121 or higher	3
History	3	Pol Sci 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
Total Credits	16	Total Credits	15

E. **CHANGE**, on page 94 of the current catalog, the four-year plan for English Teacher Certification in the Freshman Year:

FROM:

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 120 or higher	3	Math 121 or higher	3
Pol Sci 101 or 103	3	Education 290/299	4
Science and lab	4	Music 101 or Art 101	3
Foreign Language 101	3	Foreign Language 102	3
Total Credits	16	Total Credits	16

TO:

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 121 or higher	3	Math 121 or higher	3
Pol Sci 101 or 103	3	Education 290/299	4
Science and lab	4	Music 101 or Art 101	3
Foreign Language 101	3	Foreign Language 102	3
Total Credits	16	Total Credits	16

F. **CHANGE**, on page 97 of the current catalog, the four-year plan for Modern Language major, French option of the Freshman Year:

FROM:

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 120	3	Math 121	3
History	3	Pol Sci 101 or 103	3
French 101	3	French 102	3
Science and lab	4	Social Science	3
Total Credits	16	Total Credits	15

<u>Course</u>	<u>Fall Sem. Hrs.</u>	<u>TO:</u>	<u>Course</u>	<u>Spring Sem. Hrs.</u>
English 112	3		English 200	3
Math 121 or higher	3		Math 121 or higher	3
History	3		Pol Sci 101 or 103	3
French 101	3		French 102	3
Science and lab	4		Social Science	3
Total Credits	16		Total Credits	15

G. CHANGE, on page 100 of the current catalog, the four-year plan for Modern Language major, German option of the Freshman Year:

<u>Course</u>	<u>Fall Sem. Hrs.</u>	<u>FROM:</u>	<u>Course</u>	<u>Spring Sem. Hrs.</u>
English 112	3		English 200	3
Math 120	3		Math 121	3
History	3		Pol Sci 101 or 103	3
German 101	3		German 102	3
Science and lab	4		Social Science	3
Total Credits	16		Total Credits	15

<u>Course</u>	<u>Fall Sem. Hrs.</u>	<u>TO:</u>	<u>Course</u>	<u>Spring Sem. Hrs.</u>
English 112	3		English 200	3
Math 121 or higher	3		Math 121 or higher	3
History	3		Pol Sci 101 or 103	3
German 101	3		German 102	3
Science and lab	4		Social Science	3
Total Credits	16		Total Credits	15

H. CHANGE, on page 102 of the current catalog, the four-year plan for Modern Language major, Spanish option of the Freshman Year:

<u>Course</u>	<u>Fall Sem. Hrs.</u>	<u>FROM:</u>	<u>Course</u>	<u>Spring Sem. Hrs.</u>
English 112	3		English 200	3
Math 120	3		Math 121	3
History	3		Pol Sci 101 or 103	3
Spanish 101	3		Spanish 102	3
Science and lab	4		Social Science	3
Total Credits	16		Total Credits	15

<u>Course</u>	<u>Fall Sem. Hrs.</u>	<u>TO:</u>	<u>Course</u>	<u>Spring Sem. Hrs.</u>
English 112	3		English 200	3
Math 121 or higher	3		Math 121 or higher	3
History	3		Pol Sci 101 or 103	3
Spanish 101	3		Spanish 102	3
Science and lab	4		Social Science	3
Total Credits	16		Total Credits	15

- I. CHANGE, on page 105 of the current catalog, mathematics courses for a Teacher Certification option in Art Education:

FROM:

Math 120, 121, or higher.....	6
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TO:

Math 121 or higher.....	6
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- J. CHANGE, on page 121 of the current catalog, under Other Information:

FROM:

During registration, beginning students at Francis Marion University are placed by members of the Department of Mathematics in their first mathematics course. Adjustments to the following placements may be made due to low scores on the Verbal Section of the SAT. Equivalent ACT scores are used for students who did not take the SAT. Students who took an AP Calculus AB course in high school and scored a 5 on the examination or an AP Calculus BC course and scored a 3 or higher on the examination are typically placed in MATH 203; those who scored a 3 or 4 on the AP Calculus AB examination are advised to enter MATH 202; those who scored a 1 or 2 are typically placed in MATH 201. Students with a strong high school background in both algebra and trigonometry and who make 570 or higher on the Quantitative Section of the SAT are typically placed in MATH 201. Beginning students with a strong background in algebra but little or no background in trigonometry and at least 540 on the Quantitative Section of the SAT and students who make between 540 and 560, inclusively, on the Quantitative Section of the SAT are typically placed in either MATH 132, MATH 134, MATH 137, or MATH 140 based on their chosen major. Students who have had at least two years of high school algebra and who make between 460 and 530, inclusively, on the Quantitative Section of the SAT are typically placed in either MATH 111 or Math 121 based on their chosen major. Students who have less than 2 years of high school algebra or who make less than 460 on the Quantitative Section of the SAT are typically placed in **MATH 105, MATH 110/110L, or MATH 120** based on their chosen major. MATH 105 and MATH 110/110L are also available to older students who are not recent high school graduates. Students who disagree with their placements in their initial mathematics course may see the department chair or his/her designee by the third day of the semester to schedule a Mathematics Placement Test.

TO:

During registration, beginning students at Francis Marion University are placed by members of the Department of Mathematics in their first mathematics course. Adjustments to the following placements may be made due to low scores on the Verbal Section of the SAT. Equivalent ACT scores are used for students who did not take the SAT. Students who took an AP Calculus AB course in high school and scored a 5 on the examination or an AP Calculus BC course and scored a 3 or higher on the examination are typically placed in MATH 203; those who scored a 3 or 4 on the AP Calculus AB examination are advised to enter MATH 202; those who scored a 1 or 2 are typically placed in MATH 201. Students with a strong high school background in both algebra and trigonometry and who make 570 or higher on the Quantitative Section of the SAT are typically placed in MATH 201. Beginning students with a strong background in algebra but little or no background in trigonometry and at least 540 on the Quantitative Section of the SAT and students who make between 540 and 560, inclusively, on the Quantitative Section of the SAT are typically placed in either MATH 132, MATH 134, MATH 137, or MATH 140 based on their chosen major. Students who have had at least two years of high school algebra and who make between 460 and 530, inclusively, on the Quantitative Section of the SAT are typically placed in either MATH 111 or Math 121 based on their chosen major. Students who have less than 2 years of high school algebra or who make less than 460 on the Quantitative Section of the SAT are typically placed in **MATH 105 or MATH 110/110L** based on their chosen major. MATH 105 and

MATH 110/110L are also available to older students who are not recent high school graduates. Students who disagree with their placements in their initial mathematics course may see the department chair or his/her designee by the third day of the semester to schedule a Mathematics Placement Test.

- K. CHANGE**, on page 122 of the current catalog, the third paragraph under Other Information.

FROM:

A student cannot receive credit for Math 105, 110/110L, 111, 120, or 121 after receiving credit for any mathematics course numbered higher than 121. If a student wishes to take Math 111 for credit after receiving credit for Math 120, he/she must obtain written permission from the Department of Mathematics. A student may repeat a course to raise a grade earned in that course.

TO:

A student cannot receive credit for Math 105, 110/110L, 111, or 121 after receiving credit for any mathematics course numbered higher than 121. A student may repeat a course to raise a grade earned in that course.

- L. CHANGE**, on page 122 of the current catalog, the last sentence in the course description for Math 105:

FROM:

Credit cannot be given for both Math 105 and either Math 110/110L or Math 120.

TO:

Credit cannot be given for both Math 105 and Math 110/110L.

- M. CHANGE**, on page 122 of the current catalog, the last sentence in the course description for Math 110/110L:

FROM:

Credit cannot be given for both Math 110/110L and either Math 105 or 120.

TO:

Credit cannot be given for both Math 110/110L and Math 105.

- N. CHANGE**, on page 122 of the current catalog, the prerequisite for Math 121:

FROM:

Grade of C in Math 120 or Math 110/110L or placement scores.

TO:

Grade of C in Math 110/110L or placement scores or permission of the department.

- O. CHANGE**, on page 122 of the current catalog, the last sentence in the course description for Math 137:

FROM:

Credit toward graduation cannot be earned for Math 137 and for any of Math 105, 110/110L, 111, 120, 121, or 132.

TO:

Credit toward graduation cannot be earned for Math 137 and for any of Math 105, 110/110L, 111, 121, or 132.

- P. CHANGE**, on page 134 of the current catalog, the prerequisite for Physical Science 101:

FROM:

Prerequisite: Math 105, 120 or eligibility to take Math 111 or 121.

TO:

Prerequisite: Math 105, 110/110L, or eligibility to take Math 111 or 121.

C. Graduate Council

1. Proposals from the School of Education

A. Concerns a change in CHANGE, on page 196-7, under TRANSFER CREDIT

FROM:

Upon recommendation of the adviser and with permission of the department/school, a maximum of six semester hours may be transferred from a regionally accredited institution. All transfer credits must be verified by an official transcript from the institution at which the graduate study was undertaken.

No graduate course work may be transferred to Francis Marion University for which grades lower than B are achieved, and grades transferred from other institutions will not be included in the student's grade point average at Francis Marion University. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will NOT be accepted.

Professional Development Courses (EDPD courses), whether taken at Francis Marion University or at another institution, cannot be applied toward the M.Ed. or M.A.T. programs (see pages 203).

TO:

Upon recommendation of the adviser and with permission of the department/school, a maximum of six semester hours may be transferred from a regionally accredited institution. **Only courses completed at an NCATE-accredited institution will be considered for transfer credit by the School of Education.** All transfer credits must be verified by an official transcript from the institution at which the graduate study was undertaken.

No graduate course work may be transferred to Francis Marion University for which grades lower than B are achieved, and grades transferred from other institutions will not be included in the student's grade point average at Francis Marion University. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will NOT be accepted.

Professional Development Courses (EDPD courses), whether taken at Francis Marion University or at another institution, cannot be applied toward the M.Ed. or M.A.T. programs (see pages 203).

B. CHANGE, on p. 203-204, under GRADUATE EDUCATION PROGRAMS

FROM:

MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, and the processes of reflection, assessment, collaboration, and critical thinking.

School of Education Conceptual Framework

The Francis Marion University's School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

1. Master of Education (M.Ed.) with majors in Early Childhood, Learning Disabilities (Special Education), and Instructional Accommodation (Divergent Learning). Completion of the M.Ed. degree does not lead to initial South Carolina teacher certification.
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 certification.

DEGREE AND NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in education as either graduate degree students or as graduate non-degree students. Graduate non-degree students do not seek a master's degree at Francis Marion University but wish to take courses for professional growth, personal enrichment, certification, certification upgrade, or recertification.
2. Changing from non-degree to degree status: If the student later chooses to become a M.Ed. degree seeker, a new application must be filed with the Graduate Office, indicating the program selected and following all admission requirements as delineated in this catalog. No more than 12 hours of coursework earned while in non-degree status can be applied to the Master's degree program chosen. The School of Education will determine whether any coursework taken is appropriate to apply to a degree program. Only those courses deemed appropriate will be applied to a Master's degree.
3. Applicants seeking the M.A.T. degree may not use this mechanism (changing from non-degree status to degree seeking status) but must enter the M.A.T. program initially as "degree-seeking," Graduate Degree Status: M.A.T.
4. M.A.T. students are expected to seek full admission prior to initiation of coursework.

ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION GRADUATE PROGRAMS.

To be considered for admission as a Master of Education (M.Ed.) or a Master of Arts in Teaching (M.A.T.) degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) from accredited institutions, of all undergraduate and graduate work (the undergraduate transcript must show the completion of a bachelor's degree). The academic record should show promise of success as a graduate student.
3. Submit appropriate recent (within 5 years) test scores on
 - a. Graduate Record Examination (minimum of 400 on the Verbal component), or the Miller Analogies Test (minimum raw score of 35 or scaled score of 388), or a passing South Carolina score on the PRAXIS II specialty area (NTE) exam. A copy of a valid South Carolina teaching certificate may be used in lieu of test scores for M.Ed. programs.
 - b. Miller Analogies or GRE scores are required for M>A>T> applicants.
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.

5. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.
6. Schedule an interview with the program coordinator or faculty adviser.
7. Items 1-5 must be submitted in one packet to:
 Graduate Office
 Francis Marion University
 Post Office Box 100547
 Florence, SC 29502-0547
8. To receive an application or for any questions, please call the Graduate Office at 843-661-1284.
9. To be guaranteed timely consideration for acceptance into the Master of Education program, all of the above materials must be submitted by:
 Fall Admission: March 15
 Spring Admission: October 15
 * If you are unable to meet the above submission dates, please contact the School of Education (843-661-1460) extension.
10. NOTE: It is the applicant's responsibility to gather all materials to complete his/her application. Only those completed (with all materials) will be reviewed by the Graduate Council for admission.

TO:

MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, and the processes of reflection, assessment, collaboration, and critical thinking.

School of Education Conceptual Framework

The Francis Marion University's School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

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 certification.
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 certification.

DEGREE AND NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in education as either graduate degree students or as graduate non-degree students. Graduate non-degree students do not seek a master's degree at Francis Marion University but wish to take courses for professional growth, personal enrichment, certification, certification upgrade, or recertification.
2. Changing from non-degree to degree status: If the student later chooses to become a M.Ed. /M.A.T. degree seeker, a new application must be filed with the Graduate Office, indicating the program selected

and following all admission requirements as delineated in this catalog. No more than 12 hours of coursework earned while in non-degree status can be applied to the Master's degree program chosen. The School of Education will determine whether any coursework taken is appropriate to apply to a degree program. Only those courses deemed appropriate will be applied to a Master's degree.

ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION GRADUATE PROGRAMS.

To be considered for admission as a Master of Education (M.Ed.) or a Master of Arts in Teaching (M.A.T.) degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) from accredited institutions, of all undergraduate and graduate work (the undergraduate transcript must show the completion of a bachelor's degree). The academic record should show promise of success as a graduate student.
3. Submit appropriate recent (within 5 years) test scores on Graduate Record Examination or the Miller Analogies Test or a passing South Carolina score on the PRAXIS II (NTE) exam. A copy of a valid South Carolina teaching certificate may be used in lieu of test scores for M.Ed. programs.
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.
5. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.
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8. To receive an application or for any questions, please call the Graduate Office at 843-661-1284.
9. To be guaranteed timely consideration for acceptance into the Master of Education program, all of the above materials must be submitted by:
 Fall Admission: March 15
 Spring Admission: October 15
 * If you are unable to meet the above submission dates, please contact the School of Education (843-661-1460) extension.
10. **Acceptance is on the basis of the evaluation of the applicant's total academic profile.**
11. NOTE: It is the applicant's responsibility to gather all materials to complete his/her application. Only those completed (with all materials) will be reviewed by the Graduate Council for admission.

- C. **CHANGE**, on p. 204, under GRADUATE CHECK POINTS -M.A.T.-LD

FROM:

ADMISSION TO M.A.T.-LD PROGRAMS (Check Point I)

1. Acceptable Graduate Record Examination (GRE) or Miller Analogies Test scores
2. Two appropriate letters of recommendation
3. A score of 3 (0-4 scale) on the written statement of the applicant's personal philosophy of education
4. Approval by the Director of Graduate Studies and the Graduate Council

ADMISSION TO STUDENT TEACHING (Check Point II)

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 GPA or higher.
2. Successful SLED background check and finger printing
3. Approval by the Learning Disabilities Program Committee
4. Passing scores on all required parts of PRAXIS II (PLT, LD, and Core)
5. Acceptable disposition rating in EDUC 621

PROGRAM COMPLETION (Check Point III)

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 EDUC 769
3. Completion of all end-of-program paperwork required for licensure and graduation
4. Successful completion of Learning Disabilities Mastery Test
5. Successful disposition rating in EDUC 769
6. Approval of Learning Disabilities Program Committee

TO:

ADMISSION TO M.A.T.-LD PROGRAMS (Check Point I)

1. Acceptable Graduate Record Examination (GRE), Miller Analogies Test (MAT) or PRAXIS II scores
2. Two appropriate letters of recommendation
3. A score of 3 (0-4 scale) on the written statement of the applicant's personal philosophy of education
4. Approval by the Director of Graduate Studies and the Graduate Council

ADMISSION TO STUDENT TEACHING (Check Point II)

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 GPA or higher.

2. Successful SLED background check and finger printing
3. Approval by the Learning Disabilities Program Committee
4. Passing scores on all required parts of PRAXIS II (PLT, LD, and Core)
5. Acceptable disposition rating in EDUC 621

PROGRAM COMPLETION (Check Point III)

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 EDUC 769
3. Completion of all end-of-program paperwork required for licensure and graduation
4. Successful completion of Learning Disabilities Mastery Test
5. Successful disposition rating in EDUC 769
6. Approval of Learning Disabilities Program Committee

D. CHANGE, on p. 209-10, under EDUCATION COURSES (EDUC)

FROM:

794 Capstone I: Identification and Analysis of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797; or permission from the School of Education). 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. Some students may choose to complete portfolio entries based on the requirements from the National Board for Professional Teaching Standards (NBPTS).

795 Capstone II: Completion and Presentation of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education). F, S, SU. Students will complete and present the results of their research projects or their completed portfolio entries for National Board Certification. 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.

TO:

794 Capstone I: Identification and Analysis of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797; or permission from the School of Education). 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.

795 Capstone II: Completion and Presentation of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education). 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.

Justification for changes:

Change A will better clarify the types of transfer courses acceptable by the School of Education. Courses taken at institutions that are not accredited by NCATE will not be acceptable.

Change B deletes the Early Childhood Program from the list of graduate programs. Items 3 & 4 (which did not allow the M.A.T. student to begin coursework w/o full acceptance) have been deleted.

Changes B & C allow another test option for M.A.T.-LD applicants. This change allows the submission of passing PRAXIS II scores for program acceptance. Elimination of specific test scores allows the Graduate Council to consider the applicant's total academic profile.

Change D deletes the National Board option, which was voted on by the graduate committee in 2008, but the course catalog description wasn't corrected.

2. Proposal from the Department of Psychology:

A. CHANGE, on page 198 of the 2009-2010 catalog, the first paragraph under COURSE LOAD, the requirement for full-time graduate students

FROM:

COURSE LOAD

A full-time course load for graduate students is nine or more semester hours during a regular semester and seven semester hours during any summer term.

TO:

COURSE LOAD

A full-time course load for graduate students is six or more semester hours during a regular semester and six semester hours during any summer term.

Rationale: Currently, the requirement for graduate students to be considered full time students is nine semester hours. Graduate students become eligible for financial aid when they are enrolled for 50% or more of a designated full time course load. The current nine semester hour requirement creates a hardship for graduate psychology students who are only allowed to take three semester hours during some summer terms and during their internships. These students, while only enrolled for three semester hours, are considered by the program to be full time students in terms of their program requirements for those particular semesters. Interns, in particular, suffer significant financial hardship when unable to obtain financial aid. The current system is such that literally no students in any of the three graduate programs can be full time in the summer.

According to data summarized by the Registrar's office, the change from nine to six semester hours for a designated full time load would make 227 current graduate students (62%) eligible for financial

assistance who currently do not qualify for aid. The change would make aid available to many more graduate students in all programs, would allow graduate students to keep previous loans deferred by remaining in graduate school, and could be used as a recruiting tool for the graduate programs. For example, recent bachelor's degree graduates from FMU could keep their undergraduate loan payments deferred by returning to take one 3 (or more) semester hour course while working. Reducing the standard for full time status helps students qualify for other loans (e.g., car) and health insurance. There are no accreditation issues involved in the proposed change.

D. Faculty Life Committee - **HANDBOOK REVISIONS**

Proposed deletions are shown as strikethroughs; proposed additions are shown in ***boldface italics***. Page numbers apply to the *FMU Faculty Handbook* as revised in 2008. In October 2009, Faculty Chair Best asked the Faculty Life committee to work on revisions needed to bring the handbook into alignment with current policy and procedures.

Pages 16-17

1. - Third-Year Peer Review

Tenure-track faculty shall, during their third full contract year, complete a formal peer review, designed to evaluate their progress toward tenure, which will result in written recommendations. By the second week of class during the fall semester the Human Resources Office shall provide a list of third-year tenure-track faculty to the Provost and all department chairs and School deans. The department chair shall be responsible for initiating the third-year review, notifying the candidate during the fall semester of the third full contract year that his or her review shall take place during the spring semester immediately following. *In instances in which a faculty member is appointed with two or three years tenure credit, then during the individual's second year of appointment, the so-called "third year review" shall be conducted.* (If the School does not have department chairs, or if the department chair is the faculty member being reviewed, the School dean shall be responsible for implementing the procedures in this document.)

Page 24

2. - CRITERIA AND PROCEDURES FOR PROMOTION IN ACADEMIC RANK

I. Criteria for Promotion in Academic Rank

~~In exceptional cases a faculty member may apply for promotion early provided that the action has the prior approval of the department chair (or the school dean). In exceptional cases where a faculty member has applied for early promotion and received the written approval of the department chair (or school dean) to do so, the individual may also be considered for early tenure. If tenure is not awarded at this time, the individual may not be reconsidered.~~

Background statement: The committee chair inquired of the Provost: “Is it practice at FMU that before a chair/dean grants an individual the right to apply for promotion early, that the matter has been discussed with you and that you have been comfortable with early consideration?” The Provost replied: “...in general deans and chairs confer with me about early promotion consideration in order to make sure that the President and I are willing to entertain such an application. This avoids a situation whereby a dean or chair might approve early promotion consideration, but either the President or the Provost might think early consideration was

unwarranted. So in practice, the deans and chairs have discussed the matter with me prior to granting approval to the candidate who has asked about early promotion consideration.”

Additionally, an earlier draft of this statement was distributed to the deans/chairs; following this a statement permitting reconsideration for tenure in one subsequent year was removed, with the statement above the result.

Rationale

Where the performance of a faculty member has been “exceptional,” it seems equitable this high level of performance be recognized through promotion and tenure early, rather than on a timetable consistent with performance at the sufficient level. Further, it is possible not only early promotion but early tenure would provide some incentive for the extraordinary faculty member to stay with Francis Marion University. If the individual is to be promoted early, then it seems consistent to also grant tenure. Thus, it would eliminate duplicative consideration --- for promotion in one year and for tenure the succeeding year.

[Page 89](#)

3 - CONSTITUTION OF THE FACULTY, ARTICLE II. THE FACULTY SENATE, Section 3. Officers of the Faculty Senate, A. Election of Officer of the Faculty Senate,

6. The Chair of the Faculty and Secretary of the Faculty Senate shall have a ~~50% and a 25% reduction in workload 2/2 course load and a 3/3 course load~~, respectively, to allow for reassigned duties. ~~When a reduced course load is not possible, another form of compensation may be arranged in consultation with the Provost.~~

RATIONALE: The above language was built around a 4/4 teaching load. With the current 4/3 teaching load, the percentiles seem outdated. The new language is intended to allow for reassigned duties with the current course load and any future changes to the teaching load. In addition, some smaller departments may have difficulty allowing for reassigned time for some faculty member who might be interested in governance. The new language allows consideration of equivalent compensation.

[Page 91](#)

4 - CONSTITUTION OF THE FACULTY, ARTICLE II. THE FACULTY SENATE, Section 5. Faculty Senate Committees: Selection and General Membership, A. Executive Committee,

2. The Executive Committee shall meet with the President and Provost at least ~~once a month~~ **twice each fall and spring semester** and with other officers of the administration as needed during the academic year to discuss issues of faculty and institutional concern. The committee shall report on these meetings to the Faculty Senate and the faculty.

RATIONALE: Since the Faculty Chair is included in the President’s Senior Staff, the Executive Committee is represented at weekly meetings. In practice, monthly meetings seem excessive. Meeting twice each semester seems more practical.

[Page 96.](#)

5 - BYLAWS OF THE FACULTY SENATE

ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES

Section 2. Guidelines concerning Standing Committees

- A. Unless otherwise specified in Article IV, Section 3, of the *Bylaws of the Faculty Senate*, each standing committee shall elect its own chair and secretary.
- B. Standing committees shall report directly to the Faculty Senate unless otherwise provided in the *Faculty Constitution* or the *Bylaws of the Faculty Senate*.
- C. *Faculty are expected to participate fully in the activities of the committees to which they are appointed. In those instances in which the committee chair believes the faculty member has been absent too frequently, the chair should raise the concern with the faculty member. If the matter continues, the committee chair should bring the issue to the attention of the Faculty Chair, at which point replacement of the individual will be considered.*