

AGENDA
Faculty Senate Meeting
April 15, 2008—UC 218—3:45

- I. Roll Call
- II. Approval of Minutes
- III. Election of Vice Chair and Secretary
- III. Reports from Committees
 - A. Executive Committee
 - B. Academic Affairs Committee (*see attachment*)
 - I. 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.
 - II. Item II from the Department of History concerns catalog changes relevant to the addition of HIS 406.
 - III. Item III from the Department of Mass Communication concerns the addition of MC 203, Mass Communication Practicum.
 - IV. Item IV concerns a report on General Education assessment.
 - C. Graduate Council (*see attachment*)
 - I. Item I from the Department of Psychology concerns a resolution to support the department's pursuit 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 to grant a specialist's degree in School Psychology.
 - D. Report from Information Technology Committee
- IV. Old Business
- V. New Business
- VI. Announcement
- VII. Adjournment

B. Academic Affairs Committee

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

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. REPORT ON GENERAL EDUCATION ASSESSMENT FROM ACADEMIC AFFAIRS COMMITTEE

APRIL 15, 2008

(This report requires no action and is offered for informational purposes.)

The General Education ad hoc Committee (Keith Best, Kay Lawrimore, Pam Rooks, Seth Smith, Mike Jordan ex officio) met on Wednesday, March 26, 2008. Having been given the charge to “identify issues of concern regarding the General Education program and propose recommendations for needed changes and improvements to be discussed by the Academic Affairs Committee at its April 3, 2008 meeting,” this committee reports the following:

The ad hoc committee feels that the NSSE and MAPP assessment instruments in conjunction with internal assessment tools show that General Education goals are being met. (When looking at MAPP alone, those goals specific to writing [the ability to write and speak English clearly, logically, creatively, and effectively] and mathematics [an understanding of fundamental mathematical principles and the skills to apply them] are possible areas of concern. However, when considering the extensive data provided by internal assessment tools from English and Mathematics along with the NSSE and MAPP scores, the committee feels that these goals are being addressed appropriately.) Based upon this data, our recommendation is that no changes should be made to the General Education program at this time; however; the areas of writing and mathematics should continue to be monitored closely.

In order to improve the process of General Education assessment, the committee recommends that the Office of Institutional Research expands the information database by testing a larger number of students with NSSE and MAPP, perhaps at different points in their time at the university, and that all departments continue to examine their internal assessment data for validity and reliability as well as examining new methods of assessment in upper level courses (particularly in writing and mathematics).

In order to maintain a timely and effective assessment schedule, the committee recommends that the General Education Assessment report should be made available to departments by mid-November of each year. The report and all responses should be made available to Academic Affairs committee members no later than mid-December of each year. Next year, the annual Faculty Governance schedule should include an early spring (January) Academic Affairs committee meeting, the primary purpose of which is review and discussion of the General Education Assessment Report. (This extra meeting may be dropped from the schedule in following years if the committee feels they can adequately perform the assessment without the additional time.) As a result of its review and discussion of this data, the AAC will generate a report containing its conclusions and recommendations pertaining to the General Education Assessment Process and the General Education Program. The AAC report on General Education should be made available to departments no later than the end of March so that they may review or comment on the material. A report should be made to the Faculty Senate prior to the end of the semester.

After a careful study of 2007-2008 assessment data, the General Education ad hoc Committee agrees the General Education curriculum is outstanding and that all General Education goals are currently being met or areas of

concern are being properly addressed. Therefore, no changes should be made to the General Education program at this time. The above recommendations are suggestions to improve data and the assessment process.

C. Resolution from the Graduate Council

RESOLUTION

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.

