

**AGENDA**  
**FACULTY SENATE MEETING**  
**October 15, 2020**

**I. Call to order.**

**II. Approval of minutes from the September 24 meeting**

**III. Report from the Executive Committee**

**IV. Report from the Academic Affairs Committee** (*See the attachment for complete proposals. See the appendix for supporting materials.*)

**1. Proposal from the School of Education**

- A. Modify EDUC 313
- B. Modify EDUC 391
- C. Modify EDUC 392
- D. Modify EDUC 393
- E. Modify EDUC 394

**2. Proposal from the Department of Sociology**

- A. Add SOCI 376
- B. Add SOCI 376 to the major requirements.
- C. Add Sociology Health Track.

**V. Report from the Graduate Council** (*See the attachment for complete proposals. See the appendix for supporting materials.*)

There were no proposals sent forth from the GC for this meeting.

**VI. Old Business**

**VII. New Business**

**VIII. Announcements**

**IX. Adjournment**

## Attachment to the Faculty Senate Agenda – October 15, 2020

### V. Report from the Academic Affairs Committee

#### 1. Proposal from the School of Education

A. **MODIFY** from page 148 of the current course catalog the following:

#### **FROM**

313 Field Experiences in Instructional Planning and Assessment (2) (Prerequisite: Admission to Professional Education Program; Prerequisite: Education 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 50 hours in **clinical** experience in public schools. A SLED background check is required prior to field placement.

#### **TO**

313 Field Experiences in Instructional Planning and Assessment (2) (Prerequisite: Admission to Professional Education Program; Prerequisite: Education 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 50 hours in **field** experience in public schools. A SLED background check is required prior to field placement.

#### **RATIONALE**

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

B. **MODIFY** from page 148 of the current course catalog the following:

#### **FROM**

391 **Clinical** Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number

of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 50 hours in **clinical** experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

### **TO**

391 **Field** Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 50 hours in **field** experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

### **RATIONALE**

The change from "clinical experience" to "field experience" better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

C. **MODIFY** from page 148 of the current course catalog the following:

### **FROM**

392 **Clinical** Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 50 hours in **clinical** experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

## TO

392 **Field** Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 50 hours in **field** experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

## RATIONALE

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

D. **MODIFY** from page 148 of the current course catalog the following:

## FROM

393 **Clinical** Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisite Education 420 to be taken in the semester prior to student teaching.) F. This course is designed to provide all secondary licensure students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. This course requires a minimum of 50 hours in **clinical** experience in a local public school setting. A SLED background check is required prior to field placement.

## TO

393 **Field** Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisite Education 420 to be taken in the semester prior to student teaching.) F. This course is designed to provide all secondary licensure students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. This course requires a minimum of 50 hours in **field**

experience in a local public school setting. A SLED background check is required prior to field placement.

### **RATIONALE**

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

E. **MODIFY** from page 148 of the current course catalog the following:

### **FROM**

394 **Clinical** Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; Prerequisite: EDUC 311 and EDUC 313; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Student Learning Objective (SLO) project. This course will require a minimum of 50 hours in **clinical** experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching

### **TO**

394 **Field** Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; Prerequisite: EDUC 311 and EDUC 313; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Student Learning Objective (SLO) project. This course will require a minimum of 50 hours in **field** experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching

### **RATIONALE**

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

## 2. Proposal from the Department of Sociology

- A. **ADD** the following course to page 126 of the FMU 2020-2021 Catalog, in numerical order:

**376 Sociology of Mental Health & Illness (3)** (Prerequisite: 201 or permission of the department) This course examines issues of mental health and illness from a sociological lens. The main objective is to understand mental health and illness from a social, cultural, and institutional standpoint as opposed a medical or psychological context. Several topics will be explored: theoretical perspectives on mental health and illness, research methodology, social patterns and trends, the importance of social factors that contribute to mental illness, social stressors, stigma and labeling, and treating mental illness.

### **RATIONALE**

Mental illness is a social problem both in the United States and globally as an estimated 1 in 4 people will have a mental disorder in his or her lifetime in the entire world (World Health Organization, 2014). In the United States, approximately half of the population meet the criteria for one or more mental disorders in his or her lifetime. These numbers stem from the National Comorbidity Study conducted by Ronald Kessler and Philip Wang (2008 & 2013). According the Substance Abuse and Mental Health Services Administration (2013), 4.2% of the population has a serious mental disorder. As a social problem, it is relevant to have such a course in the Sociology curriculum. Mental illness costs our society as a whole and costs the afflicted individuals and their family in terms of treatment (medications/therapy), missed work/school days, employment loss, and familial and relationship disruption. Finally, mental illness is linked to other social problems examined in sociology, including but not limited to drugs, violence, divorce, unemployment, homelessness, domestic violence, and epidemics/pandemics (including the current Covid-19 Pandemic).

- B. **ADD** under “SOCIOLOGY GENERAL TRACK” on page 125 of the FMU 2020-2021 Catalog:

### **FROM**

#### **SOCIOLOGY GENERAL TRACK**

A major in sociology requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Twenty-one semester hours of additional sociology course work as follows:
  - a) Five courses in General Sociology: 306, 310, 311, 315, 327, 331, 361, 374, 375, 381, 382, 387, 388, 389, 407, 419

### **TO**

#### **SOCIOLOGY GENERAL TRACK**

A major in sociology requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Twenty-one semester hours of additional sociology course work as follows:
  - a) Five courses in General Sociology: 306, 310, 311, 315, 327, 331, 361, 374, 375, **376**, 381, 382, 387, 388, 389, 407, 419

### **RATIONALE**

Changes in the course options for the General Track to reflect the addition of Sociology 376.

- C. **ADD** under “MAJOR” (after the Sociology Criminal Justice Track description, but before MINOR) on page 125 of the FMU 2020-2021 Catalog:

### **SOCIOLOGY HEALTH TRACK**

A major in sociology with a concentration in health requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Eighteen semester hours of health-related sociology course work as follows:
  - a) Sociology 375
  - b) Three sociology courses selected from: 344, 347, 376, 381, 387, 388, and 419
  - c) Two sociology courses selected from: 310, 311, 315, 327, and 331
3. One additional sociology course numbered 300 and above
4. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in sociology is 37. The minimum number of semester hours in all courses (major and non-major) required for the major in sociology is 120.

### **RATIONALE**

While many students seek to pursue careers in Nursing, Healthcare Administration, or Mental Health Counseling, there are students who have interests in other health-related careers. The sociology of health is a common area of focus within the discipline, with several undergraduate programs offering a concentration in this area. It is also one of the main areas of specialization for graduate students. Students interested in this track would gain the knowledge and skills to be successful in careers within a healthcare setting. These students may work as social workers within hospitals, health researchers outside of clinical settings, or contact tracers in public health situations. This track would also compliment the coursework of students majoring in health-related disciplines by providing them with a list of courses that address issues related to health from a societal perspective that they could then take to acquire a minor/collateral in Sociology that maintains their focus on health issues.

Sociology 375 (Sociology of Health and Medicine) provides an overall view of health and healthcare issues, and would be a required course for students enrolled in this track. Other health -related sociology courses are grouped into two categories (see 2b and 2c) to ensure students have some course work in health causes/contributing factors (such as violence or disasters) and course work in disparities/inequalities (such race/ethnicity or economics/poverty).

Students would have little difficulty enrolling in courses that fulfill this track, as at least two health-related sociology courses are offered each semester. The required Sociology 375 (Sociology of Health and Medicine) course is offered at least once every year.

To mirror the other two tracks we already have in sociology (General and Criminal Justice), we have an additional sociology free elective course (300 level and above) where students can take any sociology course they wish to fulfill their degree requirements, including the internship course (SOCI 498).