

Minutes
General Faculty Meeting
October 14, 2008 – Lowrimore Auditorium

I. Chair Best called the meeting to order at 3:49 p.m.

II. The minutes from the April 8, 2008 were approved as distributed

III. Meredith Love, chair of the Nominating Committee, chaired the election process. Derek Jokish was elected to Academic Affairs Committee

IV. Executive Report

A. Best reported that enrollment was up overall (Headcount up [4072]).

B. Best reported from a discussion with Campus Security Chief Austin that if you looked over the Clery disclosure that was sent out last month, you will notice that statistics indicate a rise in incidents in several areas. At the request of a faculty member concerned about this increase, I spoke with Chief Austin who assured me that, though statistics indicate more incidents, it was primarily due to more aggressive patrolling. As an example, due to recent changes in the Traffic Regulation, we are stopping more vehicles on campus at night without FMU decals. Officers ask standard questions regarding possession of alcohol, drugs or firearms. These stops have resulted in some arrests of non-students for possession of these types of contraband. With regards to firearms these are almost all the result of aggressive patrol activities. In just about every case the driver, primarily non-students, admits to having a firearm and claims ignorance that state statute prohibits them from possessing the firearm on campus. In addition, Chief Austin mentioned that numbers fluctuate up and down from year to year. Finally, he reaffirmed that the increased statistics were actually the result of making us a safer campus.

C. Best reported that President Carter and Provost Chapman reported that the Pee Dee Health Coalition had been approved by CHE. Representatives from the group will be meeting soon to draft by-laws.

D. Best announced that the Fall Commencement Speaker would be Hayne Hipp; Chairman of the Bd for Liberty Life; Liberty Fellows Program; Greenville and would receive an Honorary Doctorate.

Other Honorary Doctorate Degree Recipients would be Major Frank Willis of Florence and Gerald Malloy; Trial Lawyer and Darlington Co. Senator

E. Best informed the group that in August, the Board of Economic Advisors reduced the FY 2008-09 estimates of tax revenues by \$140 million because of the economic downturn. As a consequence of this, the Budget and Control Board ordered a 3 percent across-the-board cut for all agencies. A couple of weeks ago, the BEA further reduced its estimate of 2008-09 tax collections by an **additional 6% percent or \$414 million**. This means that state spending would need to be reduced an additional **\$233.3 million** after taking into account the \$180 million on hand from the previous reduction. Possible actions include a meeting of the Budget and Control Board to consider additional across-the-board reductions. The General Assembly could also meet to address the budget situation. By November 23, if the General Assembly has not met to address the budget situation, the Budget and Control Board will be obligated to mandate an across-the-board reduction. After that date, the General Assembly will have one more week to address the budget situation. So by the end of the month, we will know how we are affected.

If the General Assembly meets, they may elect to protect Health & Human services and K-12 education. If they do so, that will basically double the cut for other agencies. What does this mean for us? The state is down a little more than 4% for the year. President Carter thinks we will probably see a 3-5% cut, though, depending on the scenarios I mentioned, it could be as high as 10%. This is in addition to the earlier 3% cut. Though any cut is going to affect us to some degree, President Carter feels we can handle a 3-4% cut without too much trouble. If we get a 5% or higher cut, areas that will be affected are: 1. Outreach programs, 2. Freezing hires and 3. Academics. Dr. Carter emphasized that academics will not be affected unless the cut reaches 9-10%. No current positions will be in danger. Things that will definitely not be affected are QEP funds, Faculty Development funds, the $\frac{3}{4}$ teaching load, and the announced summer stipends. Dr. Carter said we've worked hard for those improvements, and they will not be affected.

With any cut, President Carter will address the executive committee of the Board of Trustees and the Budget Review and Planning committee. In the event of a cut larger than 5%, he will speak to us and the staff directly. Please be reminded that Francis Marion University is as well-prepared if not more prepared to handle these cuts than any institution of higher learning in this state, that no positions on this campus are in danger, and that if you have questions or concerns, please feel free to call or stop by and visit with he or Provost Chapman.

V. Report of the Senate (*See attachment for proposals. See the appendix for supporting materials.*)

1. The faculty approved Item I from the Department of History and the Military Science Program (ROTC) concerns the addition of HIS 406/Military Science 406, United States Military History.

2. The faculty approved Item II from the Department of History concerns catalog changes relevant to the addition of HIS 406.

3. The faculty approved Item III from the Department of Mass Communication concerns the addition of MC 230, Mass Communication Practicum.

4. The faculty approved Item IV from the Department of Education concerns changing the collateral requirement to a concentration requirement for Elementary Education Majors, as well as the addition of EDUC 555, Teaching Children of Poverty; with the understand that Graduate Credit was Pending Approval

5. The faculty approved Item V from the Department of English, Modern Languages, and Philosophy concerns the addition of SPAN 220, Spanish for Health Care.

6. The faculty Item VI from Military Science: Army Reserve Officers Training Corps (ROTC) Program concerns the reinstatement of the program at Francis Marion University bringing past course descriptions in line with current military standards.

7. The faculty heard Item VII from the Department of Psychology concerning a resolution to support the department's pursuit to begin the process to obtain approval by the CHE and SACS for Francis Marion University to become a Specialists Degree granting institution rather than a Masters Degree granting institution to grant a specialist's degree in School Psychology was approved by the Senate.

It was announced that the Senate read the informational report on General Education assessment.

VI. Old Business – No old business

VII. New Business – No new business

VIII. Announcements –

Performing Arts Center bids are to be opened on Thursday.

We will be having our first open house this coming Saturday

The Pee Dee International Festival will be this coming Saturday, beginning at 10:30 a.m.

The next Senate meeting will be next Tuesday, Oct. 21

Advising begins next week.

The Elephant Man runs next Thursday – Saturday at 7:30 p.m. Tickets can be reserved by calling 1365 between 1 and 5 p.m. M-F.

The Pee Dee Fiction Festival will be Nov. 6 – 8.

The next Faculty meeting will be Tuesday, Nov. 25 at 3:45 p.m.

The CHE Higher Education Summit Meeting will be on campus, Nov. 19 at 6:30 p.m.

IX. The meeting adjourned at 4:19 p.m.

**Respectfully submitted,
Glen Gourley
Faculty Secretary**

B. Proposals from the Senate

I. Proposal from Department of History & the Military Science (ROTC) Program

A. ADD on page 109 of the current catalog the following: **406 United States Military History (3)** (Same as Military Science 406) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

B. ADD on page 181 of the current catalog the following: **406 United States Military History (3)** (Same as History 406) (Prerequisite: one 200-level history course or permission of Military Science Program) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces.

Rationale:

A course in U.S. military history is required for all ROTC cadets, and the Military Science Program invited the Department of History to prepare and offer the course. This course can be offered with no additional faculty or equipment.

II. Proposal from the Department of History

CHANGE on page 105 of the current catalog the following:

From: Group C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 347, 362

To: Group C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 347, 362, 406

Justification: Add Hist 406 to Group C

III. Proposal from the Department of Mass Communication

A ADD on page 111 of the current catalog the following: **230 Mass Communication Practicum (1)** (Prerequisite: MC 201 and permission of the department) This course in experiential learning may be repeated for up to three credits. It will provide students practical, real-life, hands-on experience in journalism and public relations at a supervised setting outside the classroom. Students enrolled in the course will receive credit for successfully completing the practical experience at *The Patriot*, its web page, Cable Access Channel 11, the

FMU Office of Public Affairs, and Media Center as well as appropriate off campus sites. On-site supervisors will direct students in assignments, provide hands-on assistance and forward assessments to a professor who will assign a grade. Subsequent enrollment in the practicum would be designed to develop a different skill-set.

B. **ADD** on page 110 of the current catalog

Under **Print Journalism** 230 Mass Communication Practicum

Under **Broadcast Journalism** 230 Mass Communication Practicum

Under **Convergence Journalism** 230 Mass Communication Practicum

Under **Public Relations** 230 Mass Communication Practicum

C. **CHANGE** the following under MAJOR on page 110

FROM:

2. 12 semester hours in one track option:

a) Print Journalism: MCOM 417 and three other courses from the Print Journalism list, each approved by the faculty adviser.

b) Broadcast Journalism: MCOM 321 and three other courses from the Broadcast Journalism list, each approved by the faculty adviser.

c) Convergence Journalism: MCOM 440 and three other courses from the Convergence Journalism list, each approved by the faculty adviser.

d) Public Relations: MCOM 310 and three other courses from the Public Relations list, each approved by the faculty adviser.

TO:

2. 12 semester hours in one track option:

a) Print Journalism: MCOM 417 and nine other hours from the Print Journalism list, each approved by the faculty adviser.

b) Broadcast Journalism: MCOM 321 and nine other hours from the Broadcast Journalism list, each approved by the faculty adviser.

a) Convergence Journalism: MCOM 440 and nine other hours from the Convergence Journalism list, each approved by the faculty adviser.

a) Public Relations: MCOM 310 and nine other hours from the Public Relations list, each approved by the faculty adviser.

IV. Proposal from the School of Education:

A. **CHANGE**, on page 165, of the catalog under **Elementary Education B.S.** degree in Elementary Education requires the following

FROM:

Collateral (Approved by academic adviser) 12 hours

TO:

Concentration 8 – 9 hours

This concentration requires 8 (two four hour courses) or 9 (3 three hour courses) hours of additional coursework (beyond general education requirements and support courses) in one of the following areas of concentration:

- a. Science (2 courses) – (Select from physical and/or biological science.)
- b. Social Studies (3 courses) – (Select from history, political science, geography and/or economics.)
- c. Math (3 courses) – (Select from above Mathematics 130 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.)
- d. English (3 courses) – (Select from above English 200 literature and/or writing courses.)
- e. Foreign Language (3 courses)

Rationale: We believe that elementary education majors should have additional content work related to the major content areas.

2. The current collateral structure just doesn't work for many of our students. "Double dipping" with credits obtained from general education allows students can obtain collateral with as little as one additional course.

3. We have added Foreign Language to the four traditional disciplines. This addition will allow candidates to gain competence in communication with students who are non-native English speakers.

B. ADD, on page 172, of the current catalog the following:

EDUC 555 Teaching Children of Poverty (3) (Prerequisites: EDUC 311 or permission of the School)

This course and its required clinical experiences are designed to provide teacher candidates with in-depth study of issues related to teaching children of poverty. It includes collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and

teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

Rationale: This course is designed to be the capstone requirement of the *FMU Center of Excellence Scholars* program which has been

developed to better equip FMU teacher candidates for future work with children of poverty by encouraging them to voluntarily pursue an intensive study of the characteristics and needs of those children during their teacher preparation.

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

A. **ADD**, on page 98, of the current catalog, the following:

220 Spanish for Health Care (3) (Prerequisite: 102 or permission of department)

An intermediate Spanish course targeting the health care professions, Spanish 220 aims to equip the student with the necessary communicative skills in Spanish to assist non-English speaking Hispanic patients. As an integral part of the course, a service-learning project will provide the student with the opportunity to gain real-life experience through serving the surrounding Hispanic communities.

NOTE: This course is not part of the four-semester General Education requirement.

Rationale: A Spanish course targeting the health care professions will equip our nursing, Spanish, sociology, psychology, and pre-med majors with the necessary communicative skills in Spanish to assist non-English speaking Hispanic patients. In a traditional Spanish language course (101-202), students are exposed to a variety of themes and contexts in order to gain broad-based knowledge and basic functional use of the target language. “Spanish for Health Care” will be unique in that its primary objective will be to offer students the opportunity to focus on the Spanish language within specific contexts related to health care. As an integral part of the course, a service-learning component will provide students with the opportunity to gain real-life experience through serving the surrounding Hispanic communities.

NOTE: This course is offered at an intermediate level to allow students pursuing a B.S. degree in a health-related field the opportunity to take an applied language course without the four-semester General Education requirement for the B.A.

VI. Proposal from the Military Science: Army Reserve Officers Training Corps (ROTC)

Program:

CHANGE, on pp. 180-181 of the 2007-2008 Catalog, under the MILITARY SCIENCE: (ROTC) PROGRAM

FROM:

ARRANGEMENT IN MILITARY SCIENCE: ARMY RESERVE OFFICERS TRAINING CORPS (ROTC) WITH THE UNIVERSITY OF SOUTH CAROLINA

Coordinator: Darryl L. Bridges

The Army ROTC program provides basic leadership and military skills resulting in the commissioning of college graduates as Second Lieutenants in the United States Army, Army Reserve, and Army National Guard. Francis Marion University is an affiliated university with the Army ROTC program located at the University of South Carolina. This arrangement offers an opportunity for FMU students to participate in Army ROTC. Freshmen and sophomores take the Military Science Class (MSC) 101-102 and Military Science Class (MSC) 201-202 respectively. These courses are open to full-time students, are taken for elective credit, and incur no military obligation. Qualified juniors and seniors taking Army ROTC who sign contracts may earn commissions upon completion of program requirements and graduation. Juniors attend the Leadership Development and Assessment Course during the summer between their junior and senior years. Juniors and seniors take MSC 301-302 and MSC 401-402 respectively. A two-hour leadership laboratory is also required for both the basic and advanced Military Science classes.

FMU students who wish to enroll in Military Science classes must apply to the University of South Carolina as non-degree seeking special students and enroll in Army ROTC courses at USC. They must attend combined class and lab sessions in Columbia, engage in physical fitness training, maintain a minimum GPA of 2.0, and remain in good academic standing at Francis Marion University.

MILITARY SCIENCE AND LEADERSHIP (MSL)

101 Fundamentals of Military Science (2) An introduction to the mission, organization and history of ROTC: Military and civilian obligation in relation to National Security; Individual Arms and Marksmanship Techniques, Emergency Medical Treatment. The students will receive information that will help them understand and prepare military correspondence (the Army Writing Style). Leadership Laboratory training to include thorough indoctrination in military courtesy and customs of the service, drill experience, development of initiative and self-confidence.

102 Introduction to the Army (2) A discussion of the mission and responsibilities of the United States Military Forces in support of National Security with emphasis on the role of the individual, participating citizen. Students will be introduced to Map Reading Techniques. Leadership Laboratory is a continuation of MSC 101 Laboratory.

201 Fundamentals of Military Leadership (3) A detailed study of the applicability of leadership principles, traits, and techniques in all job areas. Additionally, an appreciation is developed for leadership counseling techniques. The organization of the Army culminates this course.

202 Fundamentals of Military Decision Making (3) A detailed study of orienteering to include basic fundamentals of map reading, grid systems, scale and distance, elevation and relief, military symbols, direction and location, and utilization of the declination diagram. Additionally, students will discuss the code of conduct, the principles of war and reinforce preparation of military correspondence. Leadership Laboratory is a continuation of MSC 201 Laboratory.

101L/102L/201L/202L Basic Leadership Laboratory - Leadership Lab is in conjunction with MSC 101, 102, 201, 202. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

301 Advanced Military Decision Making (4) How to prepare and conduct military training, to include presentation and communication techniques. Included in this phase of instruction is a 10-minute oral presentation, how to cope with basic problems, i.e., discipline and motivation, encountered in small units, leadership training designed to further develop planning and organizational skills, fundamentals of offensive and defensive tactics of war.

302 Applied Military Leadership (4) A review of the principles and fundamentals of small unit tactics, and the application of the principles of offensive and defensive combat to units of the infantry battalion. Familiarization with characteristics, operation and employment of small unit weapons, communication systems and equipment, and continued development of selected Military Skills. Orientation relative to administrative procedures, required standards of performance, and general conduct of training at Warrior Forge, the Leadership Development and Assessment Course. Continuation of Leadership Laboratory Training conducted in MSC 301.

301L/302L Advanced Leadership Laboratory - Leadership Lab is in conjunction with each of the aforementioned MSC 300-level classes in the advanced course. It is a period which supplements and reinforces, through

practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

401 Leadership and Management Seminar I (4) Leadership management and professional Command and Staff and Unit meetings, how to prepare military correspondence, ethics and professionalism, military justice.

402 Leadership and Management Seminar II (4) Management simulation exercise and Active Duty orientation, small unit effectiveness and Army Training Management, the U.S. Army Logistics system, interpersonal skills, counseling techniques, and personnel evaluation, the Law and Principles of War, Code of Conduct and Geneva Convention, customs and courtesies of an Army officer

TO:

MILITARY SCIENCE: ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

Coordinator: Capt. Chad M. Jones

Faculty: Lt. Col. Charles H. C. Brown, Capt. Chad M. Jones

Overview

Army Reserve Officer Training Corps (ROTC) is a coeducational program dedicated to developing college-educated men and women to serve in challenging positions of leadership, responsibility, and varied managerial positions both as officers in the U.S. Army and civilians in corporate America. Army ROTC requires from two to four years to complete, depending on student qualifications. This time is normally divided into a two-year basic program comprising freshman and sophomore students and a two-year contractual advanced program for juniors and seniors. Students with prior military service, JROTC, or National Guard/Reserve service may qualify for direct placement in the advanced program. At the beginning of the junior year, students with two years remaining before graduation may also qualify for the advanced program by attending Leadership Training Course (LTC), a four-week course offered during the summer at Fort Knox, Kentucky. All students participate in a regular program of physical fitness and field training.

There is no major, minor or collateral in Military Science.

The Scholarship Program

The Army ROTC Scholarship Program awards four-, three-, and two-year scholarships to eligible students on a competitive basis. Applications for three- and two-year ROTC scholarships are accepted year-round. Nursing students who have qualified for placement in the advanced course may also apply for two-year

scholarships. Students do not have to be enrolled in ROTC to apply for three- and two-year scholarships.

The scholarship amount is applied to the cost of tuition. An additional amount of \$1,200 is awarded for books and supplies. The students also receive a tiered allowance of \$300, \$350, \$450, or \$500 per month for up to 10 months of each school year depending on their academic status, i.e., freshman, sophomore, junior, or senior. All students receive \$700 while attending the five-week Leader Development and Assessment Course at Fort Lewis, Washington, after their junior year.

Leadership Training Course (LTC) Two-Year Program

LTC is for students who missed the first and second years of ROTC. LTC is attended during the summer between the sophomore and junior years of college for four weeks at Fort Knox, Kentucky. The purpose of LTC is to provide instruction in basic leadership and technical skills that will prepare you for your junior and senior years of ROTC. During this camp, you have the opportunity to compete for a two-year scholarship. All travel expenses are paid and students are paid \$700 while attending the course. Students attending this camp incur no military obligation.

Cadet Professional Development Training

Selected cadets may have the opportunity to attend Air Assault School, Airborne School, Mountain Warfare School, Northern Warfare School, and/or Scuba School. All training is voluntary and conducted at Army posts throughout the United States during either summer or winter recesses.

Cadet Troop Leader Training

Selected cadets are sent to various Army units in the United States and overseas to develop leadership experience prior to the beginning of their senior year. Cadets are paid and receive all privileges and status of Army officers.

Simultaneous Membership Program (SMP)

The Simultaneous Membership Program is a program in which the individual is both a member of the Army National Guard (ARNG) or the U.S. Army Reserve (USAR) and Army ROTC. Students receive entitlements from both the ARNG or USAR and ROTC.

This is a required program for cadets who are in the ARNG or USAR and are in the advanced course. When cadets enter the SMP, they become officer trainees in their guard or reserve unit and are paid as sergeants (E-5), while performing duties commensurate with the grade of second lieutenant.

Professional Military Education Program

The Army ROTC Professional Military Education (PME) program exists to enhance the career development and performance of cadets as future Army officers. The PME guidelines for Army ROTC cadets are as follows:

1. All cadets must successfully complete a course in American military history prior to commissioning.
2. All cadets are encouraged to take a course from each of the following areas prior to commissioning: human behavior, math reasoning, management, and national security studies. Students will meet with the professor of military science/class advisor before selecting these courses.

MILITARY SCIENCE AND LEADERSHIP (MS)

101 Fundamentals of Military Science (2:1-2) Development of leadership, management, and communication skills. Map reading, land navigation, and study/time management techniques.

102 Introduction to the Army (2:1-2) History, organization, mission, and role of United States Army in national defense. Components of total Army structure. Emphasis on group dynamics and communication skills.

201 Fundamentals of Military Leadership (3:2-2) Oral and written military communications, planning, and organizing techniques. Current military leadership doctrine and application. Combined arms concepts, organizations, and tactics.

202 Fundamentals of Military Decision Making (3:2-2) Soldier skills, including map reading and land navigation. Introduces Army troop-leading procedures through practical exercises and principles of war using historical events.

301 Advanced Military Decision Making (4:2-2) Small group leadership through practical applications. Individual leadership skills with emphasis on problem analysis, decision formulation, and steps of decision making.

302 Applied Military Leadership (4:2-2) (Prerequisite: 301 or permission of Military Science Program) Continues development of leadership competencies and confidence. Tactical training exercises to enhance leadership development.

401 Leadership and Management Seminar I (4:2-2) (Prerequisite: 301 or permission of Military Science Program) Current Army leadership, tactical, and training doctrine. Military law in context of peacekeeping/enforcement operations. Overview of Army's role in joint operations.

402 Leadership and Management Seminar II (4: 2-2) (Prerequisite: 401 or permission of Military Science Program) Application of current Army leadership,

tactical, and training doctrine. Evolution of military professionalism; civil-military relations, personal and professional ethics, and military justice system.

406 United States Military History (3) (Same as History 406) (Prerequisite: one 200-level history course or permission of Military Science Program) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces.

RATIONALE:

NOTE: With the exception of MSC 406 (which was approved by AAC on April 3, 2008), the above courses are modifications of the Military Science Program as on file from when last offered by Francis Marion University and as appeared in the 1995-96 Catalog (see below). They are NOT modifications of the courses under "**FROM:**" which were offered by the University of South Carolina through an agreement with Francis Marion University. The purpose of this proposal is to modify the older courses (1996) to be more consistent with the most recent courses as offered through agreement with the University of South Carolina Military Science Program (2007).

VII. RESOLUTION from the Department of Psychology

Be it resolved that the faculty of Francis Marion University approves of the Department of Psychology, in consultation with the Graduate and Provost's office, beginning the process to obtain approval by the CHE and SACS for Francis Marion University to become a Specialists Degree granting institution rather than a Masters Degree granting institution.

Rationale:

The Department of Psychology seeks, as a necessary first step in a sequential process to propose a specialist degree program, to obtain through the faculty governance process, approval for Francis Marion University to seek and obtain with CHE and SACS the status of a specialist degree granting institution rather than its current university status as a masters degree granting institution. This step is a necessary precondition for moving forward with a specific proposal to offer a specialist degree in school psychology. The graduate program in psychology at Francis Marion University currently offers the Master of Science in Applied Psychology for students who complete either the option in Clinical/Counseling Psychology or School Psychology. The MS option in school psychology currently requires 69 semester hours of course, practicum, and internship. This level of training is equivalent to the Specialist level of training at other universities, yet our graduates receive only the MS degree. Our graduates are certified at the specialist or school psychologist level II by the SC Department of Education, but only because FMU has been granted a waiver to receive this certification level*. The National Association of School Psychologists (NASP)

has recognized, and the National Council for Accreditation of Teacher Education (NCATE) has approved the school psychology option of the MS program at FMU as an accredited specialist level program. The other two universities in South Carolina that offer nondoctoral training in school psychology (The Citadel and Winthrop University) provide their graduates with the masters degree plus the specialist degree upon completion of levels of training equivalent to that currently provided by FMU for the MS. Winthrop University offers the MS plus SSP. The Citadel offers the MA plus EdS. Nationally, there are 214 universities that offer accredited specialist level training in school psychology (doctoral and specialist level programs represent the only levels that can receive national accreditation). Of the universities providing specialist level training, 143, or 67%, offer the specialist degree or masters plus specialist for this level of training. Only 71 (FMU being one), or 33%, offer the masters degree for an equivalent level of training. This represents a decline from 50% of programs offering the masters degree for specialist level training in school psychology since 2004. Clearly the national trend is to recognize postmasters training through the granting of a specialist degree. FMU graduates have encountered salary inequities and have required lengthy documentation battles to receive certification as school psychologists when they have moved to other states. Interviews with prospective application candidates as well as discussions with students who accepted study at other universities indicates that the FMU applicant pool is being reduced by the lack of the specialist degree. All indicators point to the need for the movement of FMU to become a specialist degree granting institution as well as vigorous pursuit of the specialist degree in school psychology as the degree to be granted for our currently accredited level of training.

* Revised South Carolina certification standards to receive credit and salary as a professional with a master's plus 30 hours requires a single master's degree plus 30 post masters semester hours, 2 master's degrees, or a master's degree plus a specialist degree (Personal Communication, Jim Turner, July 2006; South Carolina Educator Certification Manual, 2006, p. 20). Currently, the SP Option at FMU and the Speech Pathology Program at SCSU are exempted from this requirement as special case 60+ semester hour master's degree programs. In short, these are the only 2 certification programs in the state requiring 60+ hours without offering the specialist.

Academic Affairs Committee Election – one member “at large”

Fangjun Arroyo, Mathematics

Scott Brown, Political Science & Geography

Allen Clabo, Chemistry

Eddy Harding, English, Modern Languages, & Philosophy

Derek Jokisch, Physics & Astronomy