

AGENDA
Faculty Meeting
April 10, 2007—Lowrimore Auditorium—3:45 p.m.

- I. Call to Order
- II. Approval of Minutes
- III. Elections (*A copy of the slate of nominees appears on pages 31-34 of the attachment.*)
- IV. Report from Lynn Hanson, SACS Coordinator
- V. Report from Jay Kispert, Vice President for Business Affairs
- VI. Report from Teresa Ramey, Dean of Students
- VII. Executive Committee Report
- VIII. Report from the Senate (*See attachment for proposals. See the appendix for supporting materials.*)
 - A. Item I from the Executive Committee concerns minor revisions to *FMU Faculty Handbook*.
 - a. Items A and B concern *FMU Faculty Handbook* changes relative to the definition of “voting faculty.”
 - b. Item C concerns deletion of material in the *FMU Faculty Handbook* that has been superseded by the new policy on intellectual property.
 - c. Items D and E concern revisions to the *FMU Faculty Handbook* which clear up contradictory wording relating to proposal referrals.
 - d. Item F concerns revisions to the makeup of the Admissions, Advising, and Retention Committee.
 - e. Item G concerns revisions to the makeup of the Information Technology Committee.
 - f. Item H concerns revisions in the *FMU Faculty Handbook* which correct some inaccurate numbering.
 - B. Item II from the Graduate Advisory Committee and the Office of the the Provost concerns several items relative to the creation of a Graduate Council. Items A, B, and C concern the creation of this Council. Item D outlines the membership of this committee. Item E presents catalog changes relative to this Item.
 - C. Item III from the Department of Biology concerns changes to the prerequisites for BIOL 205, BIOL 311, and BIOL 406.
 - D. Item IV from the Department of Fine Arts concern multiple changes in the curriculum. Item A concerns re-naming a number of courses including ART 206, ART 230, ART 330, ART 430, and ART 431,

changing prerequisites for a number of courses including ART 330, ART 308, ART 318, and adding ART 231, ART 331, and ART 499 as courses students can choose from in the Visual Arts Specialty, as well as catalog changes relative to these alterations. Item B concerns the creation of three new courses: ART 231 Typography, ART 331 Interactive Communication I, and ART 499 Senior Seminar.

- E. Item V from the Department of Mathematics concerns a number of changes relative to catalog descriptions for a variety of math courses, correcting outdated language, getting rid of discrepancies, and generally clarifying descriptions within the catalog. In addition, this proposal also makes clear the math prerequisites for MATH 212, CS 212, MATH 405, MATH 407, MATH 409, MATH 441, MATH 420, MATH 270, MATH 370, MATH 306, and MATH 304.
 - F. Item VI from the Department of Political Science and Geography concerns the creation of a new course, POL 388 Politics and Film.
 - G. Item VII from the Department of Psychology concerns multiple changes to the catalog. These include the deletion of PSY 530 and PSY 531 and the addition of three courses: PSY 610 Interviewing, Observation, and Case Formulation, PSY 606 Psycho-Educational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology and PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology. The proposal also includes changes in course numbering and titling, catalog alterations relative to new course titles, numbers, deletions, and additions, as well as changes in prerequisites and co-requisites based on these alterations.
- IX. Approval of Emeritus Candidate, Dr. Leslie Figa, years of service 1974-2007.
- X. Approval of Candidates for Graduation (*Beth McLean distributed a list by e-mail on April 3, 2007*)
- XI. New Business
- XII. Announcements
- XIII. Adjournment

A. Proposal from the Executive Committee

A. **CHANGE** on p. 3 of the *Faculty Handbook*

FROM:

Voting Faculty Members

The voting faculty shall consist of full-time tenured, probationary (i.e., tenure-track), and temporary faculty who normally teach at least two courses that total a minimum of six credit hours per semester. These faculty are in coded and slotted (FTE) positions and are eligible for state-funded benefits. Department chairs are voting members of the faculty. All full-time librarians hold academic rank and are voting members of the faculty.

TO:

Voting Faculty Members

The voting faculty shall consist of full-time tenured, probationary (i.e., tenure-track), and temporary faculty who normally teach at least two courses that total a minimum of six credit hours or **nine contact hours** per semester. These faculty are in coded and slotted (FTE) positions and are eligible for state-funded benefits. Department chairs are voting members of the faculty. All full-time librarians hold academic rank and are voting members of the faculty.

B. **CHANGE** in the *Constitution of the Faculty*, under ARTICLE I. THE FACULTY, Section 2. Membership, on p. 83

FROM:

B. The voting faculty shall consist of full-time tenured, probationary (i.e., tenure-track) and temporary faculty who normally teach at least two courses that total a minimum of six credit hours per semester. These faculty are in coded and slotted positions and are eligible for state-funded benefits. Department chairs and full-time librarians appointed with academic rank are voting members of the faculty.

TO:

B. The voting faculty shall consist of full-time tenured, probationary (i.e., tenure-track) and temporary faculty who normally teach at least two courses that total a minimum of six credit hours **or nine contact hours** per semester. These faculty are in coded and slotted positions and are eligible for state-funded benefits. Department

chairs and full-time librarians appointed with academic rank are voting members of the faculty.

RATIONALE: *On occasion, some full-time faculty members teach labs or a combination of labs and lecture sections that do not total six credit hours, although they involve enough contact hours to constitute a full load. Revising this statement will ensure that those faculty retain voting privileges.*

C. **DELETE** in the *Faculty Handbook* under “Academic Freedom Defined” on p. 28 the words struck through in the following, replacing the semi-colon with a period:

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; ~~but research for pecuniary return must be based upon permission of the authorities of the institution.~~

RATIONALE: *The Intellectual Property policy recently passed by the Faculty makes this statement unnecessary.*

D. **CHANGE** in the *Constitution of the Faculty*, under ARTICLE II. THE FACULTY SENATE, Section 1. Duties and Responsibilities on page 86

FROM:

C. The Faculty Senate may receive proposals originating from academic units, committees, academic support services, individual faculty members, the administration of the University, or other sources. Proposals shall be in writing.

TO:

C. The Faculty Senate may receive proposals originating from academic units, committees, academic support services, individual faculty members, the administration of the University, or other sources. Proposals shall be in writing. **All proposals (other than those originating from a standing or ad hoc committee) shall ordinarily be referred to the appropriate standing or ad hoc committee by the Executive Committee.**

E. **CHANGE** in the *Bylaws of the Faculty Senate*, ARTICLE III. PROPOSALS TO BE ACTED UPON BY THE FACULTY SENATE, on p. 94

FROM:

B. All proposals originating from individual Faculty Senators, individual members of the faculty, or any other source (other than a standing committee) shall be referred to the appropriate standing committee by the Executive Committee.

TO:

B. All proposals originating from individual Faculty Senators, individual members of the faculty, or any other source (other than a standing committee) shall **ordinarily** be referred to the appropriate standing **or ad hoc** committee by the Executive Committee.

***RATIONALE:** These revisions clear up contradictory wording between the Constitution and Bylaws regarding whether or not a proposal must be referred to committee. Also, it allows for ad hoc committees, which is consistent with statements elsewhere in the Bylaws.*

F. **CHANGE** in the *Bylaws of the Faculty Senate*, under ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND *AD HOC* COMMITTEES, p. 96

FROM:

D. Admissions, Advising, and Retention

1. *Membership and Chair.* The committee shall consist of five faculty members elected from the faculty for three-year terms. The Directors of (a) Enrollment Management, (b) Admissions, and (c) Academic Advising and Retention, and (d) the Registrar shall also serve as members.

TO:

D. Admissions, Advising, and Retention

1. *Membership and Chair.* The committee shall consist of five faculty members elected from the faculty for three-year terms. **In addition, (a) the Associate Provost for Enrollment Management, (b) the Director of Admissions, (c) the Coordinator for Orientation and Provisional Programs, and d) the Registrar shall serve as members. A representative from the Financial Assistance Office shall serve without vote.**

***RATIONALE:** We no longer have a Director of Academic Advising and Retention, and the Assistant Director of Admissions should and does sit on this committee.*

- G. **CHANGE** in the *Bylaws of the Faculty Senate*, under ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND *AD HOC* COMMITTEES, p. 100

FROM:

K. Information Technology

- 1. *Membership*. The committee shall consist of seven members elected from the faculty for three-year terms. The Directors of the Academic Computer Center and Administrative Computing Services shall serve *ex officio* and without vote.

TO:

- 1. *Membership*. The committee shall consist of seven members elected from the faculty for three-year terms. **The Chief Information Officer** and the Directors of the Academic Computer Center and Administrative Computing Services shall serve *ex officio* and without vote.

RATIONALE: *Now that we have a CIO, he should properly serve as a non-voting member of the committee.*

- H. **CHANGE** in the *Bylaws of the Faculty Senate*, under ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE..., on page 102

FROM:

Section 3. Ad Hoc Committees

TO:

Section 4. Ad Hoc Committees

RATIONALE: *This change merely corrects a mistake in numbering.*

II. Proposal from the Graduate Advisory Committee and Office of the Provost:

- A. **AMEND** Article II, Section 5, Item B of the Faculty Constitution (page 89 of the current *Faculty Handbook*)

FROM:

1. There shall be fifteen standing committees of the Faculty Senate:

TO:

1. There shall be sixteen standing committees of the Faculty Senate:
**and include new "Graduate Council" after Grade Appeals in list of committees that follows*

B. AMEND Article III, Section C of the Senate Bylaws (page 94 of the current *Faculty Handbook*)

FROM:

(C) Any proposal germane to the academic mission and program of the University or the curriculum of a School or department must be referred to the Academic Affairs Committee.

TO:

(C) Any undergraduate proposal germane to the academic mission and program of the University or the curriculum of a School or department must be referred to the Academic Affairs Committee. Any graduate proposal must be referred to the Graduate Council.

C. AMEND Article IV, Section 3, Item A.2 of the Senate Bylaws (page 95 of the current *Faculty Handbook*)

FROM:

a. advise the Faculty Senate on all curriculum matters, including....

TO:

a. advise the Faculty Senate on all undergraduate curriculum matters, including....

D. AMEND Article IV, Section 3 of the Senate Bylaws to **ADD** the membership and responsibilities of the Graduate Council as a new standing committee. The Council would appear after Grade Appeals on page 99 of the current *Faculty Handbook* and would become new item J in Section 3:

J. Graduate Council

1. Membership. The voting membership of the council shall consist of the following:

a. the head of each school or department that offers graduate degrees or his/her designee

b. one tenured faculty member from each school or department that offers graduate degrees, elected by the general faculty, plus an equal number of tenured faculty members from any other schools or departments, also elected by the general faculty.

All voting members of the council should be eligible for membership in the graduate faculty. Elected members shall serve a three-year term. The Director of Graduate Programs, Chair of the Academic Affairs Committee and Registrar shall serve as *ex officio* members without vote.

2. *Responsibilities*. The council shall:

- a. oversee and coordinate graduate programs; approve applicants for admission to graduate study; approve candidates for graduate degrees; and consider appeals for readmission from graduate students who have been dismissed from the university;
- b. notify the faculty of all graduate curricular proposals prior to council action;
- c. advise the Faculty Senate on all graduate curriculum matters, including proposed graduate courses, graduate course changes, or new graduate programs, being responsible in particular for checking all such proposed courses, changes, or new programs for accuracy, numbering courses, prerequisites, issues of redundancy or overlap with existing courses, and related matters taking in account the impact of curricular proposals on other disciplines and the university as a whole.

E. **CHANGE** on page 180-181 of the current catalog

FROM:

GRADUATE ADVISORY COMMITTEE

The Graduate Advisory Committee (GAC) oversees all graduate programs at the University. Responsibilities of the GAC are to (1) provide advice to the Academic Affairs Committee and University officials on issues concerning graduate programs, (2) review new programs and prepare proposals for the Academic Affairs Committee, (3) approve all admissions to graduate programs, and (4) consider appeals for readmission from students who have been dismissed from graduate programs.

The Graduate Advisory Committee consists of nine members: the Provost, Associate Provost, University Registrar, the Dean of the School of Business plus his/her designee, the Dean of the School of Education plus his/her designee, and the Chair of the Department of Psychology plus his/her designee.

TO:

GRADUATE COUNCIL

The Graduate Council oversees all graduate programs at the University. Responsibilities of the council are to (1) approve applicants for admission to graduate study and review candidates for graduate degrees, (2) consider appeals for readmission from graduate students who have been dismissed from the university, and (3) advise the Faculty Senate on all graduate curriculum matters, including proposed courses, course changes, or new academic programs.

Note on Approval / Ratification: The constitutional amendments included in this proposal are essential for the creation of the proposed Graduate Council. Therefore, the amendments set forth in items A, B, C, and D must be ratified in order for item E to take effect.

Rationale for A, B, C, D and E: All of these changes are geared toward the single objective of replacing the Graduate Advisory Committee with a new Graduate Council. The proposed council would function as a standing committee with a majority of the voting members elected by the general faculty, and would be given responsibilities at the graduate level that are similar to those of the Academic Affairs Committee at the undergraduate level. All curricular proposals endorsed by the council would require approval by the Faculty Senate and General Faculty before taking effect. The proposed council would: (a) provide a more streamlined basis for graduate program oversight, (b) enhance efforts to strengthen our existing graduate programs and consider new initiatives at the graduate level; and (c) reduce the workload of the Academic Affairs Committee. The council model is common at Master's level state universities of intermediate size.

III. Proposal from the Department of Biology

A. **CHANGE**, on page 71 of the current *Catalog*, the course prerequisite

FROM:

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

TO:

205 Human Anatomy (4:3-3) (Prerequisite: 106 or sophomore status with permission of the department)....

B. **CHANGE**, on page 75 of the current *Catalog*, the course prerequisite

FROM:

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

TO:

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

C. **CHANGE**, on page 75 of the current *Catalog*, the course prerequisite **FROM:**

406 Human Physiology (4:3-3) (Prerequisite: 106 and CHEM 102 and 20 hours of biology or permission of department)....

TO:

406 Human Physiology (4:3-3) (Prerequisite: 106 or 205 and CHEM 102 or permission of department)....

IV. **Proposal from the Department of Fine Arts:**

A. **CHANGE** ,

1. on page 100 of the current *Catalog*, the title of ART 206

FROM:

ART 206 Technology in the Arts

TO:

ART 206 Digital Imaging

2. on page 101 of the current *Catalog*, the title of ART 230

FROM:

ART 230 Introduction to Graphic Design

TO:

ART 230 Visual Communication I

3. on page 101 of the current *Catalog*, the title of ART 330

FROM:

ART 330 Intermediate Graphic Design

TO:

ART 330 Visual Communication II

4. on page 101 of the current *Catalog*, the title of ART 430

FROM:

ART 430 Advanced Graphic Design

TO:

ART 430 Visual Communication III

5. on page 101 of the current *Catalog*, the title of ART 431

FROM:

ART 431 Graphics Design for Hypertext Environments

TO:

ART 431 Interactive Communication II

Rationale: These title changes are requested by the department to maintain nomenclature that reflects what the art and design industry uses as standard and what prospective students recognize and understand. These titles are consistent with similar courses at institutions accredited by the National Association of Schools of Art and Design (NASAD). This will also assist with transfer of coursework to and from other institutions.

6. on page 101 of the current *Catalog*, the prerequisite of ART 330

FROM:

ART 330 Intermediate Graphic Design (*Visual Communication II*) (3:1-5) (Prerequisite: 230)

TO:

ART 330 Intermediate Graphic Design (*Visual Communication II*) (3:1-5) (Prerequisite: 231)

7. on page 101 of the current *Catalog*, the prerequisite of ART 431

FROM:

ART 431 Graphic Design for Hypertext Environments (*Interactive Communication II*) (3:1-5) (Prerequisite: 330 or permission of the department)

TO:

ART 431 Graphic Design for Hypertext Environments (*Interactive Communication II*) (3:1-5) (Prerequisite: 331 or permission of the department)

Rationale: These prerequisite changes are requested by the department to coordinate with the creation of two new courses, ART 231 and ART 331 as prerequisites for current courses. (*Italic titles indicate requested title changes for ART 330 and ART 431 from request A. c, and e.*)

8. on page 101 of the current *Catalog*, the prerequisite of ART 308

FROM:

ART 308 Intermediate Photography (3:1-5) (Prerequisite: 208)

TO:

ART 308 Intermediate Photography (3:1-5) (Prerequisite: 208 and 218)

Rationale: Students in ART 308 need to be proficient in digital photography, and specifically in Photoshop, to scan slides and print enlargements on an inkjet printer. The chemistry and paper previously used in ART 308 to make these traditional prints is no longer available. Prints now need to be printed digitally

9. on page 101 of the current *Catalog*, the prerequisite of ART 318

FROM:

ART 318 Alternative Digital Imaging (3:1-5) (Prerequisite: 218)

TO:

ART 318 Alternative Digital Imaging (3:1-5) (Prerequisite: 208 and 218)

Rationale: Students in ART 318 need to be proficient in Single Lens Reflex (SLR) camera operations. These students will move beyond using compact point-and-shoot digital cameras (used in ART 218), to more complicated and sophisticated digital SLR concepts. They need to have extensive knowledge of cameras, metering, and darkroom practices. Camera operations and darkroom practices are covered in length in ART 208, but not ART 218.

10. on page 100 of the current *Catalog*, under MAJOR 3. d)

FROM:

3. b) Graphic Design Specialty: Art 330, 430, and 6 semester hours of art studio courses approved by the faculty advisor.

TO

3. b) Graphic Design Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty advisor and department.

Rationale: This change reflects the addition of two courses that will enhance the Graphic Design specialty students design, software, and digital environment knowledge. These added courses are being added to assist the student in their preparation of a professional portfolio for continued education or vocation after graduation.

11. on page 100 of the current *Catalog*, under MAJOR

FROM:

The number of semester hours required in major courses for a major in Visual Arts is 36 of Visual Arts studio and 12 of Art History. The minimum number of semester hours in all courses (major or nonmajor) required for the major in Art is 126. A one-person show on the Francis Marion University campus is required during the final year of enrollment. The one-person show will be comprised of works from the student's specialty area and will be under the direction of the student's specialty area professor.

TO:

The number of semester hours required in major courses for a major in Visual Arts is 36 of Visual Arts studio, 1 of Senior Seminar, and 12 of Art History. The minimum number of semester hours in all courses (major or nonmajor) required for the major in Art is 127. The major is required to exhibit work and write an Artist's Statement as part of a Senior Exhibit. The Senior Exhibits are presented on the Francis Marion University campus as small group shows during the final year of enrollment. Each student's portion of the group exhibit is comprised of works from the student's specialty area and is prepared under the direction of the student's specialty area professor and as partial fulfillment of the Senior Seminar course.

Rationale: This is necessary because the number of FMU students graduating and requiring exhibit time greatly exceeds the amount of space and scheduling that would be available for one-person exhibits. The group exhibition process is followed by other liberal arts degree visual art programs and is accepted by the NASAD accrediting association. The total required hours for the major also changes with the addition of the Senior Seminar (ART 499) course.

B. ADD:

1. on page 100 of the current *Catalog*, under **MAJOR**
6. Completion of one semester hour of Senior Seminar ART 499.

Rationale: This requirement for majors is part of the new courses that have been requested.

2. on page 101 of the current *Catalog*, after ART 230...

231 Typography (3:1-5) (Prerequisite: 230)

This course will consider the problems and practices of typographical theory and presentation in the area of visual design. Specific considerations will include acquiring a general knowledge of typography and its use as related to design, exploration of that knowledge by traditional methods and with computer applications, and self-exploration encompassing creative problem solving.

Rationale: This course is necessary because today students need a clear understanding of typographical usage. It is critical for students to have a strong foundation in typography due to the complex communications environment. The intent of this course is for the students to consciously understand how typographical forms work, how they relate to visual design, and its association to current visual communication. Both form and syntax need to be clearly considered within the complexities of student design work. This will allow for control over typography as they move into advanced coursework.

3. on page 101 of the current *Catalog*, after ART 330...

331 Interactive Communication I (3:1-5) (Prerequisite: 330 or permission of the department) Graphic design for hypertext, web, and interactive environments. Emphasis is on the thoughtful composition of the user interface and design elements within an interactive environment.

Rationale: The areas of web and interactive design are a growing, ever changing section of visual communication. While two-dimensional printed pieces will never be replaced, digital communication, will continue to occupy larger portions of the discipline of design. This course is a needed addition to the Visual Communications curriculum of the College of Fine Arts at Francis Marion University. The intent is for students to cognitively understand and create solutions to problems presented in interactive communication. The course will further our student's knowledge of interactive communication and web design therefore granting them a wider field of opportunity for future employment. As the field of visual communications encompasses a broad array of problems and solutions, an employee with knowledge of both print and interactive communication would be more advantageous to his employer.

4. on page 101 of the current *Catalog*, after ART 498...

499 Senior Seminar (1) (Prerequisite: Senior standing and permission of department) This course is an upper level capstone course to be taken in the fall semester of the senior year and is intended to go hand in hand with the Visual Arts (BA) studies. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a post-graduate experience and stresses preparation of professional goals for the student.

Rationale: The arts, like all disciplines, are very competitive for anyone after an undergraduate education. Capstone courses in the visual arts are very necessary and encouraged by accrediting organizations. The benefits of offering this course are the integration of subfields, skills, and perspectives of the art major. This course will provide a checkpoint, for faculty and students, to assist

the student's linking to the next step in their continued education, creative career (studio artist, freelance, designer), or other art related or non-art related employment. It will provide awareness of how best the student can expand their professional networking, and enhance their marketability. Adding this course to the department requirements will provide students with distinct advantages when entering the job market by integrating and synthesizing the very different facets of their academic career.

V. Proposal from the Department of Mathematics:

- A. DELETE**, on page 110 of the current catalog, the entire first paragraph, as follows:

To earn a Bachelor of Arts degree with a major in mathematics, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202.

Rationale: This sentence does not completely describe the current differences between a Bachelor of Arts and a Bachelor of Science degree so it is being eliminated to avoid confusion.

- B. CHANGE**, on page 110 of the current catalog, the description of the minor in mathematics:

FROM:

A minor in mathematics consists of MATH 201, 202, and 203 plus nine additional semester hours in advanced-level mathematics course approved by a faculty adviser.

TO:

A minor in mathematics consists of MATH 201, 202, and 203 plus nine additional semester hours above the 203-level. At least six of those additional hours must be at the 300-level or higher. Math 270 and 370 cannot be used to satisfy the requirements for a minor in mathematics.

Rationale: This clarifies the meaning of acceptable advanced-level courses for the minor.

- C. CHANGE**, on page 110 of the current catalog, the description of the collateral in mathematics:

FROM:

A collateral in mathematics consists of MATH 201 and 202 plus six semester hours in advanced-level mathematics courses

approved by a faculty adviser.

TO:

A collateral in mathematics consists of MATH 201 and 202 plus six semester hours above the 202-level. Math 270 and 370 cannot be used to satisfy the requirements for a collateral in mathematics.

Rationale: This clarifies the meaning of acceptable advanced-level courses for the collateral.

D. CHANGE, on page 110 of the current catalog, the wording in the second paragraph under Other Information:

FROM:

MATH 105, while earning credit towards graduation, will not satisfy any of the six hours of Mathematics Basic Communications (Mathematics and/or Logic) in the General Education Requirements.

TO:

MATH 105, while earning credit towards graduation, will not satisfy any of the six hours of Mathematics in the General Education Requirements.

Rationale: This will simply remove outdated wording that is not consistent with the current wording for General Education Requirements on page 64 of the current catalog.

E. CHANGE, on page 110 of the current catalog, the third paragraph under Other Information:

FROM:

MATH 170, 270, and 370 are designed for students seeking South Carolina Teacher certification in early childhood education or elementary education and are not open to other majors. It should be noted that MATH 111 or a score of 530 or more on the Quantitative Section of the SAT is the prerequisite for MATH 170.

TO:

MATH 170, 270, and 370 are designed for students seeking South Carolina Teacher certification in early childhood education or elementary education and are not open to other majors. It should be noted that MATH 111 or a score of **540** or more on the Quantitative Section of the SAT is the prerequisite for MATH 170.

- I. **CHANGE**, on page 112 of the current catalog, and at any other place that the number appears, the course number for Pre-Calculus:

FROM:
180 Pre-Calculus

TO:
137 Pre-Calculus

Note: This would move the location of the description of this course in the new catalog to immediately after the description of Math 134, Probability and Statistics.

Rationale: Pre-Calculus has content similar to Math 111 and 132. Its content is more elementary than Math 140 (Calculus for Business) and is a possible prerequisite for 140 but is currently the higher numbered of the two courses. The proposed change would make it a lower-numbered course than all the courses for which it is a possible prerequisite.

- J. **CHANGE**, on page 112 of the current catalog, the last sentence of the description for Pre-Calculus (currently numbered 180 but has 137 proposed as its new number in item I above):

FROM:
Credit cannot be given for Math 180 and either Math 105, 111, or 132.

TO:
Credit toward graduation cannot be earned both for Math 137 and for any of Math 105, 111, **120, 121**, or 132.

Rationale: This is simply to clear up the oversight of not adding Math 120 and 121 to the list at the time they were introduced as courses and to denote the change in numbering of Pre-Calculus.

- K. **ADD**, on page 112 of the current catalog, the following sentence at the end of the description of Math 140:

Credit toward graduation cannot be earned for both Math 140 and 201.

Rationale: Math 140 and 201 cover many similar topics such as limits, differentiation, and applications of the derivative. Thus, credit should not be earned for both courses.

- L. **ADD**, on page 112 of the current catalog, the following sentence at the end of

the description of Math 201:

Credit toward graduation cannot be earned for both Math 140 and 201.

Rationale: Same rationale as item K.

M. **CHANGE**, on page 112 of the current catalog, the prerequisite for Math 212:

FROM:

(Prerequisite: Eligibility to take 111 [or higher] or permission of department)

TO:

(Prerequisite/Corequisite: Math 201 or permission of department)

N. **CHANGE**, on page 156 of the current catalog, the prerequisite for CS 212:

FROM:

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

TO:

(Prerequisite/ Corequisite: Math 201 or permission of school)

Rationale: Students who are only eligible to take Math 111 do not have the mathematical maturity or ability to understand calculus concepts that are required to write the FORTRAN programs.

O. **CHANGE**, on page 112 of the current catalog, the prerequisite for Math 270:

FROM:

270 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Math 170)

TO:

270 Survey of Mathematics for Early Childhood and Elementary Teachers II (3) (Prerequisite: Grade of C or higher in either Math 170 or 201)

Rationale: This change will allow students with AP credit for calculus to enroll directly in Math 270. It would also allow a student undecided between Elementary and Middle Level Education to take Math 201 and have it accepted for both programs.

P. **CHANGE**, on page 113 of the current catalog, the prerequisite for Math 370:

FROM:

370 Intuitive Geometry (3) (Prerequisite: 270)

TO:

370 Intuitive Geometry (3) (Prerequisite: Grade of C or higher in either Math 270 or 202)

Q. CHANGE, on page 112 of the current catalog, the prerequisite for Math 306:

FROM:

306 Multivariable Calculus (3) (Prerequisite: 203 and 304 or permission of the department)

TO:

306 Multivariable Calculus (3) (Prerequisite: Grade of C or higher in Math 203 or permission of the department; Math 304 recommended)

Rationale: Student success in Math 203, with a grade of C or higher, is a better indicator of a student's ability to successfully complete Math 306.

R. CHANGE, on page 112 of the current catalog, the prerequisite for Math 304:

FROM:

304 Linear Algebra (3) (Prerequisite: 202)

TO:

304 Linear Algebra (3) (Prerequisite: Grade of C or higher in Math 202)

S. CHANGE, on page 113 of the current catalog, the prerequisite for Math 405:

FROM:

(Prerequisite: 311 or permission of the department)

TO:

(Prerequisite: A grade of C or higher in Math 311 or both Math 306 and a grade of C or higher in Math 230 or permission of the department)

T. CHANGE, on page 113 of the current catalog, the prerequisite for Math 407:

FROM:

(Prerequisite: 311 or permission of the department)

TO:

(Prerequisite: A grade of C or higher in Math 311 or permission of the department)

U. **CHANGE**, on page 113 of the current catalog, the prerequisite for Math 409:

FROM:

(Prerequisite: 311 or permission of the department)

TO:

(Prerequisite: A grade of C or higher in Math 311 or permission of the department)

V. **CHANGE**, on page 113 of the current catalog, the prerequisite for Math 411:

FROM:

(Prerequisite: 311 or permission of the department)

TO:

(Prerequisite: A grade of C or higher in Math 311 or permission of the department)

W. **CHANGE**, on page 113 of the current catalog, the prerequisite for Math 420:

FROM:

(Prerequisite: 306 and either 230 or 311)

TO:

(Prerequisite: 306 and a grade of C or higher in either 230 or 311)

Rationale: In items Q–U, the proposed prerequisite will require at least an average level on knowledge of mathematical proofs before proceeding to specialized advanced-level subject area courses.

X. **CHANGE**, on page 110 of the current catalog, the first paragraph under Other Information:

FROM:

During registration, beginning students at Francis Marion University may be advised by members of the mathematics faculty of the Department of Mathematics on their first mathematics course. Students who took an AP Calculus AB course in high school and scored a 5 on the examination are advised to enter MATH 203; those who scored a 3 or 4 are advised to enter MATH 202; those who scored a 1 or 2 are advised to enter MATH 201. All students with a strong high school background in both algebra and trigonometry are advised to enter MATH 201. Beginning students with a strong background in algebra but little or no background in trigonometry are advised to enter either MATH 132, MATH 134, or MATH 140. Students who have had at least two years of high school

algebra and who make between 440 and 530 on the Quantitative Section of the SAT are advised to enter MATH 111. Students who have less than 2 years of high school algebra or who make less than 440 on the Quantitative Section of the SAT are advised to enter MATH 105 or MATH 120. MATH 105 is also available to older students who are not recent high school graduates.

TO:

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

Rationale: Incoming freshmen students are placed in their initial mathematics courses based upon their SAT scores, high school mathematics background, and chosen major. This proposal explains the decisions made in placing students and a course of action if a student disagrees with his or her mathematics placement.

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

A. **ADD**, on page 130 of the current Catalog, the following:

338 Politics and Film (3) (Prerequisite: POL 101 or POL 103) Focuses on the relationship between films and components of the American political system. Primary emphasis is on the political messages, symbols, and values contained within particular well-known films. Additional emphasis is on theoretical approaches for studying political films.

B. ADD, on page 128 of the current Catalog, the following:

POL 338 to the list of courses under the American Politics group for the Political Science major.

C. ADD, on page 129 of the current Catalog, the following:

POL 338 to the list of courses under the American Politics group for the Political Science major as part of the Teacher Certification Option in Political Science.

Rationale for the Addition of POL 338:

The mass media, including films, play a crucial role in citizens' knowledge about the American political system. Films about politics or those with political messages have long had an impact on our government and its actions. A course on "Politics and Film" is a standard course in many Political Science departments around the country.

VII. Proposal from the Department of Psychology:

A. DELETE , on page 203 of the current catalog,

PSY 530, Interviewing and Case Formulation (3) F. Examination of fundamental skills used in the helping interview with emphasis on assessment and case conceptualization models, case report writing, and basic counseling strategies. Particular attention toward ethical and professional issues. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

B. ADD, on page 203 of the current the catalog,

PSY 610: Interviewing, Observation, and Case Formulation (3). F. Introduction to fundamental skills used in clinical/counseling interviews, including interview and observation techniques used for clinical data gathering. Particular emphasis is on case conceptualization to inform treatment planning, case report writing, and basic counseling techniques. Particular attention is also given to ethical and professional issues in counseling. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

Rationale: To eliminate 500 level courses from the graduate program in order to comply with NASP/NCATE accreditation standards, and to update course description to more accurately convey current course content.

C. **DELETE**, on page 203 of the current catalog,

PSY 531, Psychological Assessment: Intelligence, Abilities, and Achievement (3) (Prerequisite for Clinical/Counseling students, 530) F, S. Review of measurement statistics, psychometric theory and examination of frequently used intelligence, ability, adaptive behavior, and achievement tests. Skill development in test administration, scoring and interpretation of test results and psychological report writing and diagnostic skills. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

D. **ADD**, on page 203 of the current the catalog,

PSY 606: Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3) F. Review of measurement statistics, psychometric theory and examination of intelligence, ability, and achievement tests frequently used in School Psychology practice. Skill development in test administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

E. **ADD**, on page 203 of the current the catalog,

PSY 630: Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology (3) (Prerequisite: PSY 610) S. Review of measurement statistics and psychometric theory, and examination of the most frequently used intelligence, adaptive behavior, and achievement tests in clinical/counseling psychology. Skill development in test administration, scoring, and interpretation of test results, as well as psychological report writing and diagnostic skills. Skill development in giving assessment results and feedback to clients. Examination of cultural diversity, ethical issues, and technology as they pertain to assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

Rationale: Whereas PSY 531 was a course used for students in both of the Options (Clinical/Counseling and School) in the Master of Science program in Applied Psychology, these new courses replace PSY 531 and are designed specifically for students in one or the other Option. Historically, PSY 531 was offered once per year, and students from both Options took the course together. As program enrollments grew and prerequisites, course requirements, and course

sequences diverged between the two Options, it became necessary to offer the course twice per year during different semesters and with somewhat different content for students in each Option. The course number change removes the 500 level number from the curriculum in order to satisfy accreditation standards, and the course title and description changes more accurately convey the content and requirements for students in each Option.

F. CHANGE the following course numbers (and some titles) in the listing of courses on pages 203-204:

From: PSY 501 Biological Basis of Behavior

To: PSY 602 Biological Basis of Behavior

From: PSY 536 Behavioral Assessment and Intervention

To: PSY 604 Behavioral Assessment and Intervention

From: PSY 545 Prevention of Substance Abuse

To: PSY 624 Prevention of Substance Abuse

From: PSY 599 Psychology of Mental Retardation and Developmental Disabilities

To: PSY 601 Psychology of Mental Retardation and Developmental Disabilities

From: PSY 637 Psychoeducational Assessment: Learning and Behavior Disorders

To: PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders

From: PSY 638 Child/Adolescent Counseling and Therapy

To: PSY 714 Child/Adolescent Counseling and Therapy

From: PSY 641 Advanced Topics in Child and Adolescent Assessment

To: PSY 706 Advanced Topics in Child and Adolescent Assessment and Diagnosis

From: PSY 642 Academic Assessment and Intervention

To: PSY 704 Academic Assessment and Intervention

From: PSY 649 Psychological Consultation in Schools and Agencies

To: PSY 749 Psychological Consultation in Schools and Agencies

Rationale: Course number changes are proposed in order to eliminate 500 level courses from the graduate curriculum and create a more coherent numbering sequence within the School Psychology Option that clearly reflects required prerequisite relationships and course sequences. 700 level course numbers are proposed to reflect the reality that the School Psychology Option is accredited as a specialist level training program and to more clearly grant students specialist level credit during their final 30 semester hours of study. Course title changes (where proposed) are proposed to more clearly reflect existing course content and to clarify relationships between courses and accreditation standards.

G. REMOVE, the Substance Abuse Counseling Concentration, from page 202 of the current catalog. The portion to be deleted is the following:

“Substance Abuse Counseling Concentration

In addition to completing the full requirements for the clinical/counseling option, students in the substance abuse concentration must complete the following courses, totaling an additional seven graduate hours

PSY 545 Prevention of Substance Abuse

PSY 644 Substance Abuse Counseling

PSY 600C Psychological Intervention Practicum

The internship requirement for the substance abuse concentration is met by the completion of the internship for the clinical/counseling option (i.e., PSY 699A). This clinical/counseling internship, however, must include a substantial portion of substance abuse counseling activities for substance abuse concentration.”

H. REMOVE In addition to the deletion above and to be consistent with these proposed changes three additional deletions are proposed.

1. the phrase “and Substance Abuse Counseling” should be removed from the left column of catalog page 180 under “Coordinator, Clinical/Counseling Psychology”
2. “with optional Substance Abuse Concentration” will be removed from the top right-hand side of the catalog on page 200, following “Coordinator of Clinical/Counseling Psychology.”
3. On page 202 under “Requirements For Master of Science Degree in Applied Psychology” delete in number 1.... “(seven additional hours for the substance abuse concentration, totaling a minimum of 58 graduate hours)”....

Rationale: The courses will remain in the catalog since we hope to offer them in the future. However, since we have been unable to offer the full concentration for several years and likely will be unable to offer this concentration for some time, and as we do not wish to falsely advertise training opportunities for counseling students, we are deleting this portion from the catalog.

I. **CHANGE**, on page 202 of the current catalog in the list of courses, the following course numbers and titles:

1. Under the heading “a) Basic Core Courses (all options)”

From: PSY 501 Biological Basis of Behavior

To: PSY 602 Biological Basis of Behavior

2. Under the heading “b) Applied Core Courses... CLINICAL/COUNSELING”

From: PSY 531 Psychological Assessment: Intelligence, Abilities, and Achievement

To: PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology

3. Under the heading “b) Applied Core Courses... SCHOOL PSYCHOLOGY”

From: PSY 531 Psychological Assessment: Intelligence, Abilities, and Achievement

To: PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology

From: PSY 637 Psychoeducational Assessment: Learning and Behavior Disorders

To: PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders

4. Under the heading “c) Applied Specialty Courses...CLINICAL/COUNSELING”

From: PSY 530 Interviewing and Case Formulation

To: PSY 610 Interviewing, Observation, and Case Formulation

5. Under the heading “c) Applied Specialty Courses... SCHOOL PSYCHOLOGY”

From: PSY 536 Behavioral Assessment and Intervention

To: PSY 604 Behavioral Assessment and Intervention

From: PSY 599 Psychology of Mental Retardation and Developmental Disabilities

To: PSY 601 Psychology of Mental Retardation and Developmental Disabilities

From: PSY 638 Child/Adolescent Counseling and Therapy

To: PSY 714 Child/Adolescent Counseling and Therapy

From: PSY 641 Advanced Topics in Child and Adolescent Assessment

To: PSY 706 Advanced Topics in Child and Adolescent Assessment and Diagnosis

From: PSY 642 Academic Assessment and Intervention

To: PSY 704 Academic Assessment and Intervention

From: PSY 649 Psychological Consultation in Schools and Agencies

To: PSY 749 Psychological Consultation in Schools and Agencies

Rationale: These changes simply modify the course numbers and titles in the list of required courses (p. 202) to match those changes in the course descriptions (pp. 203-204).

J. CHANGE, for similar reasons as in H., the prerequisites/corequisites for some of the courses listed in the catalog on pages 203-205, to reflect the new course numbers. Specifically, the following should be changed:

For 600B Psychology Assessment Practicum:

From: Students enrolled in PSY 531, PSY 631, PSY637, PSY 639 and PSY 641...

To: Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, PSY 639, and PSY 706...

For 600C Psychology Intervention Practicum:

From: Students enrolled in PSY 530, PSY 536, PSY 633, PSY 636, PSY 638, PSY 642, PSY 643, and PSY 644...

To: Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644, PSY 704, PSY 714...

For 600D Psychological Consultation Practicum

From: Students enrolled in PSY 649...

To: Students enrolled in PSY 749...

For 621 Child/Adolescent Psychopathology:

From: Prerequisite/Corequisite: 531 and 600B

To: Prerequisite/Corequisite: 606 and 600B, or 630 and 600B

For 631 Psychological Assessment: Personality and Psychopathology:

From: Prerequisite 530, 531

To: Prerequisite 610, 630

For 633 Group Counseling and Psychotherapy:

From: Prerequisite 530

To: Prerequisite 610

For 636 Individual Counseling and Psychotherapy

From: Prerequisite 530, 531...

To: Prerequisite 610, 630...

For 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (the former PSY 637):

From: Prerequisites: 531 and 621

To: Prerequisites: 606 and 621

For 639 Career and Lifestyle Counseling: Theory and Practice

From: Prerequisite: 530, 531

To: Prerequisites: 610, 630

For 704 Academic Assessment and Intervention (the former PSY 642):

From: Prerequisite: 536

To: Prerequisite: 604

For 706 Advanced Topics in Child and Adolescent Assessment (the former PSY 641):

From: Prerequisite 637

To: Prerequisite 616

For 643 Marital and Family Therapy

From: Prerequisite: 530

To: Prerequisite: 610

For 749 Psychological Consultation in Schools and Agencies (the former PSY 649):

From: Prerequisite/corequisite 636 or 638 and 600C

To: Prerequisite/corequisite 636 or 714

K. CHANGE One of three Education courses on page 203 of the catalog under “Plus one course from the following:”

FROM:

EDUC 743 Verbal Processing and the Divergent Learner

TO:

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

Rationale: EDUC 745 meets program goals for the three courses listed and EDUC 743 will not be routinely taught in the future.

Ballot for April 10, 2007 Election

Academic Affairs (Vote for one)

1. I am voting
2. Fred Clayton, Chemistry
3. Ed Eleazer, English, Modern Languages, and Philosophy
4. Bill Whitmire, Mathematics
- 5.
- 6.
- 7.

Academic Freedom and Tenure Grievance (Vote for two)

8. I am voting
9. David Cowles, English, Modern Languages & Philosophy
10. Tom Fitzkee, Mathematics
11. Brad Johnson, Business
12. Barb Thayer, Education
- 13.
- 14.
- 15.

Academic Support (Vote for two)

16. I am voting
17. Scott Campbell, Business
18. Alena Eskridge-Kosmach, History
19. Jacqueline Jones, English, Modern Languages, & Philosophy
20. Tim Lance, Mathematics
21. Suzanne Singleton, Library
- 22.
- 23.
- 24.

Admissions, Advising, and Retention (Vote for two)

25. I am voting
26. Vernon Bauer, Biology
27. Shirley Bausmith, Education
28. Jo Angela Edwins, English, Modern Languages, & Philosophy
29. Howard Frye, Fine Arts
30. Jacqueline Jones, English, Modern Languages, & Philosophy
31. Christopher Kennedy, History
32. Buck Schnibben, Mathematics
33. Ann Stoeckmann, Biology

- 34. Marsha Taylor, English, Modern Languages, & Philosophy
- 35.
- 36.
- 37.

Budget Review and Planning (Vote for one)

- 38. I am voting
- 39. Scott Campbell, Business
- 40. Beckie Flannagan, English, Modern Languages, & Philosophy
- 41. Shawn Smolen-Morton, English, Modern Languages, & Philosophy
- 42.
- 43.
- 44.

Faculty Grievance Committee (Vote for one)

- 45. I am voting
- 46. Pamela Rooks, English, Modern Languages, & Philosophy
- 47. Allen Smith, Business
- 48.
- 49.
- 50.

Faculty Life (Nomination must be from Fine Arts or Mass Communications—Vote for one)

- 51. I am voting
- 52. James Christian, Mass Communications
- 53. Charles Jeffcoat, Fine Arts
- 54. Abby Wurster, Fine Arts
- 55.
- 56.
- 57.

Grade Appeals (Vote for two)

- 58. I am voting
- 59. Tamatha Barbeau, Biology
- 60. Karen Coughenour, Education
- 61. Renee Dowdy, Mathematics
- 62. Jo Angela Edwins, English, Modern Languages, and Philosophy
- 63. Lisa Pike, Biology
- 64. Barbara Westphal, Nursing
- 65.
- 66.

67.

Honors Program (Vote for two)

68. I am voting

69. Trisha Bezman, Business

70. David Cowles, English, Modern Languages & Philosophy

71. Janis McWayne, Education

72. Tommy Ramey, Mathematics

73. Ann Stoeckmann, Biology

74. Abby Wurster, Fine Arts

75.

76.

77.

Information Technology (Vote for three)

78. I am voting

79. Fangjun Arroyo, Mathematics

80. Kevan Croteau, Business

81. Nathan Flowers, Library

82. Charles Jeffcoat, Fine Arts

83. Christopher Kennedy, History

84. Jennifer Kunka, English, Modern Languages & Philosophy

85. Jeannette Myers, Physics

86. Greg Pryor, Biology

87. Shawn Smolen-Morton, English, Modern Languages & Philosophy

88. John Sutton, English, Modern Languages & Philosophy

89. Barbara Thayer, Education

90.

91.

92.

Institutional Effectiveness (Vote for two)

93. I am voting

94. Nathan Flowers, Library

95. Tracy Meetze, Education

96. Alissa Warters, Political Science

97.

98.

99.

Mediation (Vote for two)

100. I am voting

101. Wendy Caldwell, English, Modern Languages, & Philosophy

- 102. Wayne Pruitt, Education
- 103. John Sutton, English, Modern Languages, & Philosophy
- 104.
- 105.
- 106.

Nominating (Vote for two)

- 107. I am voting
- 108. Kevan Croteau, Business
- 109. Greg Fry, Fine Arts
- 110. Christopher Kennedy, History
- 111. Meredith Love, English, Modern Languages & Philosophy
- 112. Latha Malaiyandi, Biology
- 113. Damon Scott, Mathematics
- 114.
- 115.
- 116.

Professional Development

(Nomination must be from Fine Arts or Mass Communication—Vote for one)

- 117. I am voting
- 118. Glen Gourley, Fine Arts
- 119. Tim Hanson, Mass Communications
- 120.
- 121.
- 122.