MINUTES
Faculty Senate Meeting
October 25, 2005—USC 218—3:45

I. Chair Autrey called the meeting to order at 3:47 pm. Senators present included the following: Anderson, Best, Clabo, Cowles, Dittman, Eargle, Flannagan, Gourley, Jokisch, McCuaig, Myers, Pawloski, Price, Ramey, Rooks, Shannon, Slone, and Smith. Senators Broughton, Coker, Kennedy, Renneker, Sacash, White, and Whitmire were absent. Parlimentarian Kunka was in attendance.

II. The minutes of the meeting of September 27, 2005 were approved.

III. Reports from committees:

A. Executive Committee

1. Chair Autrey recognized Dr. Jennifer Kunka as his newly appointed Parliamentarian for the Faculty Senate and the General Faculty.
2. Autrey also recognized Dr. Ron Faulkenberry and School of Education faculty for their full accreditation from NCATE.
3. Autrey announced that the commencement speaker for the December graduation will be U.S. Representative John Spratt. He, along with Allie Brooks, former principal of Wilson High School in Florence, and Liston Barfield, State Representative from Conway, will be our three Honarary Degree recipients at the December graduation.
4. The Board of Trustees annual Faculty/Staff cookout will be held at 12:30 at The Cottage, or weather permitting, at Hanson Park which is nearing completion.

B. Academic Affairs Committee (*See Attachment*)

1. Item I from the Gender Studies Steering Committee concerning the development of a collateral and minor in Gender Studies, as well as the creation of a new course, GNDR 200, was approved.
2. Item II from the Department of History concerning the creation of a new course, HIST 321, was approved.
3. Item III from the Department of Physics and Astronomy concerning modifications to ASTR 201, the creation of ASTR 202 and ASTR 203, and the development of a collateral in Astronomy, was approved.
4. Item IV from the Department of Sociology concerning the modification of several existing courses including SOCI 306, SOCI 331, SOCI 381, SOCI 407, and SOCI 419, was approved.
5. Item V from the School of Business concerning the changes to the MBA Program's admission and completion requirements was approved.
6. Item VI was from the School of Education.
    a. Item A concerning language changes relative to the School of Education's goal statement was approved.
    b. Items B, C, and D were approved after altering a typographic error in Item C: the semicolon in line

#5 was changed to a comma.

c. Items G and H concerning a course deletion and a course creation in the Early Childhood program were approved.

d. Items M, N, O, P, and Q concerning deletions, modifications, and additions of courses relative to the Early Childhood Education curriculum were approved.

e. After removing EDU 300 from the Professional Education Requirements, Item E, concerning requirements for the Early Childhood Education program, was approved.

f. Items J, K, and L concerning course additions and deletions relative to the Elementary Education Program were approved.

g. Items I and F concerning requirements for the Elementary Education Program were approved.

h. Item R concerning modifications to Health 301 was approved.

IV. Autrey followed up on McCuaig's discussion of bike rack lack mentioned at the October 25th meeting. Bike racks are available on both sides of Founders' Hall.

V. There was no new business.

VI. Announcements

A. The fall AAUP Faculty Forum will be held at 3:45 on November 3, 2005 at The Cottage. A reception will follow at Wallace House.

B. *Romeo and Juliet*, directed by Glen Gourley, will be performed on campus to a sold out crowd.

C. The Wind Symphony will perform on October 25, 2005.

D. Judith James, USC Associate Dean of Graduate Studies and American literature scholar will present a lecture called "Gender and the Literary Marketplace" as the first in a series of lectures related to our burgeoning gender studies program on October 27, 2005 at 5:00 in Lowrimore Auditorium. She will also talk to interested students about graduate school admission in a more informal manner at 3:00 in FH 108 B.

VII. The meeting adjourned at 4:01 pm.

Respectfully submitted,
Rebecca Flannagan,
Faculty Senate Secretary

I. Proposal from the Gender Studies Steering Committee:

A. <u>ADD</u>, on page 176 of the current catalog:

GENDER STUDIES
Coordinator: TBA

MISSION STATEMENT

The Gender Studies Program at Francis Marion University is designed to provide students with an interdisciplinary lens through which to examine human conditions and experiences; gender role development; and legal, political, economic, social, and cultural systems. Gender awareness benefits individuals, communities, organizations, and institutions because gender operates as an organizing factor on social, political, and familial institutions and policies. Deep understanding of gender patterns, dynamics, and biases can enhance the accuracy and scope of work in many fields. The Gender Studies Program infuses insights from an array of disciplines as part of the process of examining questions thematically and developing more inclusive perspectives.

Gender Studies courses may address such issues as femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality.

MINOR

A minor in Gender Studies consists of 18 hours of courses listed under the Gender Studies Program to include GNDR 200 and 15 additional hours. At least 9 of these hours must be in courses numbered 300 or above, with no more than two courses from any one discipline.

COLLATERAL

A collateral in Gender Studies consists of 12 hours of courses listed under the Gender Studies Program to include GNDR 200 and three additional courses, with no more than two courses from any one discipline.

GENDER STUDIES COURSES (GNDR)

200 Gender Studies (pending approval) – It is recommended that students take GNDR 200 prior to enrolling in other Gender Studies courses.

Courses eligible for the Gender Studies minor and collateral include the following:

BIO 213: Biology of Sex (pending approval)
ENGL 369: Sex, Gender, and Literature
HIST 321: History of Family and Gender in EurAsian Perspective (pending approval)
HLTH 301: Contemporary Health Issues
PSY 312: Human Sexuality
SOC 205: Courtship and Marriage
SOC 306: Modern Social Problems
SOC 315: Sex and Gender in Social Context
SOC 331: Environment, Power, and Opportunity
SOC 381: Sociology of Sport
SOC 382: Families Public and Private
SOC 407: Urban Sociology
SOC 419: Population and Society

Special topics courses may also be counted for credit towards the program with the approval of the Gender Studies Committee.

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Program Rationale:

Programs, scholarship, and teaching in the area of Gender Studies have enriched academic inquiries into disciplinary subject matter in many fields, including the sciences, arts, humanities, education, and business. The Gender Studies Program at Francis Marion University will provide students and faculty with a shared educational experience through which legal, political, economic, social, and cultural systems in our society can be examined.
The Gender Studies Program contributes to the fulfillment of the university mission, to "promote academic development and intellectual stimulation and . . . to provide the Pee Dee region of South Carolina with a variety of education and cultural enrichment services" and learning opportunities. Specifically, courses in this interdisciplinary program will examine the intersections of gender, race, class, and sexuality, contributing to "a learning community that promotes understanding of other cultures" as well as "fosters mutual respect" of all individuals and perspectives.

The Gender Studies minor and collateral will empower undergraduates to build relevant scholarly connections between their disciplinary foci and gendered perspectives. Education in the biological, psychological, sociological, health, literary, historical, economic, and political aspects of gender will allow students to complement their academic inquiry in many disciplines. Paired with an academic major, a minor or collateral in Gender Studies will provide FMU students with excellent preparation for a wide variety of careers, graduate programs, and professional opportunities that address issues of gender.

Rationales for Inclusion of Courses in the Gender Studies Program Curriculum:

Biology 213: Biology of Sex (pending approval)

This course presents the fundamentals of human sexuality and gender from a biological and evolutionary perspective. Students in this course will become familiar with the anatomical and physiological functions in males and females. This course will emphasize how human reproductive functioning requires integration of properly operating organ systems that are influenced by external and internal environmental conditions. This course will address human reproduction, sexuality, and gender from a biological and evolutionary perspective rather than from the perspectives of psychology, sociology, history, culture, or literature.

English 369: Sex, Gender, and Literature

This course utilizes gender theory as a lens though which interactions between males and females in literature (as characters, writers, and readers/interpreters) can be analyzed. Using selected poems, novels, plays, and other texts, students examine how the constructed identities of gender, sexuality, and textuality are shaped and relate to one another. Discussions and written assignments address culturally debated definitions of sexual identity. In this course, students consider how these definitions affect the ways in which we write and read.

Gender 200: Gender Studies (pending approval)

This course is designed to facilitate student development of a critical framework for thinking about questions relating to gender, and may include the following contemporary issues: femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality. An emphasis will be placed on developing skills for reading, interpreting, and critiquing gender perspectives.

Health 301: Contemporary Health Issues

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

History 321: History of Family and Gender in EurAsian Perspective (pending approval)

The study of family history and the changing relation of the family with society, economy and the state in history and various societies is necessary background to understanding gender roles and how they have developed and changed over time. Using family history, the course addresses gender roles in historical and comparative perspective. The contents of this course in family and gender history will also provide historical and comparative context for evaluating developments in contemporary family practice.

Psychology 312: Human Sexuality

This course surveys important issues regarding gender and sexuality. Gender will be explored through study and discussion of sexual development and reproductive sexuality. Many social issues regarding gender and sexuality are forefront in our culture. Debate in our society is woven throughout our societies 'norms' in regard to diverse forms of sexual expression. Psychological implications will focus on the evolution of gender and sexuality in today's world.

Sociology 205: Courtship and Marriage

Within the general concern for intimate relationships, gender roles are given frequent attention. An early chapter of the currently used core text is devoted entirely to gender roles. The most succinct and accurate summary of the treatment of gender in the course is provided by the subject index of the core text, Lauer and Lauer's *Marriage and Family, the Quest for Intimacy* (2004). Gender issues are also presented in coverage of other topics such as behavior patterns, communication styles, intimacy needs, forming and ending relationships, and parenting.

Sociology 306: Social Problems

Many of the social issues/problems, as defined by and encountered in our society (1) have origins within racial/ethnic, class, gender, sexual orientation, disability, and age biases/inequities or (2) are exacerbated by these inequities. This course addresses such issues as political power, income, environmental quality, crime, educational attainment, health care, family formation and stability, and how these vary across different social groups. In this course, there are specific chapters devoted to gender, as well as a discussion of gender impacts infused throughout the other lecture topics.

Sociology 315: Sex and Gender in Social Context

The major substantive topics of this course include theoretical perspectives of gender; gender development; gender socialization; gendered languages; Western history and creation
of gender roles; global perspectives on gender; gendered love, marriage, and emerging

lifestyles; gender and family relations; men and masculinity; gender, work, and the workplace; education and gender role change; religion and patriarchy; media; and power, politics, and the law.

Sociology 331: Environment, Power, and Opportunity

Major segments of this course address (1) the inequitable distribution of environmental resources (kind, amount, quality) and (2) how various groups (race, class, gender, age, and nationality) differ in their perceptions of and responses to these inequities. In addition, the course addresses (3) the costs/consequences associated with the unequal distribution of environmental contaminants and degradation and (4) how these costs vary by racial/ethic, class, gender, and other groups.

Sociology 381: Sociology of Sport

Sociology of Sport is a course designed to help students to better understand sports, how they are practiced, and what those practices mean. Using various theoretical approaches, the course focuses on topics as they relate to sports, such as identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

Sociology 382: Families Public and Private

This course differs from SOC 205, Courtship and Marriage, in that it presents a broader analysis of family life historically, theoretically, and empirically. It requires a higher level of student preparation and performance.

In addition to a separate, early chapter devoted to conceptual and theoretical issues, gender issues are sprinkled throughout the course. They include gender in earlier societies, family roles over recent centuries, social class and race differences, expectations for marriage and family, parenting styles, kinship and intergenerational ties, responses to divorce, domestic violence, and stepfamily behavior.

Sociology 407: Urban Sociology

Several lectures in this course highlight (1) how a society's gender relations shape urban development and urban life, from both a longitudinal and a crosscultural perspective. (2) It

also examines the consequences that the gendering of urban areas has on residents' lives and the larger society. (3) Third, the course addresses how, as gender relations change, how urban processes and impacts may change.

Sociology 419: Population and Society

This course addresses (1) fertility, mortality and morbidity, and migration/immigration behaviors, patterns, and trends as (2) they vary according to racial/ethnic, class, gender, nationality, etc. (3) It also examines population influences on other aspects of society (such

as the environment, economy, politics, family, crime, etc.) and (4) how these vary by race/ethnicity, class, gender, etc.

B. ADD, on page 176 of the current catalog:

GNDR 200 (3) Introductory survey of the basic concepts and scope of gender including the intersections of sex, gender, race, class, and sexuality from the perspectives of the participating disciplines.

II. Proposal from the Department of History:

A. CHANGE , on page 103 of the current catalog,

FROM:

Group B: Hist 305, 306, 324, 340, 341, 342

TO:

Group B: Hist 305, 306, 321, 324, 340, 341, 342

B. ADD , on page 106 of the current catalog, the following:

321 Family and Gender History in EurAsian Perspective (3) A general survey of family and gender history in comparative perspective across the EurAsian continent that addresses family and demographic systems as they vary and change through time and space. Considers the interaction of family with economic, religious, political, institutional and demographic change. Gender roles and life course are also a major focus. One 200-level history course or permission of the department is prerequisite to all history courses above the 299 level.

III. Proposal from the Department of Physics and Astronomy:

A. **MODIFY**, on page 121 of the current catalog, the course description of Astronomy 201, Introduction to Astronomy

FROM:

201 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121) F, S, SU. The science of astronomy; the sky, including star maps, motion, time, and position; the solar system; the stars and star systems, including evolution, properties, and types of stars; the universe, including theories of formation and evolution; astronomical instruments and methods. The laboratory section for the class will include work at night at the FMU Observatory.

TO:

201 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121) F, SU. A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU Observatory.

RATIONAL FOR A: The current course content for Astronomy 201 is more appropriate for a two-semester sequence. This proposal will allow for more in-depth coverage of material as well as the addition of some new topics into the sequence. This requires the change in the offering of 201 from F, S, SU to only F, SU.

B. **ADD**, on page 121 of the current catalog, after **201 Introduction to Astronomy**, the following:

202 Voyage through the Solar System (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121) AS, SU. A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, comets and meteors; comparisons of terrestrial to jovian planets; and planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

203 Observational Astronomy (4:2-6) (Prerequisite: 201) AS. Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

RATIONAL FOR B: The ASTR 202 course allows for greater detail to be given to topics in astronomy dealing specifically with the solar system. Discussions about the variety of planetary features and their relation to what is seen on Earth will take place. Emphasis will also be placed on the various space missions (both past and present) to

the different planets.

The ASTR 203 course gives students a hands-on course in astronomy. This course will teach the students about the bright stars, constellations and other deep sky objects. They will be using different designs of telescopes and will learn the proper care and handling of these instruments.

These courses will be taught in alternating Spring semesters. ASTR 202 will be offered in summer sessions when there is a demand for the course, but due to the observational requirement of 203 and the short nights of summer, a summer offering of 203 will not be possible. No new faculty will be required in order to offer these courses.

C. MODIFY, on page 121 of the current catalog, under **COLLATERAL**

FROM:

No collateral in astronomy is offered.

TO:

A collateral in astronomy requires 12 hours, including Astronomy 201, 202, and 203.

RATIONAL FOR C: The combined content of ASTR 201, 202, and 203 in this proposal will provide students with the knowledge base in astronomy needed for a collateral. Upon completion of this sequence, the student will have discussed topics ranging from the basics of the day and night sky, to the large scale structure of the universe. In each course they will have the chance to learn how a telescope can be used to observe objects beyond earth, and by the completion of 203 will be familiar with the names of the bright stars and constellations.

D. ADD, on page 121 of the current catalog, under **COLLATERAL**

OTHER INFORMATION

ASTR 203, while earning credit toward graduation, will not satisfy any of the 4 hours of Natural Sciences in the General Education Requirements.

RATIONAL FOR D: ASTR 203 is designed to focus mainly on the features of the day and night sky, how to use a telescope and identifying objects in the night sky. It does not have time to cover the specifics of what these objects are or the physics behind their appearance. For this reason, we feel the 203 course would not be sufficiently rigorous for the General Education requirement in Natural Science.

IV. Proposal from the Department of Psychology and Sociology:

A. MODIFY the course description of Sociology 306, Modern Social Problems

FROM:

Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, sexism, health care), violations of social norms (substance abuse, violence, property crime), social change (population growth, food, urbanization, environment).

TO:

Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, health care), violations of social norms (substance abuse, violence, property crime), and social change (population growth, food, urbanization, environment).

B. MODIFY the course description of Sociology 331 Environment, Power, and Opportunity

FROM:

An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues.

TO:

An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues. An emphasis is placed on how the allocation of environmental resources (kind, amount, and quality) varies by race/ethnicity, gender, class, and nationality, and the different responses that these groups have to environmental problems/issues.

C. MODIFY the course description of Sociology 381, Sociology of Sport

FROM:

Uses various social theories to examine how sports are tied to the following major spheres of social life: family, economy, media, politics, education, and region.

TO:

Scientific study of sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, the focus will be on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

D. **MODIFY** the course description of Sociology 407, Urban Sociology

FROM:

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning.

TO:

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning. Examines how gender, racial/ethnic, class, and other group relations affect urban processes and life.

E. **MODIFY** the course description of Sociology 419, Population and Society

FROM:

Scientific study of population size, composition, and distribution; analysis of trends and differentials in birth rates, death rates, and migration; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure.

TO:

Scientific study of population size, composition, and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure as it varies by race/ethnicity, class, gender, age, and nationality.

V. Proposal from the School of Business:

A. **CHANGE** , on page 187 of the current catalog, Under **Admission Requirements** to the MBA program, the first sentence of number 5

FROM:

Have an acceptable admissions score as determined by combining the undergraduate grade point average (GPA) and a recent score on the GMAT.

TO:

Have an acceptable admissions score as determined by combining the undergraduate grade point average (GPA) and a recent score of not less than 400 on the GMAT.

B. **DELETE** , on page 189 of the current catalog, Under **Requirements for Master of Business Administration Degree**, the following:

4. The student must pass a comprehensive final examination in the last …

VI. Proposal from the School of Education:

A. CHANGE on page 160, under SCHOOL OF EDUCATION, **School of Education Conceptual Framework**:

FROM

The School of Education prepares professional educators for a rapidly changing and complex society. As they grow as professional educators, students must: (1) acquire **knowledge** about learners, pedagogy, and content; (2) use **reflection** as they integrate theory, planning, and practice; and (3) engage in **collaboration** as they develop and hone communication and leadership skills necessary to work with diverse populations of students, parents, colleagues, and community members. Interwoven in these components are critical thinking, assessment, and the effective use of technology.

TO

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st Century.

B. CHANGE on page 160, under **ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM**

FROM

A student must make application for admission to the Professional Education Program during enrollment in Education 299, which is designed to be taken in the sophomore year. Admission to the Professional Education Program is a prerequisite to enrolling in any education course beyond the Education 300 level.

TO

A student must make application for admission to the Professional Education Program during enrollment in Education 299, which is designed to be taken in the sophomore year. Admission to the Professional Education Program is a prerequisite to enrolling in any education course beyond Education 300.

C. CHANGE on page 161, under **REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM**

FROM

1. Completion of Education 290 with a grade of C or better.
2. Completion of Education 299 with a grade of C or better.
3. Completion of Education 300 with a grade of C or better.

4. A cumulative GPA of at least 2.5 on all undergraduate work taken at Francis Marion University.
5. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on this examination is a requirement for admission to the Professional Education Program. The state approved test is administered several times a year. Applications may be secured from: (1) Your Education 299 instructor, or (2) the office of Student Services from the School of Education (CEMC 212). Students not passing the stat approved test cannot be admitted to the Professional Education Program. Students not admitted to the program cannot enroll in any education teaching area course beyond the Education 310 level.
6. Positive recommendation(s) from teacher education faculty.
7. Positive recommendation(s) from the field (public school personnel).
8. Positive recommendation(s) from faculty outside education.
9. Conference with Education 300 instructor.
10. Completion of at least 60 semester hours.
11. Initial Professional Portfolio.
12. Recommendation from the Admissions Approval Committee.

TO

1. Completion of Education 290 with a grade of C or better.
2. Completion of Education 299 with a grade of C or better.
3. Completion of Education 300 with a grade of C or better.
4. A cumulative GPA of at least 2.5 on all undergraduate work taken at Francis Marion University
5. A passing score; as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on this examination is a requirement for admission to the Professional Education Program. The state approved test is administered several times a year. Applications may be secured from: (1) your Education 299 instructor, or (2) the office of Student Services from the School of Education (CEMC 212). Students not passing the state approved test cannot be admitted to the Professional Education Program. Students not admitted to the program cannot enroll in any education course beyond Education 300.
6. Positive recommendation(s) from teacher education faculty.
7. Positive recommendation(s) from the field (public school personnel).
8. Completion of at least 60 semester hours.
9. Recommendation from the Undergraduate Committee.

D. CHANGE on page 161, under **ADMISSION TO STUDENT TEACHING**

FROM

1. Student must be officially admitted to Professional Education Program at least one full semester prior to the student teaching semester.

2. Student must have maintained a cumulative GPA of at least 2.50 at the end of the semester prior to student teaching.
3. Student must have a cumulative GPA of at least 2.75 in all Professional Education Courses.
4. Student must have a cumulative GPA of at least 2.75 in all Teaching Areas courses as defined in the Teacher Education Handbook.
5. Student must have a C or better in each course in Professional Education Sequence and in all Teaching Area courses.
6. Student must have positive recommendations/evaluations from public school personnel in the pre-student teaching block(s).
7. Student must have positive recommendations/evaluations from instructors in the pre-student teaching block(s).
8. Student must have a passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching Tests).
9. Student must have a Professional Portfolio
10. Student must have the recommendation of the Undergraduate Admissions Approval Committee.

TO

1. Student must be officially admitted to Professional Education Program at least one full semester prior to the student teaching semester.
2. Student must have maintained a cumulative GPA of at least 2.50 at the end of the semester prior to student teaching.

3. Student must have a cumulative GPA of at least 2.75 in all Professional Education Courses.
4. Student must have a cumulative GPA of at least 2.75 in all Teaching Areas courses as defined in the Teacher Education Handbook.
5. Student must have a C or better in each course in the Professional Education sequence and in all Teaching Area courses.
6. Student must have positive recommendations/evaluations from public school personnel in the pre-student teaching block(s).
7. Student must have positive recommendations/evaluations from instructors in the pre-student teaching block(s).
8. Student must have a passing score on all required parts of the PRAXIS II Test (Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching Tests).
9. Student must have the recommendation of the Undergraduate Committee.

E. CHANGE on page 162, under **EARLY CHILDHOOD EDUCATION**

FROM

Coordinator: Dr. Dorothy M. Harris
A Bachelor of Science degree in Early Childhood Education requires the following:

General Education	51 hours
Communications	12 Hours

ENG 112	3
ENG 200	3
SPCO 101	3
Computer Science	3
Social Sciences	9 hours
GEOG 101	3
POL 101 or 103	3
Additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	3
Humanities	12 hours
Literature (in any language)	3
History	3
Art 101	3
Music 101	3
Mathematics	6 hours
MATH 170	3
MATH 270	3
Natural Sciences	12 hours
(Both biological and physical sciences must be represented; labs are required; psychology does NOT count as science for teacher certification)	
Biological Science with Lab	4
Physical Science with Lab (biological or physical)	4
Professional Education	29 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 should be taken simultaneously	
EDUC 300	4
EDUC 303	2
EDUC 380	2
EDUC 380, 391, ECE 315, ECE 320, ECE 420 to be taken simultaneously	
EDUC 391	2
EDUC 380, 391, ECE 315, ECE 320, ECE 420 to be taken simultaneously	
EDUC 488	2
EDUC 488, 489, and 490 to be taken simultaneously	
EDUC 489	1
EDUC 488, 489, and 490 to be taken simultaneously	
EDUC 490	12
EDUC 488, 489, and 490 to be taken simultaneously	
Teaching Area	26
ECE 302	3
Prerequisite to Block A and B courses	
ECE 313	3

ENG 313, ECE 313, ECE 314, ECE 316, ECE 319, ECE 416 to be taken simultaneously
ECE 314 3
ENG 313, ECE 313, ECE 314, ECE 316, ECE 319, ECE 416 to be taken simultaneously
EDUC 391, EDUC 380, ECE 315, ECE 320, ECE 420, to be taken simultaneously
ECE 316 3
ENG 313, ECE 313, ECE 314, ECE 316, ECE 319, ECE 416 to be taken simultaneously
ECE 319 2
ENG 313, ECE 313, ECE 314, ECE 316, ECE 319, ECE 416 to be taken simultaneously
ECE 320 3
EDUC 391, EDUC 380, ECE 315, ECE 320, ECE 420, to be taken simultaneously
ECE 416 3
ENG 313, ECE 313, ECE 314, ECE 316, ECE 319, ECE 416 to be taken simultaneously
ECE 420 3
EDUC 391, EDUC 380, ECE 315, ECE 320, ECE 420, to be taken simultaneously
Supporting Courses 18 hours
ART 217 3

ENG 220 3
ENG 313 3
ENG 313, ECE 313, ECE 314, ECE 316, ECE 319, ECE 416 to be taken simultaneously
HLTH 312 3
MATH 370 3
PSY 315 3
Elective 2
Minimum required for graduation 126 hours

TO

Coordinator: Dr. Dorothy M. Harris
A Bachelor of Science degree in Early Childhood Education requires the following:
General Education 51 hours
Communications 12 Hours
ENG 112 3
ENG 200 3
SPCO 101 3

Computer Science	3
Social Sciences	9 hours
GEOG 101 **OR** ANTH 200	3
POL 101 **OR** 103	3
Additional 3 hours chosen from economics, geography, political science, or sociology	3
Humanities	12 hours
Literature (elective)	3
History (elective)	3
Art 101	3
Music 101	3
(Theatre 101 is also an option; Theatre 101 CAN be taken with Music 101 **OR** Art 101.)	
Mathematics	6 hours
MATH 170	3
MATH 270	3
Natural Sciences	12 hours
Biological	4
Chemistry, Physics, or Physical Science*	4
Astronomy, Biology, Chemistry, Physics, or Physical Science*	4

* Credit toward graduation may not be earned in both Physical Science 101 and 102 and any Chemistry or Physics course. Psychology does not count as science for Early Childhood Education teacher certification.

Pre-Professional Education	8 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 are corequisites	
EDUC 300	4
Professional Education (Requires Admission to the Program)	30 hours
EDUC 311	3
EDUC 380	2
Teaching Area	
ECE 302	3
Prerequisite to Block A and B courses	
Block A*	
ECE 313 – Block A	3
ECE 314 – Block A	3
ECE 319 – Block A	2
ECE 321 – Block A	3
Block B*	
EDUC 391 – Block B	2
ECE 315 – Block B	3
ECE 320 – Block B	3

ECE 420 – Block B	3
Student Teaching Block*	15 hours
EDUC 487	2
EDUC 489	1
EDUC 490	12
Supporting Courses	18 hours
ART 217	3
ENG 220	3
ENG 313 – Block A	3
HLTH 312	3
MATH 370	3
PSY 315	3
Elective	3 hours

*** All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.**

Minimum hours required for graduation 125 hours

F. CHANGE on pages 162-163, under **ELEMENTARY EDUCATION**

FROM

Coordinator: Vacant

A Bachelor of Science degree in Elementary Education requires the following:

General Education	51 hours
Communications	12 Hours
ENG 112	3
ENG 200	3
SPCO 101	3
Computer Science	3
Social Sciences	9 hours
GEOG 101	3
POL 101 or 103	3
Additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	3
Humanities	12 hours
Literature (in any language)	3
History	3
Art 101	3
Music 101	3
Mathematics	6 hours
MATH 170	3
MATH 270	3
Natural Sciences	12 hours
(Both biological and physical sciences must be represented; labs are required; psychology	

does NOT count as science for teacher certification)	
Biological Science with Lab	4
Physical Science with Lab	4
(biological or physical)	
Professional Education	29 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 should be taken simultaneously	
EDUC 300	4
EDUC 303	2
EDUC 380	2
EDUC 380, ELEM 314 and 316 to be taken simultaneously	
EDUC 392	2
EDUC 392, ELEM 315 and 317 to be taken simultaneously	
EDUC 488	2
EDUC 488, 489, and 490 to be taken simultaneously	
EDUC 489	1
EDUC 488, 489, and 490 to be taken simultaneously	
EDUC 490	12
EDUC 488, 489, and to be taken simultaneously	
Teaching Area	18
ELEM 301	3
ELEM 315	3
EDUC 392, ELEM 315 and 317 are to be taken simultaneously. Block I	
ELEM 314	3
EDUC 380, ELEM 314 and 316 are to be taken simultaneously. Block II	
ELEM 316	3
EDUC 380, ELEM 314 and 316 are to be taken simultaneously. Block II	
ELEM 317	3
EDUC 392, ELEM 315 and 317 are to be taken simultaneously. Block I	
ELEM 401	3
Supporting Courses	21 hours
ART 217	3
ENG 220	3
ENG 315	3
HLTH 315	3
MATH 370	3
PE 401	3
PSY 315	3
Collateral (Approved by Academic Advisor)	12
Electives	0-6
Minimum required for graduation	129 hours

TO

Coordinator: Dr. Sharon Moore Askins

A Bachelor of Science degree in Elementary Education requires the following:

General Education	51 hours
Communications	12 Hours
ENG 112	3
ENG 200	3
SPCO 101	3
Computer Science	3
Social Sciences	9 hours
GEOG 101or ANTH 200	3
POL 101 or 103	3
Additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	3
Humanities	12 hours
Literature (elective)	3
History (elective)	3
Art 101	3
Music 101	3
(Theater 101 is also an option; Theatre 101 CAN be taken with Music 101 **OR** Art 101.)	
Mathematics	6 hours
MATH 170	3
MATH 270	3
Natural Sciences	12 hours
Biology	4
Chemistry, Physics, or Physical Science*	4
Astronomy, Biology, Chemistry, Physics, or Physical Science*	4

*Credit toward graduation may not be earned in both Physical Science 101and 102 and any Chemistry or Physics course. Psychology does **not** count as science for Elementary Education teacher certification.

Pre-Professional Education	8 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 are corequisites	
ECUC 300	4
Professional Education (Requires Admission to the Program)	22 hours
EDUC 311	3
EDUC 380	2
Teaching Area	
ELEM 312	3
Block 1*	
EDUC 392 – Block I	2

ELEM 315 – Block I	3
ELEM 317 – Block I	3
Block II*	
ELEM 314 – Block II	3
ELEM 316 – Block II	3
Student Teaching Block*	15 hours
EDUC 487	2
EDUC 489	1
EDUC 490	12
Supporting Courses	18 hours
ART 217	3
ENG 220	3
ENG 315	3
HLTH 315	3
MATH 370	3
PSY 315	3
Collateral (Approved by Academic Advisor)	12 hours
Electives	0-6

***All Block I courses must be taken together. All Block II courses must be taken together. All Student Teaching Block courses must be taken together.**

Minimum hours required for graduation	126 hours

G. DELETE on page 165, under **EARLY CHILDHOOD EDUCATION COURSES (ECE)**

316 Methods of Instruction for Primary Mathematics (3) (Corequisites: ECE 313, ECE 314, ECE 319, ECE 416, and ENG 313) F, S. Quantitative needs of primary level students, structure of the primary mathematics curriculum, and pedagogical techniques for meeting these quantitative needs and developing this mathematics curriculum are studied with extensive use of inexpensive by attractive manipulative materials.

416 Methods of Diagnostic/Prescriptive Instruction for Mathematics (3) (Corequisites: ECE 313, ECE 316, ECE 319, and ENG 313) F, S. This course develops algorithms, heuristic sets, practical strategies/tactics, and special pedagogical techniques which can identify, and then eliminate or circumvent certain quantitative disabilities.

H. ADD on page 165 under **EARLY CHILDHOOD EDUCATION COURSES (ECE)**

321 Methods for Teaching and Assessing Primary Mathematics – Block A (3) (Corequisites: ECE 313, ECE 314, ECE 319, and ENG 313) F, S This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students, and to the structure of the primary mathematics curriculum.

Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals.

I. CHANGE on page 165, under **ELEMENTARY EDUCATION COURSES (ELEM)**

FROM

A student must be admitted to the Professional Education Program before enrolling in Elementary Education courses above 301.

TO

A student must be admitted to the Professional Education Program before enrolling in Education courses above EDUC 300.

J. ADD on page 165, under **ELEMENTARY EDUCATION COURES (ELEM)**

312 Teaching and Assessing Reading in the Elementary and Middle School (3) F, S, SU This course will examine the current trends and practices in the teaching of reading in elementary and middle grades. In addition, this course will examine ways of assessing and correcting reading difficulties in P-12 students. The candidate will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern-day classroom.

K. DELETE on page 165, under **ELEMENTARY EDUCATION COURSES (ELEM)**

301 Teaching of Reading in the Elementary School (3) F, S, SU. Study of the reading process and the cueing systems as a developmental task, to include the nature of organizational patterns, materials, and approaches for meeting individual needs in the elementary grades.

L. DELETE on page 166, under **ELEMENTARY EDUCATION COURSES (ELEM)**

401: Methods of Diagnostic/Prescriptive Instruction for Reading (3) (Prerequisite: 301) F, S, SU. Classroom evaluation and correction of reading difficulties. Effective use of formal and informal tests to determine student needs. Selection of appropriate methods and materials for diagnostic and prescriptive instruction.

M. CHANGE on page 166, under **EDUCATION COURSES (EDUC)**

FROM

300 Foundations of Curriculum an Instruction (4:3-2) (Prerequisites: 290 and 299) F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive

functioning and classroom interaction as influenced by gender, culture, community and socioeconomic status. Students will be required to spend several hours per week in the public schools observing and gathering data related to classroom management, teaching strategies, and accommodating individual differences. On-campus seminars will focus on data presentation, reflection, and problem solving as it relates to teaching and learning. Education 300 is prerequisite to EDUC, ECE and ELEM courses about the 310 level.

TO

300 Foundations of Curriculum and Instruction (4:3-2) (Prerequisites: 290 and 299) F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, culture, community and socioeconomic status. Students will be required to spend several hours per week in the public schools observing and gathering data related to classroom management, teaching strategies, and accommodating individual differences. On-campus seminars will focus on data presentation, reflection, and problem solving as it relates to teaching and learning. Education 300 is prerequisite to EDUC, ECE and ELEM courses above EDUC 300.

N. CHANGE on page 166, under **EDUCATION COURSES (EDUC)**

FROM

380 Introduction to Exceptional Students (2) (Prerequisite: 300 and admission to Professional Education Program) (Early Childhood Corequisites: EDUC 391, ECE 315, ECE
320 and ECE 420; Elementary Corequisites: ELEM 314 and 316) F, S This course is designed to provide preservice teachers with the

theoretical bases and practical experiences to work with exceptional needs students who are mainstreamed into regular classrooms. Experiences will include exposure to, discussion of and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching.

TO

380 Introduction to Exceptional Students (2) (Prerequisite: EDUC 300 and admission to Professional Education Program) (Early Childhood Corequisites: EDUC 391, ECE 315, ECE 320 and ECE 420; Secondary Corequisites: EDUC 393 and the appropriate methods course in the major field – either Education 434, 435, 436, 437, or 438) F, S This course is designed to provide preservice teachers with the theoretical bases and practical experiences to work with exceptional needs students who are mainstreamed into regular classrooms. Experiences will include exposure to, discussion of and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching.

O. ADD on page 166, under **EDUCATION COURSES (EDUC)**

311 Foundations of Instructional Planning and Assessment (3) (Prerequisite: EDUC 300 and Admission to Professional Program) F, S, SU Designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. Introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

P. DELETE on page 167, under **EDUCATION COURSES**

488 Educational Measurement, Evaluation, and Testing (2) (Corequisites: 489, 490) F, S. Designed to develop an understudying of measurement, evaluation, and testing techniques in education and skill in the construction of teacher made tests. Both informal and formal test interpretation is covered

Q. ADD on page 167, under **EDUCATION COURSES**

487 Classroom Management (2) (Corequisites: EDUC 489, EDUC 490) F, S Designed to develop the necessary knowledge and skills for teacher candidates to be effective teachers. Emphasis is on preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, and the student's responsibility for management.

R. CHANGE on page 167, under **HEALTH**

FROM

301 Contemporary Health Issues (3) F, S, SU. A study of information, attitudes, and

behaviors fundamental to healthy lifestyles. Emphasis is placed on contemporary health issues including drug use, emotional health, human sexuality, environmental health, nutrition and fitness, chronic and communicable diseases, and consumer health. Required for secondary education majors.

TO

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