

**Minutes
Faculty Senate Meeting
November 9, 2010**

I. Chair Best called the meeting to order at 3:47 p.m.

Senators present: Bausmith, Best (chair), Broughton, Carpenter, Engelhardt, Flannagan, Fry, Gourley, Grubbs, Kiely, Larsen, McWayne, Meetze, Nagata, Ramey, Sacash, Shannon, Smolen-Morton, Stoeckmann, Ward, Warters, West, Whitmire, Zahnd.

Also present: Kennedy (parliamentarian).

Senators absent: Clabo (sabbatical), Dittman (excused), Singleton (excused).

II. The minutes from the October 19, 2010 meeting were approved as posted.

III. Report from Executive Committee – Mayor Riley of Charleston, SC will be the December 2010 Commencement Speaker.

IV. Report from Academic Affairs Committee

A. School of Education

1. Items A concerning deleting EDUC 290 and EDUC 299 – passed
2. Item B concerning adding EDUC 190 and EDUC 191. - passed
3. Items C-N concerning catalog changes relevant to the deletions and additions surrounding Items A and B. - passed

B. Department of Biology

1. Item A concerning the addition of the course BIOL 236, Human Physiology. - passed
2. Item B concerning changing the BIOL 406 title from Human Physiology to General Physiology. - passed
3. Items C-F concerning catalog changes relevant to the above course changes. - passed

C. Department of Fine Arts

1. Item A concerning changes in the required courses for Teacher Certification in Art Education, placing ART 230 as an option rather than a requirement. - passed
2. Item B concerning changes in some of the options for the Visual Arts minor. - passed

D. Department of Mathematics

1. Item A concerning the deletion of MATH 115, Finite Mathematics. - passed
2. Item B concerning changing the course title for MATH 121. - passed
3. Item C concerning changing the prerequisite for MATH 499. - passed

E. School of Business

1. Item A concerning the addition of a new course, CS 475, Internship in Computer Science. - passed
2. Item B concerning the addition of math prerequisites for the description of CS 190. - passed
3. Item C concerning clarifying math prerequisites for CS 150. - passed
4. Item D concerning adding CS 475 as an elective in the major. - passed
5. Item E concerning clarifying catalog copy related to CS 480. - passed
6. Item F and G concerning re-arranging where Math 230 appears in the CS Major description. - passed
7. Item H concerning changing requirements for the CS minor to make the language consistent with the descriptions for the CS major. - passed
8. Item I concerning deleting a redundant phrase in multiple catalog course descriptions. - passed

V. Report from Faculty Life Committee

1. Concerning changes on page 61 of the current Faculty Handbook - passed

VI. Old Business - none**VI. New Business - none****VIII. Announcements – various announcements were made about upcoming campus events.****IX.. The meeting adjourned at 4:09 p.m.**

Attachment to the Senate Agenda – November 9, 2010

I. Proposal from the School of Education:

- A. **DELETE**, on page 176 of the current catalog under EDUCATION COURSES (EDUC), the following:

290 The Student, The School and Community (2) (Corequisite: 299) F, S, SU. This course will provide prospective teachers with current information about the community and how its various cultural, societal, and economic components impact on the school system. A special focus of this course is on career awareness and technological developments in the workplace and how they impact on professional educators. Education 290 and 299 should be taken simultaneously.

299 Introduction to Education (2) (Corequisite: 290), F, S, SU. This course introduces the student to the profession of teaching and the roles and duties of a professional. Class discussion will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Education 209 and 299 should be taken simultaneously.

- B. **ADD**, on page 176 of the current catalog under EDUCATION COURSES (EDUC), the following:

190 Foundations of Education (3) (Corequisite: 191) F, S. Potential teacher candidates will receive their first clinical experiences in this course. They will also be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society.

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Required of all candidates seeking certification, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any School of Education program. Included will be orientation to LiveText and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, Education and Economic Development Act, required state examinations, expected professional dispositions and relevant School of Education policies and procedures.

Rationale: Several forces have come together to encourage the School of Education to make some strategic changes in the structure of our two introductory courses – Education 290 and 299. Here are some of the reasons for looking at these changes:

1. The success of our Teacher Cadet program has ensured that significant numbers of Pee Dee high school students may be interested in teaching and/or FMU.
2. A promise of the Teacher Cadet program is that participants will receive college credit for their experiences in this program.
3. At the current time, Teacher Cadets may only be given 2 semester hours credit for the experience as both 290 and 299 only carry two semester hours of credit.

4. Both Coastal and Coker currently provide three semester hours credit for Teacher Cadets. Whether or not it makes any sense to us, this difference of one hour appears to be making a difference in our recruitment process.
5. The provost has strongly encouraged us to reconsider our current 2:2 credit structure in favor of a 3:1 structure.
6. More students seem to be transferring credits for an introductory course from 2 and 4-year institutions. It is difficult to decide which courses may be transferred.

C. **CHANGE**, on page 90 of the current catalog under Pre-Professional Education, the course number

From:

EDUC 290 and EDUC 299 4

To:

EDUC 190 and EDUC 191 4

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

D. **CHANGE**, on page 94 of the current catalog in the 4-year plan for English, Teacher Certification, the course number

From:

Education 290/299 4

To:

Education 190/191 4

E. **CHANGE**, on page 105 of the current catalog under Professional Education, the course number

From:

EDUC 290 2

EDUC 299 2

To:

EDUC 190 3

Educ 191 1

F. **CHANGE**, on page 121 of the current catalog under Pre-Professional Education, the course number

From:

EDUC 290 and EDUC 299 4 4

To:

EDUC 190 and EDUC 191 4 4

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

G. **CHANGE**, on page 168 of the current catalog under (**CHECK POINT I**), the course number,

From:

1. Completion of Education 290/299

To:

1. Completion of Education 190/191

*and***From:**

3. ... Applications may be secured from:(1) EDUC 299

To:

3. ... Applications may be secured from: (1) EDUC 191

H. CHANGE, on page 170 of the current catalog under Pre-Professional Education for EARLY CHILDHOOD EDUCATION, the course number

From:

EDUC 290 2

EDUC 299 2

To:

EDUC 190 3

EDUC 191 1

*and***From:**

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

I. CHANGE, on page 170 of the current catalog under Pre-Professional Education for ELEMENTARY EDUCATION, the course number

From:

EDUC 290 2

EDUC 299 2

To:

EDUC 190 3

EDUC 191 1

*and***From:**

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

J. CHANGE, on page 171 of the current catalog under Pre-Professional Education for MIDDLE LEVEL EDUCATION, the course number

From:

EDUC 290, 299 4

To:

EDUC 190, 191 4

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

- K. CHANGE**, on page 172 of the current catalog in the 4-year plan for Early Childhood Education Majors, the course number

From:

Education 290 2

Education 299 3

To:

Education 190 3

Education 191 1

- L. CHANGE**, on page 173 of the current catalog in the 4-year plan for Elementary Education Education Majors, the course number

From:

Education 290 2

Education 299 3

To:

Education 190 3

Education 191 1

- M. CHANGE**, on page 174 of the current catalog in the 4-year plan for Middle Level Education the course number

From:

Education 290 2

Education 299 3

To:

Education 190 3

Education 191 1

- N. CHANGE**, on page 175 of the current catalog under Pre-Professional Education for SECONDARY EDUCATION, the course number

From:

EDUC 290, 299 4 4

To:

Educ 190, 191 4 4

and

From:

EDUC 290 and EDUC 299 are corequisites

To:

EDUC 190 and EDUC 191 are corequisites

II. Proposal from the Department of Biology:

- A. ADD**, on page 80 of the current catalog,

236 Human Physiology (4:3-3) (Prerequisite: 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and human body systems, emphasizing their mechanisms of operation, including

clinical considerations. Credit cannot be given for both BIOL 236 and BIOL 406.

B. CHANGE on page 84 of the current catalog,

From:

406 Human Physiology (4:3-3) (Prerequisite: 106 or 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and systems of man, emphasizing their mechanisms of operation, including clinical considerations.

To:

406 General Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201 or permission of department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both BIOL 236 and BIOL 406.

Rationale: Given the large numbers of pre-nursing students who are required to take human physiology for admissions to the nursing program, there are limited seats available for biology and other majors who require or desire to take it. The current BIOL 406 course is, in fact, dominated by a vast majority of pre-nursing students, most of whom are sophomores. We are therefore proposing a 200 level course that is more suitable for the pre-nursing students, which will allow other students to register for the existing 400 level course.

C. CHANGE , on page 84 of the current catalog, the title of **Biol 406**

From: Human Physiology
To: General Physiology

Rationale: The pre-nursing course will be titled ‘Human Physiology’ and the upper-level course as ‘General Physiology’ to avoid confusion.

D. CHANGE , on page 84 of the current catalog, the prerequisites for **Biol 406**

From: (Prerequisite: 106 or 205 and Chemistry 102...
To: (Prerequisite: 106 and Chemistry 201...

Rationale: The 406 course will use a more advanced physiology textbook compared to the human physiology course designed for pre-nursing students. To grasp the more difficult material, it is necessary for students to have completed the first semester of organic chemistry (Chem201). This places more upper-level students in the class (juniors or seniors) who have potentially completed cell biology and/or genetics and have a better understanding of basic concepts and lab techniques.

For requirements for Admission into the School of Nursing

E. CHANGE, on page 126 of the current catalog under **BACHELOR OF SCIENCE IN NURSING (B.S.N.)**, the prerequisites for the BSN degree

From:

The science courses considered core are Biology 105, . Biology 205, Human Anatomy, Biology 311, Microbiology, Biology 406 or 410 (Physiology course),

Chemistry 101 and Chemistry 102.

To:

The science courses considered core are Biology 105, Biology 205, Human Anatomy, Biology 311, Microbiology, Biology 236, 406 or 410 (Physiology course), Chemistry 101 and Chemistry 102.

F. CHANGE, at the top of page 130 of the current catalog, coursework necessary to apply to the nursing program at

From:

Biology 406 or 4104

To:

Biology 236, 406 or 4104

This will not affect the total completed credit hours required for admission into the nursing program, regardless if the student already has completed a bachelor's degree.

III. Proposal from the Department of Fine Arts:

A. CHANGE, on page 105 of current catalog, under **TEACHER CERTIFICATION OPTION IN ART EDUCATION**

From:

Studio Courses.....15 hours
 ART 2303
 Select nine hours from ART 207, 208, or 218, 210, 2159
 Select three hours above the 299 level3

To:

Studio Courses.....15 hours
 Select nine hours from ART 207, 208, 218, 210, 215, 230, 2319
 Select six hours above the 299 level6

Rationale: Eliminating the separate ART230 requirement and making it optional like other specialty studio courses will provide students a direct access to two courses above 299 in any specialty area. The Photography and Visual Communications specialty have two courses each (ART 208 & 218) and (ART 230 & 231) required before a 300 level course can be taken. This change will provide more depth in the specialties. The National Association of Schools of Art and Design (NASAD) standard suggested is 9 hours of intermediate and advanced (300 and above) course work in a studio specialty area and this will provide students in the Art Education program 6 hours.

B. CHANGE, on page 111 of the current catalog, under **MINOR**

From:

A minor in visual arts requires 18 semester hours, including:

6 semester hours selected from Art 207, 208 or 218, 210, 215 and/or 230; (only 208

or 218 may count toward the general education requirements

To:

A minor in visual arts requires 18 semester hours, including:

6 semester hours selected from Art 207, 208, 218, 210, 215, 230, 231.

Rationale: The addition of 231 is a required offering if a student wants to complete a 300 level course in the Visual Communication specialty for their Minor. ART 230 and ART 231 are prerequisites for ART 330 in the Visual Communication specialty. ART 208 and ART 218 have to both be included as they are prerequisite for ART 308 and ART 318.

IV. Proposal from the Department of Mathematics:

A. **DELETE**, on page 122 of the current catalog,

115 Finite Mathematics

Rationale: Math 115 has not been, nor is planned to be, offered in several decades.

B. **CHANGE**, on page 122 of the current catalog, the course title of Math 121.

From:

121 Introduction to Mathematical Modeling and Problem Solving II

To:

121 Introduction to Mathematical Modeling and Problem Solving

Rationale: With the deletion of Math 120 last year, Math 121 no longer needs to be designated the second mathematical modeling course.

C. **CHANGE**, on page 124 of the current catalog, the prerequisite for Math 499.

From:

A grade of C or higher in Math 230 or 311 and at least 24 hours of mathematics required for the major; should be taken the semester of graduation or the semester before graduation.

To:

A grade of C or higher in Math 230 or 311, at least 24 hours of mathematics required for the major, and permission of the department; should be taken the semester of graduation or the semester before graduation.

Rationale: Permission of the department allows the department to allow only students nearing graduation enrollment in the course.

V. Proposal from the School of Business:

A. **ADD**, on page 167 of the current catalog:

475 Internship in Computer Science (3) (Prerequisites: A 2.5 overall GPA in the Computer Science major; approval by the student's adviser, program coordinator, faculty member responsible for the course administration, and department chair.) F, S, SU. This course integrates a student's classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, the student will engage in a number of supervisor-directed activities documented in a learning agreement that will subsequently be used as part of the student's evaluation for the course.

B. ADD, on page 166 of the current catalog, to the description of **CS 190**:

(Prerequisite: Math 111 or 121 [or eligibility to take a MATH course higher than MATH 121])

This would be inserted after the course hours and before the terms the course is offered.

Rationale: Like CS 150, CS 190 can be used to satisfy the computer science general education requirement, yet it lacks any prerequisites. The course is an introduction to programming, and typically requires creating computer-based solutions to problems of a mathematical nature, typically at the level of basic algebra. Students completing either of Math 111 or Math 121 would possess sufficient preparation for this course.

C. CHANGE, on page 166 of the current catalog, in the description of **CS 150**:

From:

(Prerequisite: Eligibility to take Math 111 [or higher])

To:

(Prerequisite: Eligibility to take Math 111 or 121 [or higher])

Rationale: Math 121 is recommended for non-math and non-science majors needing appropriate math instruction. However, CS150, as the most frequently used CS course for the general education computer science requirement, lists only Math 111 as an explicit requirement, leading to possible confusion among students who are majoring in disciplines other than science or mathematics as to whether they are eligible to take CS150 or not. This change clarifies the prerequisites so that students placed in Math 121 can take CS 150 without securing further permissions.

D. CHANGE, on page 164 of the current catalog, the following under **MAJOR**:

From:

2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440.

To:

2. Nine hours from CS 330, 360, 420, 425, 430, 437, 440, 475.

Rationale: The CS faculty feels that the course CS475, Internship in Computer Science should be treated as an elective course within the CS program for the purpose of awarding credit. Therefore, this course has been added to the list of approved elective courses in CS.

E. CHANGE, on page 164 of the current catalog, the following under **MAJOR**:

From:

3. Three hours of CS 480 – Senior Seminar

To:

3. CS 480 - Senior Seminar

Rationale: The course description of CS 480 indicates that the course may only be taken for three hours of credit, whereas the current item (3) implies that the course may be taken for variable credit, which is incorrect.

F. DELETE, on page 164 of the current catalog, the following under **MAJOR**:

4. Math 230, which should normally be completed before taking any computer science course above the 299 level.

Rationale: This course is part of the applied mathematics minor, described in current item (6). As it is currently worded, this item implies that Math 230 is an integral part of the CS major, as well as part of the math minor, whereas the original intent of the item was to emphasize when the course should be taken, as provided in the accompanying text. Note that by implementing this change, succeeding items in the list of requirements will have to be renumbered.

G. CHANGE, on page 164 of the current catalog, the following under **MAJOR**:

From:

6. A minor in applied mathematics consisting of Math 201, 202, 230, 312, and either 203 and 425 or 304 and 305.

To:

5. A minor in applied mathematics consisting of Math 201, 202, 230 (which should normally be taken before completing any computer science course above the 299 level), 312, and either 203 and 425 or 304 and 305.

Rationale: In conjunction with proposal item (D), this revision incorporates the intent of the deleted item (4) from the list of major requirements, making it clear that Math 230 is part of the applied math minor, but emphasizing its placement in the sequence of courses required for the major. The number change reflects the deletion of item (4), as presented in part F of this proposal.

H. CHANGE, on page 164 of the current catalog, the following under **MINOR**:

From:

Three courses chosen from CS280 or higher. (Math 230 is a prerequisite for taking computer science courses above the 299 level.)

To:

Three courses chosen from CS280 or higher. (Math 230 should normally be taken before completing any computer science course above the 299 level).

Rationale: This change in wording makes the requirements for the minor consistent with the requirements for the major, in regards to taking CS courses above the 299 level.

- I. **DELETE**, on pages 166 – 167 of the current catalog, in the catalog descriptions of the courses CS310, 313, 318, 330, 340, 350, 360, 401, 410, 420, 425, 430, 437, 480, and 497:

Must have a 2.25 GPA or higher in all courses which are required in the computer science major or minor.

Rationale: This sentence is redundant, as the requirement is explicitly included in the first point of current item (7) under the requirements of the major, on page 164 of the catalog.

VI. Proposal from the Faculty Life Committee

1. **CHANGE** on page 61 of the current faculty handbook:

From:

B. Eligibility

The opportunity to apply for sabbatical leave is open to those who hold faculty rank at Francis Marion University and who (1) possess the terminal degree in field, (2) are tenured, (3) have been employed full-time for the previous six continuous years at Francis Marion University, and (4) have not taken sabbatical leave in the past six academic years.

To:

B. Eligibility

The opportunity to apply for sabbatical leave is open to those who hold faculty rank at Francis Marion University and who (1) hold the minimum rank of associate professor, (2) are tenured, (3) have not taken sabbatical leave in the past six academic years, and (4) have been employed full-time for the previous six continuous years at Francis Marion University. Application may be made in the seventh year or later of full-time continuous employment at Francis Marion University.

Rationale 1 A number of our most valuable colleagues are without the terminal degree, and by measure of pure merit, they are as worthy of sabbatical opportunity as any faculty members holding terminal degrees. Furthermore, such a requirement runs counter to the ethos of research, which holds that all research should be judged solely on the quality of the ideas and not by the name or title of the individual presenting the research. Such idealism aside, this is the kind of decision that can and should be left to the judgment of the Professional Development Committee.

Rationale 2: Statement 3 is somewhat vague. The following was an answer given to a request from a faculty member for an interpretation by the Professional Development Committee, which in turn required the advice of the Provost:

“The phrase "previous six years" is clearly intended to mean that a faculty member must have completed a total six continuous years of employment at FMU in order to become eligible to apply for sabbatical leave. In other words, a faculty member cannot apply until the seventh year. The phrase does not mean "be in the sixth continuous year of employment.”

--Richard Chapman