

AGENDA
General Faculty Meeting
February 26, 2008—Chapman Auditorium—3:45

- I. Call to Order
- II. Approval of Minutes
- III. Election (*A sample ballot appears on page 36 of this attachment.*)
- IV. Reports from Committees
 - A. Executive Committee
 - B. Report from the Faculty Senate (*See attachment for proposals. See the appendix for supporting materials*)
 1. Item I from the Department of Biology concerns the addition of two courses, BIOL 494 and BIOL 409, the deletion of one course, BIOL 316, as well as catalog changes relevant to these alterations.
 2. Item II from the Department of English, Modern Languages, and Philosophy concerns a change to minor/collateral requirements for the English Teacher Certification option.
 3. Item III from the Department of Fine Arts concerns changing language in course descriptions for consistency, as well as alterations to prerequisites for other courses.
 4. Item IV is from the Department of Mathematics. Sections A-D concern a change to minor/collateral requirements for the Mathematics major, as well as catalog changes relevant to that change. Sections E-G concern the addition of more descriptive catalog designations for MATH 170, MATH 270, and MATH 370.
 5. Item V is from the Department of Nursing. Sections A-L concern catalog changes relative to prerequisites, corequisites, and catalog information concerning the RN-BSN program of study. Sections M-O concern the addition of two courses, NRN 446 and NRN 448 and the attendant change to the RN-BSN Plan of Study.
 6. Item VI from the Department of Psychology concerns the deletion of PSY 203 and the addition of PSY 318.
 7. Item VII from the Department of Sociology concern the addition of one course, SOCI 347, as well as catalog changes relative to recent changes in the catalog description of the major.
 8. Item VIII is from the School of Business. Sections A-F concerns changes to the required electives for students in several majors within the School of Business. Item G concerns the addition of one course, MGT 373, as well as additional text in the description of MGT 308. Sections H-L concern catalog changes relative to prerequisites and the four year plans for several business majors. Sections M-Q concern the re-numbering of several courses.
 9. Item IX is from the School of Education. Section A concerns re-numbering a course. Section B concerns the addition of a course, EDU 313. Sections C-J concern catalog changes to descriptions of the secondary certification options. Sections K-M concern changes to requirements for admission to the professional education program. Sections N-P concern changes to the listing of classes for Early Childhood, Elementary, and Middle Level Education. Sections Q-V concern changes to the worksheet descriptions for students. Section W concerns changes to the listing of classes for Secondary Education.
 10. Item X is from the Department of Psychology. Sections A-E concern changes to application information for entering students. Section F concerns changes to course numbering and prerequisites for two courses. Section G concerns modifications to PSY 643.

- V. Report from James Schlimmer, Director of Admissions
- VI. Report from Charlene Wages, Vice President for Administration on SACS schedule.
- VII. Approval of Emeritus Candidates:
 - Stanford E. Bergstrom: 1975--2008
 - Margie M Covington: 1985 --2008
 - Mary McNulty : 1979-2008
- VIII. Old Business
- IX. New Business
- X. Announcements
- XI. Adjournment

Proposals from the Faculty Senate

I. Proposal from the Department of Biology:

- A. **ADD**, on page 79 of the catalog, the following courses:

494 ARCH Program Internship (1) or (2) (Prerequisite: Permission of department). Clinical experience in the Advancing Rural Community Health program under the supervision of a practicing health professional. A maximum of 2 semester hours may be earned.

- B. **CHANGE**, on page 74 of the catalog, under **Other Information**,
FROM:

Students planning graduate studies in biology are advised to complete two semesters of organic chemistry, to take introductory courses in calculus, to gain a reading knowledge of a foreign language, and to take two semesters of Biology 497 (one credit hour of reading and planning followed by two credit hours of research).

To advance to higher level biology courses, a student must earn a grade of C or higher in each prerequisite biology course.

TO:

To advance to higher level biology courses, a student must earn a grade of C or higher in each prerequisite biology course. Internships, Biol 494 and 498, do not fulfill the requirements of biology electives for a biology major, minor or collateral.

Students planning graduate studies in biology are advised to complete two semesters of organic chemistry, to take introductory courses in calculus, to gain a reading knowledge of a foreign language, and to take two semesters of Biology 497 (one credit hour of reading and planning followed by two credit hours of research).

- C. **ADD**, on page 79 of the current catalog the new course

409 Evolutionary Biology (4:3-3) (Prerequisite 106 and Chemistry 201) AS. Topics include the theory of natural selection, mechanisms of evolutionary change, the fossil record, biogeography, molecular evolution, speciation, phylogeny reconstruction and evolutionary rates.

- D. **DELETE**, on page 79 of the current catalog

316 Evolutionary Biology (3) (Prerequisite 106) AS. Topics include the theory of natural selection, mechanisms of evolutionary change, the fossil record, biogeography, molecular evolution, speciation, phylogeny reconstruction and evolutionary rates.

- E. **CHANGE**, on page 73 of the current catalog

FROM:

A major in biology requires the following:

1. Biology 105*, 106, 401, and 499
* Biology 103 and 104 may substitute for 105 with permission from the department.
2. Biology 301, 302, or 407

3. One course in plant biology (either 206, 207, 208, 303, 307, 310, or 313). Students may select only two courses from the BIOL 206, 207 208 series.
4. One course in ecology (either 308, 402, 408, or 411)
5. Additional electives in biology to bring the total to 25 semester hours above the 100 level.
6. Minor/collateral

TO:

A major in biology requires the following:

1. Biology 105*, 106, and 499
* Biology 103 and 104 may substitute for 105 with permission from the department.
2. One course in plant biology (either 206, 207, 208, 303, 307, 310, or 313).
3. Biology 301, 302, or 407
4. One course in ecology (either 308, 402, 408, or 411)
5. Biology 401 or 409
6. Additional courses in biology to bring the total to 25 semester hours above the 100 level.
Students may select only two courses from the BIOL 206, 207, 208 series.
7. Minor/collateral

F. CHANGE, on page 74 of the current catalog, under ENVIRONMENTAL SCIENCE OPTION IN BIOLOGY

FROM:

Other Biology courses:

Biology 210, 301 or 302, or 407, 401, 49913

TO:

Other Biology courses:

Biology 210, 301 or 302 or 407, 401 or 409, 49913

G. CHANGE, on page 76 of the current catalog, under FOUR YEAR PLAN FOR BIOLOGY MAJORS WITH A CHEMISTRY MINOR OR COLLATERAL SENIOR YEAR

FROM:

Biology (Ecology
or Genetics)

4

TO:

Biology (Ecology) or
Biology (Genetics or Evolution)

4

H. CHANGE, on page 77 of the current catalog, under FOUR YEAR PLAN FOR BIOLOGY MAJORS: ENVIRONMENTAL SCIENCE OPTION WITH A CHEMISTRY MINOR SENIOR YEAR

FROM:

Biology 401

4

TO:

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

- A. CHANGE**, on p. 84 of the current catalog, under, “c) Teacher Certification Option, Electives (if needed)” (bottom of second column)

FROM:

2. Minor/collateral requirements (two options)
 a) two 12-hour collaterals approved by faculty adviser
 b) an 18-hour minor approved by the faculty adviser

TO:

2. No minor /collateral requirements.

- B. MODIFY**, on p. 89 of the current catalog, the “Four Year Plan for English Teacher Certification”

FROM:**FOUR-YEAR PLAN FOR ENGLISH TEACHER CERTIFICATION****Freshman Year**

	Fall		Spring
Course	Sem. Hrs	Course	Sem. Hrs
English 112	3	English 200	3
Math 120	3	Math 121	3
Pol Sci 101 or 103	3	Education 290/299	4
Science with lab	4	Music 101 or Art 101	3
Foreign Language 102	3	Foreign Language 101	3
Total Credits	16	Total Credits	16

Sophomore Year

	Fall		Spring
Course	Sem. Hrs	Course	Sem. Hrs
English Survey (301, 302, 303 or 304)	3	English Survey	3
History	3	English 314	3
Minor Elective	3	Education 311	3
Education 300	4	Foreign Language 202	3
Foreign Language 201	4	Science with lab	4
Total Credits	17	Total Credits	16

Junior Year

	Fall		Spring
Course	Sem. Hrs	Course	Sem. Hrs
English 306	3	English 310	3
English Survey	3	English 316	3
Geography 101 or ANTH 200	3	Health 301	3
Minor Elective	3	Minor Elective	3
Speech	3	3 CS 150 (special section)	3
Total Credits	15	Total Credits	15

Senior Year**Fall****Spring**

Course	Sem. Hrs	Course	Sem. Hrs
English 340	3	English 321	3
Minor Elective	3	English Elective 400-level	3
Minor Elective	3	Minor Elective	3
English Survey	3	Education 380	2
Education 312	3	Education 393	2
Social Science	3	Education 434	3
		English 496	1
Total Credits	18	Total Credits	17

Fifth Year

Course	Sem. Hrs
Education 487	2
Education 489	1
Education 490	12
Total Credits	15

Total Hours Required for Degree 145**TO:****FOUR-YEAR PLAN FOR ENGLISH TEACHER CERTIFICATION**

Fall		Freshman Year		Spring	
Course	Sem. Hrs	Course	Sem. Hrs	Course	Sem. Hrs
English 112	3	English 200	3		
Math 120 or higher	3	Math 121 or higher	3		
Pol Sci 101 or 103	3	Education 290/299	4		
Science with lab	4	Music 101 or Art 101	3		
Foreign Language 102	3	Foreign Language 101	3		
Total Credits	16	Total Credits	16		

Sophomore Year

Fall		Spring	
Course	Sem. Hrs.	Course	Sem. Hrs.
English Survey (301, 302, 303, or 304)	3	English Survey	3
History	3	GEOG 101 or ANTH 200	3
English 314	3	Education 311	3
Education 300	4	Foreign Language 202	3
Foreign Language 201	4	Science w/Lab	4
Total Credits	17	Total Credits	16

Junior Year

Fall		Spring	
Course	Sem. Hrs.	Course	Sem. Hrs.
English 306	3	English 310	3
English Survey	3	English 316	3
English 340	3	Education 312	3
Health 301	3	English Survey	3
Speech	3	CS 150 (special section)	3
Total Credits	15	Total Credits	15

Senior Year

Fall		Spring	
Course	Sem. Hrs.	Course	Sem. Hrs.
English 321	3	Education 487	2
English Elective 400-level	3	Education 489	1
Education 380	2	Education 490	12
Education 393	2		
Education 434	3		

Social Science	3		
English 496	1		
Total Credits	17	Total Credits	15
Total Hours Required for Degree 127			

Rationale: This will bring the minimum number of required hours more in line with other majors. It is hoped that this will encourage more majors to take the English Teacher Certification option so that we may graduate more secondary English teachers.

III. Proposal from the Department of Fine Arts:

A. CHANGE, on page 103 of the current *Catalog*, after **MAJOR**

FROM:

a) Painting Specialty: ART 307, 407, and 6 semester hours of art studio courses approved by the faculty adviser.

TO:

a) Painting Specialty: ART 307, 407, and 6 semester hours of art studio courses approved by the faculty adviser and department.

Rationale: This change is requested to provide consistency in program wording for department requirements.

B. CHANGE, on page 103 of the current *Catalog*, after **MAJOR**

FROM:

b) Photography specialty: ART 308, or 318, 408, and 6 semester hours of art studio courses approved by the faculty adviser.

TO:

b) Photography Specialty: ART 208 or 218, 308 or 318, and 408, and 3 semester hours of art studio courses approved by the faculty adviser and department. (Though only 208 or 218 may be taken under Photography Specialty area, the other may be taken as a Visual Arts Foundation course.)

Rationale: This change is requested to provide consistency in program requirements and offer comprehensive training of photo students in the ever-expanding world of digital photography.

C. CHANGE, on page 103 of the current *Catalog*, after **MAJOR** the wording

FROM:

c) Ceramics Specialty: ART 310, 410, and 6 semester hours of art studio courses approved by the faculty adviser.

TO:

c) Ceramics Specialty: ART 310, 410, and 6 semester hours of art studio courses approved by the faculty adviser and department.

Rationale: This change is requested to provide consistency in program wording for department requirements.

D. CHANGE, on page 103 of the current Catalog, after **THEATRE COURSES (THEA)**

FROM:

220 Theatre History I: Beginning to 1700 (3) AF. Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

TO:

220 Theatre History I: Beginning to 1700 (3) (Prerequisite: ENG 200) AF. Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

E. CHANGE, on page 103 of the current Catalog, after **THEATRE COURSES (THEA)**

FROM:

221 Theatre History II: 1700 to the Present (3) AS. Study of the Western theatre, both its physical form and literature, from 1700 to the present.

TO:

221 Theatre History II: 1700 to the Present (3) (Prerequisite: ENG 200) AS. Study of the Western theatre, both its physical form and literature, from 1700 to the present.

Rationale: These changes are requested to provide proper preparation for writing materials and projects required in the course.

IV. Proposal from the Department of Mathematics:

A. CHANGE, on page 69 of the current catalog

From:

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one collateral is required), Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required), and Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in the Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

To:

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one

collateral is required), English Secondary Education option, Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required), Mathematics Secondary Education option (although no minor is required for the Mathematics Secondary Education option, one collateral is required), and Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in the Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

B. CHANGE, on page 113 of the current catalog,**From:**

Major, minor, or collateral courses (See specific courses below)	40-70	40-70
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To:

Major or collateral courses (See specific courses below)	40-70	40-70
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C. CHANGE, on page 113 of the current catalog,**From:**

Minor/collateral requirements for either option (two options)

- two 12-hour collaterals approved by the faculty adviser
- an 18-hour minor approved by the faculty adviser

To:

Minor/collateral requirements for Mathematical Sciences Option (two options)

- two 12-hour collaterals approved by the faculty adviser
- an 18-hour minor approved by the faculty adviser

Collateral requirement for Teacher Certification option

- one 12-hour collateral approved by the faculty adviser

D. CHANGE, on page 113 of the current catalog**From:**

The minimum number of semester hours required in major courses for a major in mathematics is 36 for the Mathematical Sciences Option and 39 for the Teacher Certification Option. The minimum number of semester hours in all courses (major and non-major) required for the major in mathematics is 120 (131 for Teacher Certification Option).

To:

The minimum number of semester hours required in major courses for a major in mathematics is 36 for the Mathematical Sciences Option and 39 for the Teacher Certification Option. The minimum number of semester hours in all courses (major and non-major) required for the major in mathematics is 120 (121 for Teacher Certification Option if the collateral is chosen in a biological or physical science).

Rationale:

By dropping the minor requirement and having only one collateral our mathematics majors who are adding secondary certification would be required to take a minimum of 121 hours for a degree, if the student chose a collateral in a biological or physical science. This will bring the minimum number of required hours more in line with other majors. It is hoped that this will encourage more majors to take the Teacher Certification Option so that we may graduate more secondary mathematics teachers. Course description changes for required Elementary and Early Childhood Mathematics content courses to meet the requirements for NCATE.

CHANGE, on page 116 of the current catalog, the following course descriptions

From:

- E. 170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3)** (Prerequisite: Grade of C or higher in Math 111 or placement scores) F, S, SU. Origin and development of the real numbers. Emphasis on precision of mathematical language as well as computational algorithms. Math 170 is for students seeking South Carolina Teacher Certification in early childhood education or elementary education and is not open to other majors.

To:

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Grade of C or higher in Math 111 or placement scores) F, S, SU. Origin and development of the real numbers. Emphasis on the precision of mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of mathematical structures in the use of equalities, equations, and inequalities are emphasized. Math 170 is for students seeking South Carolina Teacher Certification in early childhood education or elementary education and is not open to other majors.

From:

- F. 270 Survey of Mathematics for Early Childhood and Elementary Teachers II (3)** (Prerequisite: Grade of C or higher in Math 170 or 201) F, S, SU. Continuation of Math 170. More emphasis on problem-solving. Math 270 is for students seeking South Carolina Teacher Certification in early childhood education and elementary education and is not open to other majors.

To:

270 Survey of Mathematics for Early Childhood and Elementary Teachers II (3) (Prerequisite: Grade of C or higher in Math 170 or 201) F, S, SU. Continuation of Math 170. The study of rational numbers (fractional, decimal and percentage forms), of elementary concepts in probability, of data analysis (collecting, organizing, and displaying data), and of appropriate statistical methods are the major components of the course with additional emphasis on problem-solving. Math 270 is for students seeking South Carolina Teacher Certification in early childhood education and elementary education and is not open to other majors.

From:

- G. 370 Intuitive Geometry (3)** (Prerequisite: Grade of C or higher in Math 202 or 270) F, S, SU. Continuation of Mathematics 270. Intuitive development of geometric figures in plane and in space. Consideration of congruence, parallelism, perpendicularity, symmetry, and measurement. Math 370 is for students seeking South Carolina Teacher Certification in early childhood education or elementary education and is not open to other majors.

To:

370 Intuitive Geometry (3) (Prerequisite: Grade of C or higher in Math 202 or 270) F, S, SU. Continuation of Mathematics 270. Intuitive development of geometric shapes in two- and three-dimensional space. Concepts of congruence, parallelism, perpendicularity, symmetry, transformations, measurement (English and metric systems as well as estimation skills), right angle trigonometry, and coordinate geometry are considered. Math 370 is for students seeking South Carolina Teacher Certification in early childhood education or elementary education and is not open to other majors.

Rationale:

By providing a more detailed description of the course content in these courses, we will be able to make it clearer that the mathematical standards our teacher candidates have to know and understand are being taught in these classes and that by receiving the required grade in the course the candidates will have demonstrated that they meet these standards.

V. Proposal from the Department of Nursing:

- A. ADD**, on page 122 of the current Catalog, under Nursing Courses (NURS) Upper Division BSN degree program NURS 301 Health Assessment (Pre-requisite or co-requisite: Nursing 302 and 303. Co-requisite: Nursing 304.)
- B. DELETE**, on page 122 of the current Catalog, under Nursing 302 Principles of Pathophysiology (3) “Same as NURN 302”.
- C. DELETE**, on page 122 of the current Catalog, under Nursing 303 Professional Nursing and Nursing Practice (3), “Same as NURN 303”.
- D. CHANGE**, on page 122 of the current Catalog, “Nursing 304 Adult Health I and Fundamentals (6:3-9)” **FROM:**
“Corequisite: NURS 303”

TO:

(Prerequisite or co-requisite: Nursing 302 and 303. “Co-requisite: Nursing 301).

- E. ADD**, on page 122 of the current Catalog, under Nursing Courses (NURS) Nursing 305 Nursing Pharmacology add (Co-requisite: Nursing 307 or Nursing 308.)
- F. CHANGE**, page 122 of the current Catalog, “Nursing 306 Nursing Research in Practice (3)” **FROM:**
“or by permission of department and same as NURN 306”
TO:
(Co-requisite: Nursing 307 or Nursing 308 is strongly recommended).

- G. CHANGE**, on page 124 of the current Catalog, “Nursing 404 Health Care Systems and Policy (3)”
FROM:
(Prerequisite: Completion of all 300 level courses) (Same as NURN 404)”

TO:
(Pre-requisites: Nursing 401, 402 and 403).

- H. CHANGE**, on page 124 of the current Catalog, “Nursing 405: Leadership and Management in Nursing (3)”

FROM:
“Prerequisite: Completion of all 300 level courses (Same as NURN 405)”

TO:
(Pre-requisites: Nursing 401, 402, and 403. Pre-requisite or co-requisite: 404.)

- I. CHANGE**, on page 124 of the current Catalog, “Nursing 406 Knowledge: Synthesis Practicum (7:2-15)”

FROM:
“Prerequisites: Completion of all 300 level courses and 401, 402, 403) (Same as NURN 406)”

TO:
(Pre-requisites: Nursing 401, 402 and 403. Pre-requisite or co-requisite: 404, 405).

- J. CHANGE**, on page 124 of the current Catalog, “Nursing 445: Guided Nursing Elective (3), (2), or (1)”

FROM:
(Same as NURN 445)

TO:
(Permission of the Department Chair).

- K. ADD**, on page 124 of the current Catalog at the end of course description for Nursing 445: Guided Nursing Elective.

A maximum of four credit hours may be earned toward graduation.

- L.** On page 122, above Nursing Courses (NURS) Upper Division BSN degree program after the sentence “After admission to nursing, students complete an additional 61 semester hours of Upper Division course work

Add:
...and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. The student may apply later for readmission to the program.

- M. ADD**, on page 125 of the current catalog, for the RN-BSN Track

NRN 446 Cultural Care in Nursing Practice (3). (Prerequisites or Corequisites:

Nurs 302, NRN 332). NRN 446 offers the RN an opportunity to explore the cultures of a variety of populations. The course is designed to provide the practicing nurse with tools to effectively deliver health care to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence based practice related to cultural care.

N. **Add**, on page 125 of the current catalog, for the RN-BSN Track

NRN 448: Nursing's Role in Policy Development (3). (Prerequisites: Nurs 302, NRN 332, 333, 334, 445, Corequisite NRN 447). NRN 448 offers the RN the opportunity to define health care policy and explore how the political system operates. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, medically handicapped and terminally ill are discussed. Current health care issues such as staffing shortages and the impact on quality of care are analyzed. Funding of American health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' health care systems. Value systems are analyzed as they impact health care reform. Emphasis is placed on nursing's role as a change agent in the political arena.

O. **Change**, on page 123 of the current catalog the RN-BSN PLAN OF STUDY

FROM:

RN – BSN PLAN OF STUDY

		Junior Year	
Semester I	<u>Fall Hours</u>	Semester II	<u>Spring Hours</u>
NURS 302 Pathophysiology ¹	3 SH	NRN 333 Health Assessment & Promotion in Nursing Practice ²	4 SH
NRN 332 Professional Nsg. Practice	3 SH	NRN 334 Nsg. Research in Practice	3 SH
		Senior Year	
Semester III	<u>Fall Hours</u>	Semester IV	<u>Spring Hours</u>
NRN 445 Population Nursing Care ²	6 SH	NRN 447 Leadership and Management ²	6 SH
Nursing Elective	3 SH	Nursing Elective	3 SH

Total Hours –31 Semester Hours

Thirty semester hours will be awarded as transfer credit for previous nursing coursework.

The applicant must have completed 63 hours of undergraduate coursework which includes general education prerequisites.

A total of 124 Semester Hours are required for graduation.

¹Credit by examination is available; advanced placement examinations may be taken one time.

²Independent clinical component

RN – BSN ACCELERATED PLAN OF STUDY

Summer Session

NURS 302 Pathophysiology ¹	3 SH
NRN 332 Professional Nsg. Practice	3 SH
NRN 333 Health Assessment & Promotion In Nursing Practice ²	4 SH

Fall Session

NRN 334 Nursing Research in Practice	3 SH
NRN 445 Population Focused Nsg. Care	6 SH
Nursing Elective	3 SH

Spring Session

NRN 447 Leadership and Management ²	6 SH
Nursing Elective	3 SH

¹Credit by examination is available; advanced placement examinations may be taken one time.

²Independent clinical component

TO:

RN – BSN PLAN OF STUDY

Junior Year

Semester I	<u>Fall Hours</u>	Semester II	<u>Spring Hours</u>
NURS 302 Pathophysiology ¹	3 SH	NRN 333 Health Assessment & Promotion in Nursing Practice ²	4 SH
NRN 332 Professional Nsg. Practice	3 SH	NRN 334 Nsg. Research in Practice	3 SH

Semester III	Fall Hours	Senior Year	
		Semester IV	Spring Hours
NRN 445 Population Nursing Care ²	6 SH	NRN 447 Leadership and Management ²	6 SH
NRN 446 Cultural Care in Nursing Practice	3 SH	NRN 448 Nursing's Role in Policy Development	3 SH

Total Hours –31 Semester Hours

Thirty semester hours will be awarded as transfer credit for previous nursing coursework.

The applicant must have completed 63 hours of undergraduate coursework which includes general education prerequisites.

A total of 124 Semester Hours are required for graduation.

¹Credit by examination is available; advanced placement examinations may be taken one time.

²Independent clinical component

RN – BSN ACCELERATED PLAN OF STUDY

Summer Session

NURS 302 Pathophysiology ¹	3 SH
NRN 332 Professional Nsg. Practice	3 SH
NRN 333 Health Assessment & Promotion In Nursing Practice ²	4 SH

Fall Session

NRN 334 Nursing Research in Practice	3 SH
NRN 445 Population Focused Nsg. Care	6 SH
NRN 446 Cultural Care in Nursing Practice	3 SH

Spring Session

NRN 447 Leadership and Management ²	6 SH
NRN 448 Nursing's Role in Policy Dev.	3 SH

¹Credit by examination is available; advanced placement examinations may be taken one time.

²Independent clinical component

VI. Proposal from the Department of Psychology:

A. **DELETE**, on page 136 of the current catalog,

203 Educational Psychology (3) S. Application of the basic principles of perception, motivation, learning, personality, intelligence, developmental psychology, and social psychology to the classroom situation.

B. **ADD**, on page 136 of the current catalog

318 Educational Psychology (3) (Prerequisite: 206 or permission of department) F, S or SU. Theory and research in cognition, learning, motivation, personality, developmental and social psychology applied to the instructional setting.

Rationale:

The purpose of this change is to align the course with other three-semester hour psychology courses that primarily serve psychology majors as a psychology elective or are taken to fulfill a psychology minor or collateral. To accomplish this, the course has been renumbered and a prerequisite of Psychology 206 has been added. The course description has been updated.

VII. Proposal from the Department of Sociology:

A. **ADD**, on page 141 of the current catalog:

347 Alcohol, Drugs and Society (3) (Prerequisite: 201 or permission of department) The focus of the course is drug use/abuse as a social phenomenon, with attention given to illegal drugs, legal drugs and alcohol. While there will be an emphasis on theoretical application, patterns of drug use/abuse among various populations (race, class, sex, education, etc.) will be examined, as well as society's responses to drug use/abuse in the form of drug policies and regulatory attempts.

B. At the November, 2007, meeting, the Academic Affairs Committee approved the deletion of SOCI 290, SOCI 360, SOCI 373, SOCI 440 and the addition of SOCI 374. Those changes and the addition of SOCI 347, proposed above, require the following changes in the description of the major:

1. On page 139 of the current FMU catalog, under "General Track: A major in sociology requires the following:" **CHANGE** part of item 2

FROM:

Two courses in Culture and Social Organization: 360, 361 373, 375, 381, 382, 387, 389

TO:

Two courses in Culture and Social Organization: 361 374, 375, 381, 382,

2. **FROM:**
One course in Deviance: 341, 342, 343, 344, 346

TO:
One course in Deviance: 341, 342, 343, 344, 346, 347

3. On page 140, the changes in 1. and 2. should be made under “Sociology Major Courses”

4. On page 139, under “Optional Track”

ADD:
to item 3, under “Nine hours of sociology course selected from:”
SOC 347 (Alcohol, Drugs and Society)

VIII. Proposal from the School of Business:

A. On page 144 of the 2007-08 Catalog
CHANGE the required quantitative methods course for all BBA majors from
MGT 308 to MGT 355, as described below

FROM:

3. Common Business Core Requirements:36 hours

c) Accounting, Management Information Systems, and Quantitative Methods
.....15 hours

MGT 308 Management Science and Operations Management3

TO:

3. Common Business Core Requirements:.....36 hours

c) Accounting, Management Information Systems, and Quantitative Methods
.....15 hours

MGT 355 Production and Operations Management3

B. On page 144 of the 2007-08 Catalog
CHANGE the required quantitative methods course for management majors from
MGT 355 to MGT Elective

FROM:

b) Management18 hours

MGT 355 Production and Operations Management3

TO:

b) Management18 hours

MGT Elective (300/400-level).....3

C. On page 145 of the 2007-08 Catalog

CHANGE the required quantitative methods course for general business majors from MGT 355 to MGT Elective

FROM:

g) General Business..... 18 hours

Any 300 or 400 Management course.....3
(except MGT 308 or MGT 351)

TO:

g) General Business..... 18 hours

Any 300 or 400 Management course.....3
(except MGT 355 or MGT 351)

D. On page 146 of the 2007-08 Catalog

CHANGE the Four Year Plan for Accounting Majors at the Junior Year, Spring

FROM:

MGT 308.....3

TO:

MGT 355.....3

E. On page 148 of the 2007-08 Catalog

CHANGE the Four Year Plan for General Business Majors at the Junior Year, Fall

FROM:

MGT 308.....3

TO:

MGT 355.....3

F. On page 150 of the 2007-08 Catalog

CHANGE the Four Year Plan for Business Economics Majors at the Junior Year, Spring

FROM:

MGT 308.....3

TO:

MGT 355.....3

G. On Page 153 of the 2007-08 Catalog

1. ADD the following course:

373 Management Science (3) (Prerequisite: MGT 355) S. Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of basic management science models, including linear programming, network modeling and simulation. Study of project management methods and techniques. Use of computer software to solve problems. Credit cannot be received for both MGT 308 and MGT 373.

2. ADD the following sentence to the end of the course description for MGT 308:

Credit cannot be received for both MGT 308 and MGT 373

H. On page 152 of the 2007-08 Catalog

CHANGE the Four Year Plan for Finance Majors at the Junior Year, Spring

FROM:

MGT 308.....3

TO:

MGT 355.....3

I. On page 153 of the 2007-08 Catalog

CHANGE the prerequisite for MGT 355

FROM:

355 Production and Operations Management (3) (Prerequisite: 308 and 351) F, S

TO:

355 Production and Operations Management (3) (Prerequisite: BUS 205) F, S, SU

J. On page 154 of the 2007-08 Catalog

CHANGE the Four Year Plan for Management Majors at the Junior Year, Fall and Senior Year, Spring

FROM:

MGT 308.....3

TO:

MGT 355.....3

FROM:

MGT 355.....3

TO:

MGT Elective (300/400 Level).....3

K. On page 156 of the 2007-08 Catalog

CHANGE the Four Year Plan for Management Information Systems Majors at the Junior Year, Fall

FROM:

MGT 308.....3

TO:

MGT 355.....3

L. On page 157 of the 2007-08 Catalog

CHANGE the Four Year Plan for Marketing Majors at the Junior Year, Spring

FROM:

MGT 308.....3

TO:

MGT 355.....3

Rationale for the Proposal (Sections A-L above)

All bachelor of business administration programs require their students to take course content in production-operations management as part of their Common Business Core requirements. Currently our program meets this requirement by requiring all students to take MGT 308 (Management Science and Operations Management). Our proposal is to change our program by requiring all students to take MGT 355 (Production and Operations Management). Under this change MGT 355 will be required of all students. MGT 308 will be retained for a period of two or three years and then removed.

The primary reason for this change is to strengthen the production-operations management content of our bachelor program. This change will strengthen our program content by requiring a full semester course in production-operations management and also strengthen our conformity with accreditation requirements by our business accreditation organization – The Association to Advance Collegiate Schools of Business International.

A supporting reason for this change is that it reduces the quantitative methods content of the Common Business Core of our bachelor program. The required courses in the bachelor program majors (Management, Marketing, Finance, Business Economics, Management Information Systems, and

General Business) have sufficient quantitative methods content to meet the needs of students in each major. Another supporting reason for this change is that the new course MGT 373 (Management Science) will be available as an elective to students in all majors that choose to take additional quantitative methods content above that required in the Common Business Core and in the required

No additional faculty or equipment will necessary to institute this changes.

M. On page 144 of the 2007-08 Catalog

CHANGE the course number on the Management course in Organizational Behavior from MGT 451 to MGT 352, as described below:

FROM:

b) Management18 hours
MGT 451 Organizational Behavior.....3

TO:

b) Management18 hours
MGT 352 Organizational Behavior.....3

N. On page 153 of the 2007-08 Catalog

CHANGE the course number on the Management course in Organizational Behavior from MGT 451 to MGT 352, as described below:

FROM:

451 Organizational Behavior (3) (Prerequisite: 351)

TO:

352 Organizational Behavior (3) (Prerequisite: 351)

O. On page 153 of the 2007-08 Catalog

CHANGE the course number for International Management course as described below

FROM:

357 International Management (3) (Prerequisite 351)

TO:

460 International Management (3) (Prerequisite 351)

P. On page 154 of the 2007-08 Catalog

CHANGE the Four Year Plan for Management Majors at the Senior Year, Fall

FROM:

MGT 451.....3

TO:

MGT 352.....3

Q. On page 153 of the 2007-08 Catalog
CHANGE the title of Management course MGT452, as described below:

FROM:

452 Human Resource Management

TO:

452 Advanced Human Resource Management

Rationale for the Proposal (Sections M-Q above)

The numbers for two courses—Organizational Behavior and International Management—are changed to reflect the more desirable order for students to take these courses, although one is not a prerequisite for the other. Also, moving International Management to the 400-level reflects the increased emphasis on global business. The last Section (Q above) corrects a clerical error.

No additional faculty or equipment will necessary to institute these changes.

IX. Proposal from the School of Education:

A. CHANGE, on Page 171 of current catalog, the course number and description

From:

300 Foundations of Curriculum and Instruction ...

To:

305 Foundations of Curriculum and Instruction (3) F, S, SU

This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socio-economic status. EDUC 305 is a prerequisite for EDUC, ECE, ELEM, and MLE courses above EDUC 305 and is also a prerequisite for ECE 302.

Rationale: This change is identical to Educ 300 but without the one hour field placement. This change will allow potential candidates to take Educ 290/299 and Educ 305 prior to being admitted to a program and prior to going into schools. Thus students who are not serious about becoming teachers will not have to represent FMU in the local schools. This change will also allow the teaching of Educ 305 over the summer when field placements are not available.

B. ADD, on page 171,

313: Field Experiences in Instructional Planning and Assessment (1) (Prerequisite: Admission to Professional Education Program; Prerequisite/Corequisite: EDUC 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.

Rationale: This course is the field placement that was formerly in Educ 300.

C. CHANGE, on page 84 under TEACHER CERTIFICATION OPTION

FROM

Pre-Professional Education	8 hours
EDUC 290 and EDUC 299	4
EDUC 290 and EDUC 299 are corequisites	
EDUC 300	4
Professional Education	13 hours
EDUC 311	3
EDUC 312	3
EDUC 380	2
EDUC 393 and three hours taken simultaneously with EDUC 434	5

TO

Pre-Professional Education	7 hours
EDUC 290 and EDUC 299	4
EDUC 290 and EDUC 299 are corequisites	
EDUC 305	3
Professional Education	14 hours
EDUC 311	3
EDUC 312	3
EDUC 313	1
EDUC 380	2
EDUC 393 and three hours taken simultaneously with EDUC 434	5

D. CHANGE, on page 89 Worksheet, Sophomore Year Fall

FROM

EDUC 300	4
Total Credits	17

TO

EDUC 305	3
Total Credits	16

E. CHANGE, on page 89 Worksheet, Sophomore Year Spring

FROM

EDUC 311	3
Total Credits	16

TO

EDUC 311	3
EDUC 313	1
Total Credits	17

F. CHANGE, on page 99 under **TEACHER CERTIFICATION OPTION IN ART EDUCATION
FROM**

Professional Education	30 hours
EDUC 290	2
EDUC 299	2
(taken in the same semester)	
EDUC 300	4
EDUC 311	3
EDUC 380	2
EDUC 393	2
(taken in the same semester)	
EDUC 487	2
EDUC 489	1
EDUC 490	12
(taken in the same semester)	

TO

Professional Education	30 hours
EDUC 290	2
EDUC 299	2
(taken in the same semester)	
EDUC 305	3
EDUC 311	3
EDUC 313	1
EDUC 380	2
EDUC 393	2
(taken in the same semester)	
EDUC 487	2
EDUC 489	1
EDUC 490	12
(taken in the same semester)	

G. CHANGE, on page 106 under **TEACHER CERTIFICATION OPTION IN HISTORY (FOR SOCIAL STUDIES CERTIFICATION)**

FROM

Pre-Professional Education	8 hours	8 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 300	4	4
Professional Education	10 hours	10 hours
EDUC 311	3	3
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

TO

Pre-Professional Education	7 hours	7 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 305	3	3
Professional Education	11 hours	11 hours
EDUC 311	3	3
EDUC 313	1	1

EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

**H. CHANGE, on page 113 under 2. Teacher Certification Option
FROM**

Pre-Professional Education	8 hours	8 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 300	4	4
Professional Education	10 hours	10 hours
EDUC 311	3	3
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

TO

Pre-Professional Education	7 hours	7 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 305	3	3
Professional Education	11 hours	11 hours
EDUC 311	3	3
EDUC 313	1	1
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

**I. CHANGE, on page 133 under **TEACHER CERTIFICATION OPTION IN POLITICAL SCIENCE
(FOR SOCIAL STUDIES CERTIFICATION)****

FROM

Pre-Professional Education	8 hours	8 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 300	4	4
Professional Education	10 hours	10 hours
EDUC 311	3	3
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

TO

Pre-Professional Education	7 hours	7 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 305	3	3
Professional Education	11 hours	11 hours
EDUC 311	3	3
EDUC 313	1	1
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

J. CHANGE, on page 140 under **TEACHER CERTIFICATION OPTION IN SOCIOLOGY (FOR SOCIAL STUDIES CERTIFICATION)****FROM**

Pre-Professional Education	8 hours	8 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 300	4	4
Professional Education	10 hours	10 hours
EDUC 311	3	3
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

TO:

Pre-Professional Education	7 hours	7 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 305	3	3
Professional Education	11 hours	11 hours
EDUC 311	3	3
EDUC 313	1	1
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

K. CHANGE, on page 162 under **ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM****FROM**

A student must make application for admission to the Professional Education Program during enrollment in Education 299, which is designed to be taken in the freshman/sophomore year. Admission to the Professional Education Program is a prerequisite to enrolling in any education course beyond Education 300.

TO

A student must make application for admission to the Professional Education Program during enrollment in Education 299, which is designed to be taken in the freshman/sophomore year. Admission to the Professional Education Program is a prerequisite to enrolling in any education course beyond Education 305.

L. CHANGE, on page 162 under **REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM****FROM**

3. Completion of Education 300 with a grade of C or better.

TO

3. Completion of Education 305 with a grade of C or better.

M. CHANGE, on page 162 under **REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM****FROM**

5. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing and reading. A passing score on this examination is a requirement for admission to Education 300 and the Professional Education Program. Applications may be secured from: (1) EDUC 299 instructor or (2) the office of Student Services from the School of Education (CEMC 212).

TO

5. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing and reading. A passing score on this examination is a requirement for admission to any courses above Education 305 and the Professional Education Program. Applications may be secured from: (1) EDUC 299 instructor or (2) the office of Student Services from the School of Education (CEMC 212)

N. CHANGE, on page 164 under **EARLY CHILDHOOD EDUCATION**

FROM

<u>Pre-Professional Education</u>	8 hours
EDUC 290	2
EDUC 299	2
(taken in the same semester)	
EDUC 300	4
<u>Professional Education</u>	
<u>(Requires Admission to the Program)</u>	30 hours
EDUC 311	3
ECE 302	3
(Prerequisite to Block A and B courses)	
Block A*	
ECE 313 - Block A	3
ECE 314 -Block A	3
ECE 3139 - Block A	2
ECE 321 - Block A	3
Block B*	
EDUC 380 - Block B	2
EDUC 391 - Block B	2
ECE 315 - Block B	3
ECE 320 - Block B	3
ECE 420 - Block B	3

TO

<u>Pre-Professional Education</u>	7 hours
EDUC 290	2
EDUC 299	2
(taken in the same semester)	
EDUC 305	3
<u>Professional Education</u>	
<u>(Requires Admission to the Program)</u>	31 hours
EDUC 311	3
EDUC 313	1
ECE 302	3
(Prerequisite to Block A and B courses)	
Block A*	
ECE 313 - Block A	3
ECE 314 - Block A	3
ECE 3139 - Block A	2
ECE 321 - Block A	3
Block B*	
EDUC 380 - Block B	2

EDUC 391 - Block B	2
ECE 315 - Block B	3
ECE 320 - Block B	3
ECE 420 - Block B	3

O. CHANGE, on page 164 under **ELEMENTARY EDUCATION
FROM**

<u>Pre-Professional Education</u>	8 hours
EDUC 290	2
EDUC 299	2
EDUC 290 and EDUC 299 are corequisites	
EDUC 300	4
<u>Professional Education</u>	
(Requires Admission to the Program)	22 hours
EDUC 311	3
EDUC 312	3
EDUC 380	2
Block 1*	
EDUC 314 - Block 1	3
EDUC 316 - Block 1	3
Block II*	
EDUC 392 - Block II	2
ELEM 315 - Block II	3
ELEM 317 - Block II	3

TO

<u>Pre-Professional Education</u>	7 hours
EDUC 290	2
EDUC 299	2
EDUC 290 and EDUC 299 are corequisites	
EDUC 305	3
<u>Professional Education</u>	
(Requires Admission to the Program)	23 hours
EDUC 311	3
EDUC 312	3
EDUC 313	1
EDUC 380	2
Block 1*	
EDUC 314 - Block 1	3
EDUC 316 - Block 1	3
Block II*	
EDUC 392 - Block II	2
ELEM 315 - Block II	3
ELEM 317 - Block II	3

P. CHANGE, on page 165 under **MIDDLE LEVEL EDUCATION
FROM**

Pre-Professional Education	8 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 are corequisites	

EDUC 300	4
Supporting Courses	6 hours
HLTH 315	3
PSY 316	3
Professional Education Courses (Require admission to the program)*	26 hours
EDUC 311	3
EDUC 312	3
EDUC 380	2
MLE 422	3
Student Teaching Block	
EDUC 487	2
EDUC 489: Student Teaching Seminar	1
EDUC 490: Directed Teaching	12
<u>TO</u>	
Pre-Professional Education	7 hours
EDUC 290, 299	4
EDUC 290 and EDUC 299 are corequisites	
EDUC 305	3
Supporting Courses	6 hours
HLTH 315	3
PSY 316	3
Professional Education Courses (Require admission to the program)*	27 hours
EDUC 311	3
EDUC 312	3
EDUC 313	1
EDUC 380	2
MLE 422	3
Student Teaching Block	
EDUC 487	2
EDUC 489: Student Teaching Seminar	1
EDUC 490: Directed Teaching	12

Q. CHANGE, on page 166 Worksheet, Sophomore Year Fall

<u>FROM</u>	
EDUC 300	4
Total Credits	17
<u>TO</u>	
EDUC 305	3
Total Credits	16

R. CHANGE, on page 166 Worksheet, Sophomore Year Spring

<u>FROM</u>	
EDUC 311	4
Total Credits	16
<u>TO</u>	
EDUC 311	3
EDUC 313	1
Total Credits	17

S. **CHANGE**, on page 167 Worksheet, Sophomore Year Fall

FROM

EDUC 300	4
Total Credits	17

TO

EDUC 305	3
Total Credits	16

T. **CHANGE**, on page 167 Worksheet, Sophomore Year Spring

FROM

EDUC 311	3
Total Credits	16

TO

EDUC 311	3
EDUC 313	1
Total Credits	17

U. **CHANGE**, on page 168 Worksheet, Sophomore Year Fall

FROM

EDUC 300	4
Total Credits	17

TO

EDUC 305	3
Total Credits	16

V. **CHANGE**, on page 168 Worksheet, Sophomore Year Spring

FROM

EDUC 311	3
Total Credits	16

TO

EDUC 311	3
EDUC 313	1
Total Credits	17

W. **CHANGE**, on page 169 under **SECONDARY EDUCATION**

FROM

<u>Pre-Professional Education</u>	8 hours	8 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		
EDUC 300	4	4
<u>Professional Education</u>	10 hours	10 hours
EDUC 311	3	3
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

TO

Pre-Professional Education	7 hours	7 hours
EDUC 290, 299	4	4
EDUC 290 and EDUC 299 are corequisites		

EDUC 305	3	3
Professional Education	11 hours	11 hours
EDUC 311	3	3
EDUC 313	1	1
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436	5	5

X. Proposal from the Psychology Department

A. **MODIFY** the following paragraphs (on page 208 of the current catalog)

FROM:

While classes are taught in the evening, school psychology students should be mindful that practicum experiences must occur during the day. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/Counseling students should be aware that their internship also requires a full-time commitment that may require them to take a leave of absence from other employment.

Students wishing to undertake graduate study in psychology first must meet with the Coordinator of the Clinical/Counseling Option, or the School Option (as appropriate) in the Department of Psychology.

TO:

While classes are taught in the evening, school psychology students should be mindful that practicum experiences must occur during the day. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/Counseling students should be aware that their internship also requires a full-time, six-month commitment that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must meet with the Coordinator of the Clinical/Counseling Option or the School Option (as appropriate) in the Department of Psychology for advising.

B. **MODIFY** the following paragraph under “Admissions Requirements” (on page 208 of the current catalog)

FROM:

Students are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate non-degree students in psychology do not seek a master's degree at Francis Marion University but wish to take courses only for professional growth, personal enrichment, certification upgrade, or recertification.

TO:

Students are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate non-degree students in psychology do not seek a master's degree at Francis Marion University but typically already have an advanced degree and wish to take courses only for professional growth, certification upgrade, or recertification.

C. **MODIFY** the following paragraphs under “Graduate Degree Status” (on page 208 of the current catalog)

FROM:

2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student. If transcript(s) reveal(s) a lack of relevant undergraduate training, completion of the following undergraduate courses or their equivalents will be required prior to the application being considered.

PSY 206 Introductory Psychology

PSY 302 Quantitative and Psychometric Methods

3. Submit scores on the Graduate Record Examination taken within the last five years (minimum expected Verbal Score 400, minimum expected Quantitative Score 400.) Only the General Test is required; the Psychology Subject Test is not required.

4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.

5. Submit a personal statement indicating your interests, career goals and reasons for seeking admission to the Master in Applied Psychology program.

All of the above materials must be submitted in one packet to:

Graduate Office

Francis Marion University

Post Office Box 100547

Florence, SC 29501-0547

TO:

2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application.

Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics.

3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. A combined Verbal and Quantitative score of 850 or higher is recommended.

4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology program.

All of the above materials must be submitted in one packet to:

Graduate Office
Francis Marion University
Post Office Box 100547
Florence, SC 29501-0547

Completed applications are reviewed for merit by the Psychology Department faculty. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Favorably reviewed applications are submitted to the FMU Graduate Council for review. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

D. **ADD** the following statement immediately after "To receive an application or for any questions, please call the Graduate Office at 843-661-1284.":

For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at <http://www.fmarion.edu/academics/Psychology>.

E. **REMOVE** the following under "General Regulations" (on page 208-9 of the current catalog):

ADMISSION TO CANDIDACY

Graduate degree students who seek the M.S. degree in Applied Psychology must be admitted to candidacy. To be admitted to candidacy, a student must complete the following steps:

1. Be fully admitted as a graduate degree student.
 2. Have completed 23 graduate semester hours in an approved program of studies.
 3. Have a 3.0 cumulative grade point average on all graduate studies (see exceptions under Repeating Courses and Time Limit).
 4. Have an approved program on file with the student's adviser.
 5. Have submitted an application for candidacy to the Department of Psychology and Sociology.
- Applications are available in the department.

All of these steps must be completed before a student can be recommended for candidacy by the department and approved for candidacy by the Graduate Advisory Committee.

RATIONALE FOR CHANGES A - E: These changes are needed to clarify wording regarding admissions and degree requirements and to update modifications being made in the program. Specifically, the Psychology Department wishes to more clearly communicate the following:

A. that the clinical/counseling psychology internship requires a six-month commitment, and that not all prospective or admitted students are required to meet with the program Coordinators, but only those who are admitted to the program;

B. that non-degree students cannot simply take a graduate course for personal interest, but rather these courses are open only to those seeking professional development;

C. that applicants are expected to have earned a minimum GPA of 3.0, which is the level of performance required in the graduate program; that all applicants are expected to have completed an introductory psychology course and a behavioral statistics course; that the Department is moving to a combined GRE score recommendation for admissions consideration; that recommendation letters from former professors in academic settings are preferred; that the personal statement should be about 500 to 750 words (to discourage statements that are too brief and to allow applicants sufficient space for elaboration and explanation); that the admissions process involves a review of applications and approval by the Graduate Council;

D. that average GRE scores and GPAs for recently admitted students will be available via the Department's webpage;

E. that the Department is dropping the procedures outlined under "Admission to Candidacy."

F. **MODIFY** the following paragraphs (on page 212 of the current catalog)

FROM:

699-F Internship: School Psychology (3) (Prerequisite: Permission of department) F. A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession. Internship: School Psychology may only be begun in the fall semester.

699-S Internship: School Psychology (3) (Prerequisite: Permission of department) S. A practical experience utilizing applied skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

TO:

799-F Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 600-E) F. A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession. Internship: School Psychology may only be begun in the fall semester.

799-S Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 799-F) S. A practical experience utilizing applied skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

RATIONALE FOR CHANGE F: Prerequisites are being modified to clarify the prerequisite entry requirements for these two experiences, and course numbers are being changed to reflect the specialist level nature of the program.

G. **MODIFY** the title and course description for Psychology 643 (on page 211 of the current catalog)

FROM:

643 Marital and Family Therapy (3) (Prerequisite: 610) S. Overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of marital and family

therapy including Bowenian, object relations/psychodynamic, structural, strategic, and behavioral. Must be concurrently enrolled in Psychology 600-C, Psychological Intervention Practicum.

TO:

643 Couple and Family Therapy (3) (Prerequisite: 610) S. Overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of couple and family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Examination of cultural diversity and ethical/professional issues in clinical work with couples and families. Must be concurrently enrolled in Psychology 600-C, Psychological Intervention Practicum.

RATIONALE FOR CHANGE G: to reflect the fact that many couples who seek counseling are not married, and, also, to reflect the emphasis on diversity and professional issues that is part of the course. A new course form and syllabus are attached.

Ballot for Faculty Chair and At-Large Senate Elections

Faculty Chair

1. D. Keith Best, Fine Arts
- 2.
- 3.

At-Large Senate Seats (vote for three)

1. Allen Clabo, Chemistry
2. David Cowles, English, Modern Languages, & Philosophy
3. Betty David, School of Business
4. Lisa Eargle, Sociology
5. Glen Gourley, Fine Arts
6. Eddy Harding, English, Modern Languages, & Philosophy
7. Polly Haselden, Education
8. Tim Shannon, Biology
9. Ann Stoeckmann, Biology
10. Bill Whitmire, Mathematics
- 11.
- 12.
- 13.