

AGENDA
Faculty Meeting
November 29—McNair Auditorium—3:45 pm.

- I. Call to Order
- II. Approval of Minutes
- III. Elections (*A copy of the slate appears beginning on page 55 of this attachment.*)
- IV. Executive Committee Report
- V. Report from the Faculty Senate (*See the attachment for proposals. See the Appendix for supporting materials.*)
 - A. Item I is a proposal to ratify President Carter's appointment of Dr. Lynn Hanson to coordinate the University's SACS review process.
 - B. Item II is a proposal from the Admissions, Advising, and Retention committee concerning changes in the CAP admissions standards.
 - C. Item III is a proposal from the Institutional Effectiveness committee concerning general education assessment.
 - D. Item IV from the School of Business concerns changes to the MBA Program's admission and completion requirements.
 - E. Item V is also from the School of Business.
 - 1. Items A and B concern the deletion of MIS 377, E-Commerce I and the modification of MIS 467, E-Commerce II.
 - 2. Item C concerns adding a math prerequisite to CS 150.
 - F. Item VI is from the School of Education and concerns items related to graduate programs.
 - 1. Items A, B, D, and F concern the suspension of graduate degree programs.
 - 2. Items I, J, K, L, M, N, and O concern the addition of new graduate courses.
 - 3. Items C, E, G, and H concern changes in graduate education programs.
 - G. Item VII is also from the School of Education and concerns a variety of changes relevant to the Early Childhood and Elementary Education programs.
 - 1. Item A concerns language changes relative to the School of Education's goal statement.
 - 2. Items B, C, and D concern admissions requirements.
 - 3. Items G and H concern a course deletion and a course creation in the Early Childhood program.
 - 4. Items M, N, O, P, and Q concern deletions, modifications, and additions of courses relative to the Early Childhood Education curriculum.

5. Item E concerns requirements for the Early Childhood Education program.
 6. Items J, K, and L concern course additions and deletions relative to the Elementary Education Program.
 7. Items I and F concern requirements for the Elementary Education Program.
 8. Item R concerns modifications to Health 301.
- H. Item VIII is also from the School of Education.
1. Item A concerns changes in the general education options for secondary education students seeking social science certification.
 2. Item B concerns changes to the supporting teaching field courses required of secondary education students seeking social science certification.
- I. Item IX is from the Department of Nursing.
1. Item A concerns the admission requirements for the upper division BSN degree program.
 2. Item B concerns admission requirements for the RN-BSN degree program.
- J. Item X is from the Department of Biology.
1. Item A concerns the creation of BIOL 213, Biology of Sex.
 2. Items B and C concern changing prerequisites for human anatomy and microbiology courses.
- K. Item XI from the History Department concerns the creation of a new course, HIST 321.
- L. Item XII from the Sociology Department concerns modifications to several existing courses: SOCI 306, SOCI 331, SOCI 381, SOCI 407, and SOCI 419.
- M. Item XIII from the Gender Studies Steering Committee concerns the development of a collateral and minor in Gender Studies, as well as the creation of a new course, GNDR 200.
- N. Item XIV from the Department of English, Modern Languages and Philosophy concerns a catalog description change.
- O. Item XV from the Department of Mass Communications concerns the creation of MCOM 402, Online Journalism.
- P. Item XVI from the Department of Physics and Astronomy concerns the modification of ASTR 201, the creation of ASTR 202 and ASTR 203, and the development of a collateral in Astronomy.
- Q. Item XVII from the Department of Political Science and Geography concerns the addition of POL 323, the modification of POL 322, and a change to the list of catalog offerings for the criminal justice concentration.
- VI. Approval of Candidates for Graduation (*C. DeLung distributed list by e-mail.*)

VII. Old Business

VIII. New Business

IX. Announcements

X. Adjournment

II. Proposal from the Advising, Admissions, and Retention Committee:

A. CHANGE, in CAP Admission Standards

History: Currently there is a 30-point difference in the SAT score requirements between our students admitted regularly to the University and those admitted into the Comprehensive Achievement Program. In an effort to eliminate CAP by Fall of 2007, we make the following proposal:

Change: For students that apply for Fall 2006 and Spring 2007, we recommend that the admission standards for regular admits remain the same. We also recommend that students whose SAT is up to 20-points less than the regular admitted students be admitted into CAP. For students who apply for Fall 2007, we recommend that CAP no longer be a category into which a student be admitted.

Rationale: This change supports the phasing out of CAP.

B. REPLACE, on page 22 of the current catalog, second column:

We recommend that the following sentence be included in the 2005-2006 and the 2006-2007 catalogs and replace the following sentence: The appeals policy for the Comprehensive Achievement Program (CAP) is on file in the Office of Provisional Programs.

Replace: No students will be admitted into the Comprehensive Achievement Program after Spring 2007.

Rationale: A change in Admission standards needs to be recorded in the catalog as soon as it is known to inform all prospective students of changes.

No additional faculty or equipment will be required.

III. Proposal for General Education Assessment Program from the Institutional Effectiveness Committee

Background

All major accrediting and credentialing agencies require strong evidence that the University engages in detailed evaluation of its academic programs and academic support programs. For example, the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), American Chemical Society (ACS), Masters in Psychology Accreditation Council (MPAC), National Association of Schools of Art and Design (NASAD), and National

Association of Schools of Theatre (NAST) all require in-depth evaluations of the programs they accredit. All of our programs in those fields are accredited. The University developed, and has maintained, evaluation of individual academic programs over the past 10 years in compliance with the Southern Association of Colleges and Schools (SACS) standards for institutional effectiveness. The program evaluations are provided to the Office of Institutional Research each year as Institutional Effectiveness reports.

Evaluation of the University's general education program is also required by SACS standards. The Institutional Effectiveness Committee (IEC) has reviewed the numerous methods that are used to evaluate general education and recommends the following procedures for assessment of the University's general education program.

Overview

Evaluation Control: Faculty versus University

The primary control over program evaluation can be centered in an office of assessment or be faculty driven. In most programs driven by assessment offices, a board-based measure of cognitive abilities and knowledge is used, e.g. the College BASE exam from ETS. Faculty-driven processes generally make more use of evaluative procedures designed by departments to assess their contribution to meeting specific general education goals. Given the history of the University in using a faculty-driven process in evaluation of academic programs, the Committee recommends extending that approach to the assessment of general education.

Methods of Assessment: Standardized Exams versus Criterion-referenced Measures

It is always optimal to use a standardized evaluative exam with proven reliability and validity that provides national and regional normative samples. However, in assessing the University's general education program, use of such an exam is problematic given the established psychometric standards. Specifically, we would need a content-based exam to assess the overall program. With a content-based exam the primary requirement is the construction of a test that is directly tied to the domains to be measured. To meet the basic standards of psychometric theory we would need to find a test designed to assess each of the domains specified in the University's eleven goals for general education. The Committee is in agreement that no such test exists and that the cost of developing such a test is prohibitive. Thus, the Committee recommends use of goal-specific criterion-referenced measures developed by faculty in the disciplines that hold primary responsibility for teaching in certain goal areas.

Processes in Assessment of General Education Program

The proposed assessment program for general education combines several distinct assessment activities, some of which are currently used on campus and some of which will be developed specifically for the assessment program. These activities can be

divided into three groups: 1) assessment of specific skills, 2) student and faculty evaluation of non-specific goals, 3) peer assessment of program design and management.

Committee Responsibilities (See Appendix A)

The Institutional Effectiveness Committee will be responsible for coordinating all general education assessment activities, including collecting IE reports from academic departments and preparing a summary report of assessments of general education goals.

The University's Academic Affairs Committee will be responsible for evaluating the summary report provided by the Institutional Effectiveness Committee and determining whether the goals of the General Education Program are met. If the Academic Affairs Committee decides that a goal or goals are not met, then it refers these concerns to the appropriate school or department for response or action.

Assessment of Specific Skills

The assessment of skills specifically tied to the general education goals approved by the faculty in December 1995 will be completed through a series of activities coordinated by the various individual academic departments or programs. This facet of the program will be entirely under the control of the academic disciplines. The assessment of these skills will be included in either a separate institutional effectiveness report or be distinctly incorporated in a discipline's current institutional effectiveness report. For example, the Department of English assessment of competence in written English is already a yearly part of the department's annual institutional effectiveness report. While the basic method used for each assessment activity will be subject to review by the Institutional Effectiveness Committee and reported to the Academic Affairs Committee, control of the details used to assess a specific skill goal resides with the departments. Details of procedures will be included in the report given to the Institutional Effectiveness Committee by the departments. Data from each assessment will be reported for decisive evaluation by the departments and the Academic Affairs Committee.

1) *English Composition Portfolio Evaluation.* Department of English, Modern Languages and Philosophy.

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively

Goal 2: The ability to read and listen with understanding and comprehension

Goal 3: The ability to locate, organize, document, present, and use information and ideas

2) *Public Speaking Evaluation.* Department of Mass Communications.

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively

Goal 2: The ability to read and listen with understanding and comprehension

3) *Mathematical Skills Evaluation*. Department of Mathematics.

Goal 6: An understanding of fundamental mathematical principles and the skills to apply them

4) *Computer Competency Evaluation*. School of Business.

Goal 7: The ability to use computers for acquiring, processing, and analyzing information

5) *Scientific Reasoning Evaluation*. Biology, Chemistry, Physics, Psychology.

Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions

Goal 11: The ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices

Student/Faculty Evaluations of Goal Attainment (See Appendix B)

Because several of the general education goals do not lend themselves to skills-based or outcomes-based assessment, and because the hasty implementation of such assessment procedures could eventually weaken the general education program, the Committee recommends that surveys be used to supplement the assessment of generalized goals. More specifically, the proposed surveys will measure how well the general education program prepares students for upper-division course work. The surveys will be distributed each semester to graduating seniors and to faculty members who teach upper-level courses. Students and faculty will be asked to rate the adequacy of education in each of the following goals:

Goal 4: An understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country

Goal 5: An understanding of artistic processes and products

Goal 7: The ability to use computers for acquiring, processing, and analyzing information

Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior

Goal 10: An understanding of the governing structures and operations of the United States including rights and responsibilities of its citizens

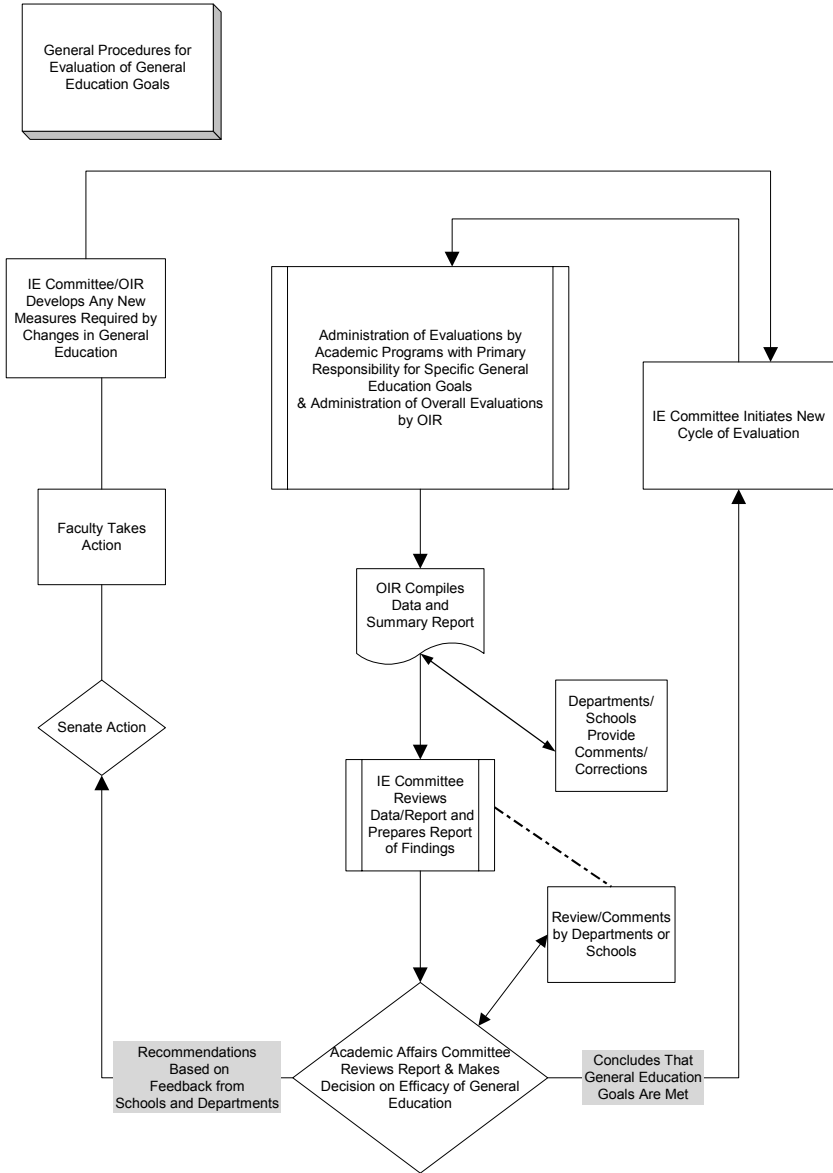
Goal 11: The ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choice

The surveys to assess student achievement in these areas are attached as Appendix B. The Institutional Effectiveness Committee will prepare a summary of these evaluations to be included in the yearly report to the Academic Affairs Committee.

Peer Assessment of Program Design and Management

The Institutional Effectiveness Committee, in consultation with the Provost, will coordinate periodic reviews of the General Education Program by assembling a team of evaluators from institutions comparable to FMU, which will review the design and management of the General Education Program. These evaluators will offer a narrative summary of the strengths and weaknesses they find in the program. This summary will be included in the yearly report to the Academic Affairs Committee.

Appendix A: Flow Chart for Process of General Education Assessment



Appendix B: Graduating Senior and Faculty Survey

Senior Exit Survey

Each spring and fall, graduating seniors will be asked to complete the following survey:

Here is a set of statements about your experiences as a student at FMU. Please write a number next to each statement to indicate the extent to which you agree or disagree with each statement.

Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1	2	3	4	5	6	7

1. _____ My general education courses gave me an understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country.

(Goal 4)

2. _____ My general education courses gave me an understanding of artistic processes and products. *(Goal 5)*

3. _____ My general education courses helped me learn to use computers for acquiring, processing, and analyzing information. *(Goal 7)*

4. _____ My general education courses gave me an understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior *(Goal 9)*.

5. _____ My general education courses gave me an understanding of the governing structures and operations of the United States, including the rights and responsibilities of its citizens *(Goal 10)*.

6. _____ My general education courses gave me the ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices. *(Goal 11)*

Faculty Evaluation Survey

Each year the faculty will be asked to rate each of the following statements:

Please use the following scale to evaluate the accuracy of each of these statements:

Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1	2	3	4	5	6	7

1. _____ The general education courses give my students an understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country. *(Goal 4)*

2. _____ The general education courses give my students an understanding of artistic processes and products. *(Goal 5)*

3. _____ The general education courses help my students learn to use computers for acquiring, processing, and analyzing information. *(Goal 7)*

4. _____ The general education courses give my students an understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior. *(Goal 9)*

5. _____ The general education courses give my students an understanding of the governing structures and operations of the United States, including the rights and responsibilities of its citizens. *(Goal 10)*

6. _____ The general education courses give my students the ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices. *(Goal 11)*

IV. 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 ...

V. Proposal from the School of Business:

- A. **DELETE**, on page 153 of the current catalog, the following:

MIS 377 E-Commerce I

Rationale: Much of the material in MIS 377 is duplicated in the MIS 467 course because of the gap between the time the two courses are taken. Students would be better served to concentrate on web page design in a contiguous time frame. MIS 377 is not a required course for the MIS major and therefore would not affect the major requirements. Additionally, MIS 497 (Special Topics in MIS) has not been taught recently and this course will be incorporated into the course offerings beginning in the Fall of 2006 to replace any needed electives in the major. We would also like to encourage students in the MIS major to incorporate BUS 475 (Internship in MIS) in the MIS curriculum as an appropriate elective. We feel that the “real world” experience would benefit many of our students.

No additional resources will be needed for this change.

- B. **MODIFY**, on page 153 of the current catalog, the course description of MIS 467

FROM:

467 E-Commerce II (3) (Prerequisite: MIS 377) F, SU. A second course in electronic commerce with a focus on strategic aspects of electronic commerce. Topics covered include business to business and business to consumer electronic commerce, Internet marketing, web design, electronic payments and legal and ethical issues surrounding electronic commerce.

TO:

467- E-Commerce – Data Driven Web Application Design (Prerequisites: MIS 447, Management 351, Marketing 331, and Finance 341) F E-Commerce focuses on Web-Page design beginning with the development of static web pages and progressing to dynamic web page design and incorporating data base content in the web page using server-side and client-side script languages.

Rational: Students need to have the material related to static and dynamic web page design covered together (in a contiguous time frame). The current structure allows students to have a gap between the two e-commerce courses and much of the material in the first course has to be repeated to get students back to a point where they are ready to begin coverage of dynamic web page design. A single course which concentrates on web page design including static and dynamic pages would improve student understanding and abilities. The School of Business will eliminate MIS 377 as a requirement and incorporate all e-commerce material into this single e-commerce course.

No additional resources will be needed for this change.

- C. **MODIFY**, on page 157 of the current catalog, the course description of **CS 150, Microcomputers and Software Applications I**

FROM:

Introduction to microcomputer hardware and software. Topics include computer fundamentals, word processing, electronic spreadsheets, data bases, and other microcomputer application areas. Solutions for several problems using microcomputers and commercial software will be required.

TO:

150 Microcomputers and Software Applications (3) (Prerequisite: Eligibility to take Math 111 [or higher]) F, S, SU. Introduction to microcomputer hardware and software. Topics include computer fundamentals, word processing, electronic spreadsheets, data bases, and other microcomputer application areas. Solutions for several problems using microcomputers and commercial software will be required.

Rationale:

With the help of the registrar's office we looked at the number of students taking CS 150 more than one time. This has created a staggering number of students who have not taken CS 150 and at this time we don't have room for them in any classes. The data suggests CS 150 has a failure/drop rate of about 52%. Most students who fail 150 are not successful in spreadsheets. The math is very basic but the difficulty seems to lie in the concept of a variable and the mathematical maturity necessary to understand the logic

required in writing IF statements. All Math 105 classes are self-paced. Most students lacking the mathematical maturity to understand the basics in spreadsheets also carry over in math 105. They will usually not pass CS 150 so they enroll again the following semester. A percentage, not determined at this time, will not pass math 105 after 2 semesters and again will not pass CS150. Most students eligible to take Math 111 have the mathematical maturity to understand the Very basic concepts presented in spreadsheets. These students normally pass CS 150 the first time they take it.

V. **Proposal from the School of Education:**

A. **SUSPEND** Education-Secondary (M.Ed) and Elementary Education (M.Ed.) and **DELETE**, on page 181, under GRADUATE DEGREES

Education-Secondary (Master of Education [M.Ed.]

Elementary Education (Master of Education [M.Ed.]

B. **CHANGE**, on page 192, under GRADUATE EDUCATION PROGRAMS

FROM:

1. Master of Education (M.Ed.) with Majors in Early Childhood, Elementary, Secondary (English, Mathematics, and Social Studies), Learning Disabilities (Special Education), and Instructional Accommodation. Completion of the M.Ed. degree does not lead to South Carolina teacher certification.

TO:

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

C. **CHANGE**, on page 194-5, under MASTER OF EDUCATION

FROM:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN EARLY CHILDHOOD EDUCATION

Coordinator: Dr. Dorothy M. Harris

Students must complete 36 graduate hours.

Education Foundation Core

15 hours

EDUC 611 Solving Instructional Problems Using Technology

EDUC 620 Foundations of Education

EDUC 621 Understanding Learning Differences

EDUC 622 Assessment of Learning and Behavior

EDUC 623 Quantitative Research Methods in Education

Early Childhood Education Specialty Core **12 hours**

EDUC 721 Family and Community, and Early Childhood Education
EDUC 722 Curriculum Design for Early Childhood Programs

EDUC 723 Early Intervention: Strategies for the Special Needs Child
EDUC 724 Leadership of Early Childhood Programs

Education Practicum Seminars **9 hours**

EDUC 797 Practicum Seminar I: Problem Identification

EDUC 798 Practicum Seminar II: Problem Analysis
EDUC 799 Capstone Seminar III: Problem Resolution

TO:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
EARLY CHILDHOOD EDUCATION**

Coordinator: Dr. Dorothy M. Harris

Students must complete 36 graduate hours.

Education Foundation Core: **15 hours**

EDUC 611 Solving Instructional Problems Using Technology
EDUC 621 Understanding Learning Differences
EDUC 622 Assessment of Learning and Behavior
EDUC 623 Quantitative Research Methods in Education
EDUC 624 Behavior Management of Students with Disabilities

Early Childhood Education Specialty Core **12 hours**

EDUC 721 Family and Community, and Early Childhood Education
EDUC 722 Curriculum Design for Early Childhood Programs
EDUC 724 Leadership of Early Childhood Programs
EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional
Learners

Education Practicum Seminars **9 hours**

EDUC 797 Practicum Seminar I: Problem Identification

EDUC 798 Practicum Seminar II: Problem Analysis
EDUC 799 Capstone Seminar III: Problem Resolution

D. **DELETE**, on page 195, under MASTER OF EDUCATION

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN
ELEMENTARY EDUCATION...

E. **CHANGE**, on page 195, under MASTER OF EDUCATION

FROM:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION

Coordinator: Dr. Shirley Bausmith

Students must complete 36 graduate hours.

Education Foundation Core

15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 620 Foundations of Education
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education

**Instructional Accommodation Education Specialty Cores
hours**

12 hours

- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner
- EDUC 742 Procedures for the Divergent Learner
- EDUC 743 Verbal Processing and the Divergent Learner
- EDUC 744 Quantitative Processing and the Divergent Learner

Education Practicum Seminars

9 hours

- EDUC 797 Practicum Seminar I: Problem Identification
- EDUC 798 Practicum Seminar II: Problem Analysis
- EDUC 799 Capstone Seminar III: Problem Resolution

TO:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 36 graduate hours.

Education Foundation Core:

15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

Instructional Accommodation Education Specialty Core **12 hours**

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner

EDUC 742 Procedures for the Divergent Learner

EDUC 744 Quantitative Processing and the Divergent Learner

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Education Practicum Seminars **9 hours**

EDUC 797 Practicum Seminar I: Problem Identification

EDUC 798 Practicum Seminar II: Problem Analysis

EDUC 799 Capstone Seminar III: Problem Resolution

F. **DELETE**, on page 195-6, under MASTER OF EDUCATION

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN SECONDARY EDUCATION...1. ENGLISH SPECIALIZATION ... 2. MATHEMATICS SPECIALIZATION... 3. SOCIAL STUDIES SPECIALIZATION...

G. **CHANGE**, on page 196, under MASTER OF EDUCATION

FROM:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. J. Michael Madden

Students must complete 36 graduate hours.

Education Foundation Core **15 hours**

EDUC 611 Solving Instructional Problems Using Technology

EDUC 620 Foundations of Education

EDUC 621 Understanding Learning Differences

EDUC 622 Assessment of Learning and Behavior

EDUC 623 Quantitative Research Methods in Education

Learning Disabilities Professional Preparation **21 hours**

EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)

EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)

PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)

PSYCH 664 Practicum – Formal and Informal Assessment (1)

- EDUC 765 Learning Disabilities: Intervention for Elementary and Middle School (3)
- EDUC 766 Practicum: Intervention for Elementary and Middle School (1)
- EDUC 767 Learning Disabilities: Intervention for Adolescents and Young Adults (3)
- EDUC 768 Practicum: Intervention for Adolescents and Young Adults (1)
- EDUC 769 Case Study, Small Group, and Action Research (3)

TO:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 36 graduate hours.

Education Foundation Core:

15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

Learning Disabilities Professional Preparation

21 hours

- PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
- PSYCH 664 Practicum – Formal and Informal Assessment (1)
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- EDUC 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- EDUC 763 Methods for Teaching Students with Learning Disabilities (3)

- EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- EDUC 769 Case Study, Small Group, and Action Research (3)

H. **CHANGE**, on page 196, under MASTER OF ARTS IN TEACHING

FROM:

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

Coordinator: Dr. Shirley Bausmith

Students must complete 51 graduate hours.

Education Foundation Core

15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 620 Foundations of Education
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education

Learning Disabilities Professional Preparation

30 hours

- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
- PSYCH 664 Practicum – Formal and Informal Assessment (1)
- EDUC 765 Learning Disabilities: Intervention for Elementary and Middle School (3)
- EDUC 766 Practicum: Intervention for Elementary and Middle School (1)
- EDUC 767 Learning Disabilities: Intervention for Adolescents and Young Adults (3)
- EDUC 768 Practicum: Intervention for Adolescents and Young Adults (1)
- EDUC 769 Case Study, Small Group, and Action Research (3)
- EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives

6 hours

Candidates may select from among the following courses a combination totaling 6 hours.

Course selection must be made after consultation with program coordinator.

Candidates planning to teach at the Elementary and Middle School levels are encouraged to select from the following options:

- EDUC 610 Collaboration and Management in Education (3)
- EDUC 731 Literacy Development (3)
- EDUC 732 Quantitative Learning: Pre-School through Middle School (3)
- EDUC 733 Concepts and Methods in Elementary Science (3)
- EDUC 734 Concepts and Methods in Elementary Social Studies (3)
- EDUC 743 Verbal Processing and the Divergent Learner (3)
- PSY 536 Behavioral Assessment and Intervention (3) (Requires co-registration in PSY 600C (1))

Candidates planning to teach at the junior high and high school levels are encouraged to select from among the following options:

- EDUC 610 Collaboration and Management in Education (3)
- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- EDUC 742 Procedures for the Divergent Learner (3)
- EDUC 743 Verbal Processing and the Divergent Learner (3)
- EDUC 744 Quantitative Processing and the Divergent Learner (3)
- PSY 536 Behavioral Assessment and Intervention (3) (Requires co-registration in PSY 600C (1))

TO:

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

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

Education Foundation Core:

15 hours

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

Learning Disabilities Professional Preparation

30 hours

- PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
- PSYCH 664 Practicum – Formal and Informal Assessment (1)
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- EDUC 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- EDUC 763 Methods for Teaching Students with Learning Disabilities (3)
- EDUC 76 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- EDUC 769 Case Study, Small Group, and Action Research (3)
- EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives

6 hours

Candidates may select from among the following courses a combination totaling 6 graduate hours.

Course selection must be made after consultation with program coordinator.

Candidates planning to teach at the Elementary and Middle School levels are encouraged to select from among the following options:

- EDUC 620 Foundations of Education (3)
- EDUC 731 Literacy Development (3)
- EDUC 732 Quantitative Learning: Pre-School Through Middle School (3)
- EDUC 733 Concepts and Methods in Elementary Science (3)
- EDUC 734 Concepts and Methods in Elementary Social Studies (3)

Candidates planning to teach at the junior high and high school levels are encouraged to select from among the following options:

- EDUC 620 Foundations of Education (3)
- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- EDUC 742 Procedures for the Divergent Learner (3)
- EDUC 744 Quantitative Processing and the Divergent Learner (3)

I. **ADD**, on page 198

624 Behavior Management of Students with Disabilities (3) F, S, SU. This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, school psychologists and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

J. **ADD**, on page 198

720 Educational Methods for Mental Disabilities (3) (Prerequisite: Psychology 599 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

K. **ADD**, on page 198

725 Practicum in Instruction for the Exceptional Child (Mental Disabilities) (3) (Prerequisite: Psychology 599 or permission of school; Prerequisite/Corequisite: 720) S, SU. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with mental disabilities) in various educational settings.

L. **ADD**, on page 198

745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3) F, S, SU. Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the course will examine the development of the following: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

M. **ADD**, on page 198

746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
(Prerequisite/Corequisite: EDUC 745 or permission of the School of Education) F, S. Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

N. **ADD**, on page 199

763 Methods for Teaching Students with Learning Disabilities (3)
(Prerequisites/Corequisites: EDUC 761 and PSY 663, or permission of the School of Education) F, S. This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

O. **ADD**, on page 199

764 Practicum: Methods for Teaching Students with Learning Disabilities (1)
(Prerequisites/Corequisites: EDUC 761, EDUC 763 and PSY 663, or permission of the School of Education) F, S. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will

have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

Rationale for items A, B, D, F: We are suspending graduate programs in Elementary and Secondary Education due to insufficient staff and students to justify these programs. The Instructional Accommodation program can accommodate the needs of candidates from multiple disciplines. The courses from the Elementary & Secondary programs will continue to be included in the course offerings until all current students have completed these suspended programs.

Rationale for items C, E, G-I, L-O: We are deleting EDUC 620 and adding EDUC 624 to the Education Core, because of a need expressed by our educational community that teachers need a course in how to handle behavior issues related to students with disabilities. EDUC 620 will continue to be offered as an elective in the M.A.T.-LD program. We are deleting PSY 536 from the M.A.T.-LD program's list of electives because EDUC 624 (comparable course) is being added to the core requirements. We are adding EDUC 745, EDUC 746, EDUC 763, EDUC 764 to the Learning Disabilities Professional Preparation. We are eliminating EDUC 610 & EDUC 743 from the list of electives for the M.A.T.-LD because two new courses (EDUC 624 & 745), encompassing the same course content, are being added to the Education Foundation Core (EDUC 624) and the Learning Disabilities Professional Preparation (EDUC 745).

These changes are in response to the South Carolina Department of Education (SCDE) Certification course requirements for add-on certification in the area of learning disabilities. The SCDE requires reading and behavior management courses that were not currently included in the M. Ed. or M. A.T. programs with a Major in Learning Disabilities. In order to add these two courses, we eliminated EDUC 620 Foundations of Education from the core and combined the two age-level methods courses into one overall methods course. The new course descriptions were submitted to and approved by Jim Turner, Director of the Office of Teacher Certification.

Rationale for item J, K: We are reactivating EDUC 720 course (catalog 1998-1999) and EDUC 725 (listed as 721 in 1998-1999 catalog but 721 has been assigned to another course) so that we can assist local school districts who need teachers certified in Mental Disabilities. Teachers wishing to add certification in mental disabilities will also take PSY 599.

VII. 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 state 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:

<u>General Education</u>	51 hours
Communications	12 Hours
ENG 112	3
ENG 200	3
SPCO 101	3
Computer Science	3
Social Sciences	9 hours
GEOG 101 <u>OR</u> ANTH 200	3
POL 101 <u>OR</u> 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 <u>also</u> an option; Theatre 101 CAN be taken with Music 101 <u>OR</u> 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 <u>not</u> be earned in both Physical Science 101 and 102 and any Chemistry or Physics course. Psychology does <u>not</u> count as science for Early Childhood Education teacher certification.	
<u>Pre-Professional Education</u>	8 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 are corequisites	
EDUC 300	4
<u>Professional Education (Requires Admission to the Program)</u>	30 hours
EDUC 311	3
EDUC 380	2
<u>Teaching Area</u>	
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
<u>Supporting Courses</u>	18 hours
ART 217	3
ENG 220	3
ENG 313 – Block A	3
HLTH 312	3
MATH 370	3
PSY 315	3
<u>Elective</u>	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 (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, 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:

<u>General Education</u>	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 anthropology, economics, geography, political science,	3

or sociology	
Humanities	12 hours
Literature (elective)	3
History (elective)	3
Art 101	3
Music 101	3
(Theater 101 is <u>also</u> an option; Theatre 101 CAN be taken with Music 101 <u>OR</u> 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 101 and 102 and any Chemistry or Physics course. Psychology does **not** count as science for Elementary Education teacher certification.

<u>Pre-Professional Education</u>	8 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 are corequisites	
ECUC 300	4
<u>Professional Education (Requires Admission to the Program)</u>	22 hours
EDUC 311	3
EDUC 380	2
<u>Teaching Area</u>	
ELEM 312	3
Block I*	
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
<u>Supporting Courses</u>	18 hours
ART 217	3
ENG 220	3
ENG 315	3

HLTH 315	3
MATH 370	3
PSY 315	3
<u>Collateral</u> (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.

VIII. Proposal from the School of Education:

A. CHANGE page 163, under **SECONDARY EDUCATION**

FROM:

Coordinator: Dr. Thomas Sawyer

Majors in economics, English, history, mathematics, political science, and sociology may complete an approved program leading to South Carolina licensure. Students seeking licensure must complete the specific requirements listed below as well as meet all other degree and major requirements.

Note: South Carolina certification in Art Education covers grades K-12

General Education	51
Communications	12
ENG 112	3
ENG 200	3
SPCO 101	3
Computer Science	3
Social Sciences.....	9 hours
ANTH 200 or GEOG 101.....	3
POL 101 or 103.....	3
Additional 3 hours to be 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
Natural Sciences.....	12
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
Additional four hours..... (biological or physical)	4
Professional Education	32
EDUC 290, 299	4
EDUC 290, 299 should be taken simultaneously	
EDUC 300	4
EDUC 303	2
EDUC 393, 380 and three hours from:	
EDUC 434, 435, 436	7
EDUC 380, 393 to be taken simultaneously with three hours	
From EDUC 434, 435, 436	
EDUC 488	2
EDUC 489	1
EDUC 490	12
EDUC 488, 489, 490 to be taken simultaneously	

Supporting Courses	6
HLTH 301	3
Psy 316	3
Major, minor, or collateral courses (see specific courses below)	40-70 hours
Minimum Required for Graduation	126

TO:

Coordinator: Dr. Thomas Sawyer

Majors in economics, English, history, mathematics, political science, and sociology may complete an approved program leading to South Carolina licensure. Students seeking licensure must complete the specific requirements listed below as well as meet all other degree and major requirements.

Note: South Carolina certification in Art Education covers grades K-12

<u>General Education</u>	B.S.	B.A.
Communications	12 hours	24 hours
ENG 112	3	3
ENG 200	3	3
SPCO 101	3	3
Computer Science	3	3
Foreign Language	0	12
Social Science (No more than 6 hours may be taken in any one discipline)	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Geography 101	3	3
c. Anthropology, Economics, Geography, Political Science or Sociology	3	3
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, or Theatre	3	3
Mathematics	6	6
Natural Sciences (Laboratories are required for all courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science*	4	4

c. Astronomy, Biology, Chemistry, Physics, Physical Science, or Psychology 206/216*	4	0
*Credit toward graduation may not be earned in both Physical Science 101-102 and any Chemistry course or any Physics course. Students seeking Social Science Certification are required to take Psychology 206/216.		
<u>Pre-Professional Education</u>	8 hours	8 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 300	4	4
<u>Professional Education</u>	10 hours	10 hours
EDUC 311	3	3
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5
Student Teaching Block**	15 hours	15 hours
EDUC 487	2	2
EDUC 489	1	1
EDUC 490	12	12
**EDUC 487, 489 and 490 to be taken simultaneously		
<u>Supporting Courses</u>	3 hours	3 hours
HLTH 301	3	3
Major, minor, or collateral courses (See specific courses below)	40-70	40-70
Minimum Required for Graduation		126

NOTE: If approved, the following General Education Requirements will have to be changed:

English	pp. 81 and 85
History	pp. 104-105
Mathematics	p. 112
Political Science	p. 128
Sociology	pp. 135-136

Rationale: The changes to General Education requirements for candidates earning secondary teacher certification in mathematics, English, and social studies are necessary for several reasons.

- Under former National Association of State Directors of Teacher Education and Certification (NASDTEC) requirements, teacher certification candidates could not take psychology as a science or theatre arts as a course in the humanities. Psychology 316: Adolescent Psychology was required. NASDTEC accreditation has not been

recognized by the State of South Carolina for over 10 years. The State requires National Council for Accreditation of Teacher Education (NCATE) accreditation. Over the years, NASDTEC requirements have not been deleted from program sheets and NCATE requirements have been added resulting in an increase in hours. This increase in hours has contributed to the decline in the numbers of candidates in the Secondary Education Program. Note: The Art Education Program requires Psychology 206/216L as a science and allows art education candidates to take theatre arts as a course in the humanities.

- The National Council for the Social Studies (NCSS) Program Review stated, “A general psychology course is needed” for social studies certification candidates. Psychology 316 was too “narrow in focus” to satisfy NCSS Standards. In addition, “General Psychology” is a specific area on the Praxis II social studies examination and Psychology 316 does not give social studies certification candidates a thorough enough background. While mathematics certification candidates would have the option of taking Psychology 206/216L as a science, it would be a required science for social studies certification candidates (e.g., history, political science, sociology, economics).
- The three major program accrediting organizations (National Council of Teachers of English, National Council of Teachers of Mathematics, and the National Council for the Social Studies) do not mandate specific general education requirements. Psychology 316 is not required by any accrediting organization and theatre arts is not excluded.

B. CHANGE page 165, under **SECONDARY EDUCATION
FROM:**

1. A major in history, political science, economics, or sociology with supporting courses in three non-major areas of this group in the teaching field must include:

History – 6 semester hours of American history and 3 semester hours of European history and 3 semester hours of history selected from History 323, 324, or 342.
 Political Science – any 200 level (or above) course
 ECON 250 or equivalent
 ANTH 200 or equivalent
 SOC 310
 GEOG 101 or 102

TO:

1. Teacher certification in secondary social studies requires a major in history, political science, economics, or sociology. Political science, sociology, and economics majors are required to complete the following courses and collaterals to meet National Council for the Social Studies Program Standards:

ECON 250 taken as a General Education Social Science requirement
 PSYCH 206/216L taken as a Natural Science

International Studies Collateral consisting of the following courses:

GEOG 101 (Cultural Geography)
SOC 310 (Racial and Cultural Minorities)
HIST 205 (Modern World History)
POLSC 205 (Comparative Government)

History Collateral consisting of the following courses:

HIST 201 (U.S. to 1865)
HIST 202 (U.S. since 1865)
HIST 318 (Historical Focus: Ancient History)
HIST 300 or 400 level elective

History majors must take HIST 201, 202, and 318: Historical Focus: Ancient History as electives within their major. History majors are required to complete the following courses and the International Studies minor as follows to meet National Council for the Social Studies Program Standards.

ECON 250 taken as a General Education Social Science requirement
PSYCH 206/216L taken as a Natural Science

International Studies Minor consisting of the following courses:

GEOG 101 (Cultural Geography)
SOC 310 (Racial and Cultural Minorities)
HIST 205 (Modern World History)
POLSC 205 (Comparative Government)
Any 300 or 400 level course listed as an International Studies elective
INTS 200 (Intro)
INTS 400 (Senior Project)

NOTE: If approved, the following Social Studies Certification Requirements will have to be changed:

History	p. 105
Political Science	p. 128
Sociology	p. 136

Rationale: The changes to “Supporting Teaching Field Courses” required for social studies certification are necessary for several reasons.

- Under former NASDTEC requirements, social studies certification candidates were required to have a major in one of the social sciences and take a plethora of “supporting teaching field courses” which did not make up a minor or collaterals. Candidates earned a major, a minor or two collaterals, and added remaining “supporting teaching field courses” not taken as part of a major, minor, or collateral resulting in additional hours added to candidates’ programs. In addition, several of the old supporting teaching field courses were redundant, or of little value in meeting NCSS Program Standards and providing background for candidates taking the Praxis

II social studies examination required by NCATE. Requiring ECON 250 as a general education requirement, PSYCH 206/216L as a science, and amending the “Supporting Teaching Field Courses” list to build collaterals or minor, results in a more efficient program, reduces hours for candidates (9 to 15 hours depending on the major), meets NCSS/NCATE program requirements, and better prepares candidates for the Praxis II examination.

- Political Science 205: Comparative Government and History 318: Historical Focus: Ancient History are required for social studies certification candidates to meet NCSS program standards and to give candidates sufficient background knowledge to pass the Praxis II social studies examination in the areas of world history and government/civics/political science. These courses are not additional courses. They are specified courses in lieu of a social science "elective".
- Anthropology 200 will no longer be required. The NCSS standard, "Culture and Cultural Diversity" is met with the following courses: Geography 101: Cultural Geography, Sociology 310: Racial and Cultural Minorities, History 205: Modern World History, and History 318: Historical Focus: Ancient History. In addition, several education courses contribute to meeting this standard: Education 290: The Student, the School, and the Community, Education 300: Foundations of Instruction and Curriculum, and Education 380: Introduction to Exceptional Students.

IX. Proposal from the Department of Nursing:

- A. CHANGE** requirement number 4 under “Admission Requirements for the Upper Division BSN Degree Program” on page 117,

FROM:

“Have an SAT of 1000 or higher at least 500 math and at least 500 verbal”

TO:

“Meet the SAT or converted ACT requirements for admission to Francis Marion University.

- B. CHANGE** the fourth sentence under “Admission Requirements for the RN-BSN Degree Program” on page 119

FROM:

“To be considered for admission, applicants should have a minimum grade point average of 2.5 (on a 4.0 scale).”

TO:

“To be considered for admission, applicants must have a minimum grade point average of 3.0 (on a 4.0 scale) with a minimum of C in all courses taken.”

X. Proposal from the Department of Biology:

- A. ADD,** on page 75 of the current catalog

213 Biology of Sex (3) (Prerequisite: 4 hrs. in Biology). This course will provide an introduction to the biological principles involved in human reproduction. Topics include the evolution of sex, reproductive anatomy and physiology, endocrinology, puberty, biology of gender, reproductive cycles, pregnancy, birth, fertility control, sexual disorders, and current issues in reproductive technology.

B. CHANGE , on page 75 of the current catalog, the following

FROM:

205 Human Anatomy (4:2-4) (Prerequisite: 106 or 103 and 104 with permission of the department) ...

TO:

205 Human Anatomy (4:3-3) (Prerequisite: 106 or 103 and 104 or permission of the department) ...

C. CHANGE , on page 76 of the current catalog, the following

FROM:

311 Microbiology (4:3-3) (Prerequisite: 106) ...

TO:

311 Microbiology (4:3-3) (Prerequisite: 106 or permission of the department) ...

Rationale

The changes from the Department of Biology make it possible for pre-nursing students to move directly from Biology 105 into prescribed upper division courses.

XI. 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.

XII. 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.

XIII. Proposal from the Gender Studies Steering Committee:

A. ADD, 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.

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 through 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/ethnic, 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.

XIV. Proposal from the Department of English, Modern Languages, and Philosophy:

CHANGE, on page 87 of the current catalog, the title of **ENG 316**

FROM:

Literature for Adolescents

TO:

Literature for Young Adults

Rationale: “Young Adult” is the term currently used in education, publishing, and libraries for literature for readers between the ages of 12 and 18.

XV. Proposal from the Department of Mass Communication:

ADD , on page 109 of the current catalog:

402 Online Journalism (3) (Prerequisite: MCOM 201). Provides instruction in the basics of reporting, writing, and editing for online journalism using the Internet.

Rationale: This course is a missing link in the Convergence track that requires students to prepare news copy for three media platforms. Our news writing course covers both print and broadcast news writing but not online. This course will prepare students more fully for MC 440 Convergence Journalism and would also be useful to those in the print and broadcast tracks.

ADD to the track list on page 108 of the current catalog:

Print Journalism

402 Online Journalism

Broadcast Journalism

402 Online Journalism

Convergence Journalism

402 Online Journalism

XVI. 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.

XVII. Proposal from the Department of Political Science and Geography:

A. **ADD**, on page 129 of the current catalog, the following:

323 Rights of the Accused (3) (Prerequisite: POL 101 or POL 103) Focuses on the rights of persons suspected or accused of crimes with particular emphasis on criminal legal procedure, the constitutional protection against unreasonable search and seizure, the rights of the accused before and during the trial, and rights of those convicted of crimes.

- B. **CHANGE**, on page 127 of the current catalog, the course offerings for the criminal justice concentration

FROM:

POL 322 (Civil Rights and Civil Liberties)

TO:

POL 323 (Rights of the Accused)

- C. **CHANGE**, on page 129 of the current catalog, the course description

FROM:

322 Civil Rights and Civil Liberties (3) (Prerequisite: 101 or 103) Study of civil rights in the American Constitutional context with emphasis on freedom of religion and expression, legal reasoning, race and sex discrimination, and the rights of defendants.

TO:

322 Civil Rights and Civil Liberties (3) (Prerequisite: 101 or 103) Study of civil rights in the American Constitutional context with emphasis on freedom of religion and expression, freedom of association, privacy rights, and protection against discrimination.

- D. **CHANGE**, on page 134 of the current catalog, the course offerings for the criminal justice concentration

FROM:

Political Science 322 (Civil Rights and Civil Liberties)

TO:

Political Science 323 (Rights of the Accused)

Rationale for Addition of POL 323: The increased interest, on the part of our potential applicants and current students, about careers in the fields of law and criminal justice has led the Department of Political Science and Geography and the Department of Sociology jointly to offer their majors a concentration in Criminal Justice. Initially, the Department offered POL 322 (Civil Rights and Civil Liberties) as one of the courses for the CJ concentration, with the intention of developing a replacement course when personnel became available to teach that course.

**At-Large Faculty Senate, Academic Affairs, Admissions, Advising and Retention,
and Academic Freedom and Tenure Grievance Election Ballot**

At-large Senators (Circle one)

1. Kirk Dinely (Biology)
2. Brad Johnson (Accounting)
3. George Schnibben (Mathematics)
- 4.
- 5.
- 6.
- 7.

Academic Affairs (Circle one)

1. Ed Eleazer (English)
- 2.
- 3.
- 4.

Admissions, Advising and Retention (Circle one)

1. Tom Fitzkee (Mathematics)
2. Jacqueline Jones (English)
3. Ann Stoeckmann (Biology)
- 4.

Academic Freedom and Tenure Grievance (Circle one)

- 1, Jane Quick (Mathematics)
- 2.
- 3.
- 4.
- 5.