

Minutes
Faculty Senate Meeting
November 10, 2015

I. Chair Flannagan called the meeting to order at 3:46 PM

Senators Present: Buck, Burke, Camper, Carpenter, Cox, Doucet, Engelhardt, Flowers, Fries, Gourley, Gunther, Hopla, Jeffcoat, Johnston, Kiely, Lasher, Lundberg, Nagata, Newman, Ramey, Reynolds, Sargent, Varazo

Also Present: Flannagan (chair), Kennedy (parliamentarian)

Senators Absent: Cintron-Gonzalez, Gittings, Turner (excused)

II. The minutes from the October 20, 2015 meeting were approved as posted.

III. Report from Executive Committee

The speaker for fall commencement will be Tom Rice. There will be a reception for Rannie Gamble on Dec. 4th. Title IX training has been taking place this fall for various groups on campus. Steps are being taken to increase campus security including replacing locks on doors, expanding the siren system, and expanding the agreement with the Florence PD for downtown security. The summer school study group has met several times including a focus group with students, and it is hopeful that a recommendation will be provided to the president by the end of the semester. The retention committee attended a Retention in Higher Education Conference earlier in the month. The Provost search committee has posted job ads and will begin screening applications soon. The Board of Trustees approved the new Speech Pathology program and the naming of the Health Sciences building. Dr. Flannagan will appoint an ad hoc committee to look at the faculty handbook relative to the by-laws and constitution; this ad hoc committee will report to the Faculty Life Committee which will report to Faculty Senate.

IV. Report from the Academic Affairs Committee – *All items passed without opposition*

1. Office of the Provost

- Item A. Changes footnote format for the General Education listing
- Item B. Adds a General Education footnote for ARTH 221 and Math 315
- Item C. Adds references to the footnote from Item B
- Item D. Changes footnote formatting for the General Education listing
- Item E. Changes footnote formatting for the General Education listing
- Item F. Displays the General Education Requirements in their entirety (the result of Items A – E)

2. Department of Sociology
 - Item A. Adds a new course, SOCI 496
 - Item B. Modifies the listing of required courses for Sociology majors
 - Item C. Changes the number of hours required for the Sociology major
 - Item D. Modifies the General Track Four-Year Plan
 - Item E. Modifies the Criminal Justice Track Four-Year Plan
 - Item F. Adds a sentence under both “Minor” and “Collateral” on p. 155
 - Item G. Modifies the mission statement for Sociology
 - Item H. Modifies the title and description of SOCI 382
 - Item I. Modifies the title and description of SOCI 403
3. Department of Fine Arts
 - Item A. Changes the listing of required Gen Ed Humanities courses for the Teacher Licensure option in Art Education.
4. Department of Mathematics
 - Item A. Changes the listing of required Gen Ed Humanities courses for the Teacher Licensure option in Mathematics.

V. Report from the Graduate Council – *All items passed without opposition*

1. Office of the Provost
 - Item A. Adds Physician Assistant Studies to the list of graduate programs
2. School of Education
 - Item A. Deletes the interview requirement for admission to the School of Education graduate programs
 - Item B. Changes the title, prerequisites, and description for EDUC 763
 - Item C. Adds four new courses: EDUC 637, 638, 639, and 737
 - Item D. Changes the program listing for M.Ed. with Major in Instructional Accommodation
 - Item E. Changes the program listing for M.Ed. with Major in Learning Disabilities
 - Item F. Changes the program listing for M.A.T in Learning Disabilities
3. Department of Nursing
 - Item A. Modifies the course description for IPHC 500
4. Department of Psychology
 - Item A. Modifies the Non-Degree Status Requirements
 - Item B. Adds a new course, PDPD 525
 - Item C. Modifies the Transient Student Requirements

- VI. Old Business – None**
- VII. New Business – None**
- VIII. Announcements – A variety of upcoming events were announced**
- IX. Adjournment – The meeting adjourned at 4:16 PM**

Attachment to the Senate Agenda – November 10, 2015

IV. Academic Affairs

1. Proposal from the Office of the Provost:

A. Change, on page 77 of the current catalog, under **GENERAL EDUCATION REQUIREMENTS**, after B.B.A. & B.G.S. degrees must satisfy the general education...

From:

*B.S.N. students may count Psychology 334 as social science elective,

To:

^aB.S.N. students may count Psychology 334 as social science elective,

B. Add, on page 77 of the current catalog, under **GENERAL EDUCATION REQUIREMENTS**, after *B.S.N. students may count Psychology 334 as social science elective,

^bArt Education students may count ARTH 221 as Humanities and
Secondary Math Education students may count Math 315 as Humanities Elective

C. Change, on page 77 of the current catalog, under **GENERAL EDUCATION**, for 3c and 3d

From:

3. Humanities	12 hours	12 hours
c. Art 101, Music 101, or Theatre 101	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	3	3

To:

3. Humanities	12 hours	12 hours
c. Art 101, Music 101, or Theatre 101 ^b	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 ^b	3	3

D. Change, on page 77 of the current catalog, under **GENERAL EDUCATION**, for 6b and 6c

From:

6. Natural Sciences (Laboratories are required with all courses)	12 hours	12 hours
b. Chemistry, Physics, or Physical Science**	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science** Psychology 206/216, or Honors 280-289***	4	0

***Must be a four credit hour course with laboratory

To:

6. Natural Sciences (Laboratories are required with all courses)	12 hours	12 hours
b. Chemistry, Physics, or Physical Science ^c	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science ^c Psychology 206/216, or Honors 280-289 ^d	4	0

^dMust be a four credit hour course with laboratory

Rationale: South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the **2016-2017** School Year, all pre-service teacher education programs must require all candidates seeking certification at **the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading**. All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

PK-12 (all areas): the requirement has been changed from a 6 credit hour sequence to a 3 credit hour course requirement. Teacher candidates will be required to take a 3 credit hour course in **content area reading and writing**.

Due to this state mandate, these general education substitutions are being requested for only students majoring in secondary math or PK-12 Art Education. When the new Read to Succeed courses are created and programs realigned, catalog changes will be forthcoming.

E. Change, on page 77 of the current catalog, under **GENERAL EDUCATION**, for 6b and 6c

From:

**Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or any physics course.

To:

†Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or any physics course.

F. Replace, on page 77 of the current catalog, the General Education Requirements with the following:

GENERAL EDUCATION REQUIREMENTS

Area	Semester Hours	
	B.S.	B.A.
1. Communications	9 hours	21 hours
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 200)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires completion of a 202 level course)	0	12
2. Social Sciences	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology ^a	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259 ^a	3	

3. Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101 ^b	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 ^b	3	3
4. Humanities/Social Sciences Elective	0 hours	3 hours
Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	0	3
5. Mathematics	6 hours	6 hours
Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	6	6
6. Natural Sciences (Laboratories are required with all courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science ^c	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science ^c Psychology 206/216, or Honors 280-289 ^d	4	0
^d Must be a four credit hour course with laboratory (To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c.)		
Total Semester Hours for the General Education Program	48 hours	59 Hours

B.B.A. & B.G.S. degrees must satisfy the general education requirements for either B.S. or B.A.; B.S.N. degree must satisfy the general education requirements for the B.S.

^a B.S.N. students may count Psychology 334 as social science elective.

^b Art Education students may count ARTH 221 as Humanities and Secondary Math Education students may count Math 315 as Humanities Elective

^c Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or any physics course.

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 Healthcare Administration (Clinical Track), Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

2. Proposal from the Department of Sociology:

- A. **Add** on page 159 of the current catalog:

496 Sociology Capstone Experience (1) (Prerequisite: Senior standing; declared sociology major; and permission of department) F, S. This course will be used as the final step towards preparing seniors for the job market or graduate school. An examination of potential careers, professional goals, application materials, and employment/graduate school searches will occur. Students will also participate in an assessment of learning outcomes via an exit exam.

Rationale: Career preparation has been identified as one of the weaknesses of the Sociology program on graduating senior exit surveys. This course meets this need by discussing employment and graduate school issues at a time when students are most seriously thinking about them and need assistance. Moreover, we need a more effective venue through which we can conduct assessment activities for Institutional Effectiveness purposes; other methods have not been effective. Upon reviewing the catalog, we believe 496 Sociology Capstone Experience is an appropriate course number and title as our course appears to be the most similar to ENG 496 in terms of purpose and content (as outlined in their course description).

- B. **Modify**, on page 155 of the current catalog, under “Major,” “1. All sociology majors are required to take the following courses:”

From:

Six hours of introductory courses in sociology: Sociology 201, 302

Thirty semester hours of courses numbered 300 and above in sociology, including Sociology 303, 339, 403, and either 407 or 419

To:

Sociology 201 and thirty-four semester hours of courses numbered 300 and above in sociology, including Sociology 302, 303, 339, 403, either 407 or 419, and 496

- C. **Change** the number of hours required for the Sociology major, on page 155, in the paragraph right before “MINOR”

From:

36

To:

37

- D. **Modify** the General Track Four Year Plan on page 157 under “Senior Year,” “Spring Sem. Hrs.”

From:

Sociology 497/498	
or Sociology Elective	
300-level or above	3
Minor Course	3
General Elective	3
General Elective	3
General Elective	3
Total Credits	15

To:

Sociology 497/498	
or Sociology Elective	

300-level or above	3
Sociology 496	1
Minor Course	3
General Elective	3
General Elective	3
General Elective	1
Total Credits	14

- E. **Modify** the Criminal Justice Track Four Year Plan on page 158 under “Senior Year,” “Spring Sem. Hrs.”

From:

Sociology 497/498 or Elective	3
Minor Course	3
General Elective	3
General Elective	3
General Elective	3
Total Credits	15

To:

Sociology 497/498 or Elective	3
Sociology 496	1
Minor Course	3
General Elective	3
General Elective	3
General Elective	1
Total Credits	14

- F. **Add** on page 155 of the current catalog, both under “Minor” and under “Collateral,” after the current sentence under both headings:

No more than six of these hours can be earned from courses below the 300 level.

Rationale for B – F: Sociology at FMU has only 2 courses (6 credit hours) at the 200 level. Students completing a minor/collateral by taking only FMU courses must take either 300- or 400-level courses to finish it. Therefore, those students taking courses outside of FMU should have to meet the same requirements as those enrolling for all of their courses at FMU.

- G. **Modify** the Mission Statement for Sociology on page 155 of the current catalog

From:

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor’s degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program **enables** students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications **and library research.** The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with **a broad-based education that will prepare them for entry-level positions in business, government, and a wide variety of human service organizations.** The major

also prepares students to pursue further education in areas such as law, medicine, business, religion, and social services, as well as sociology.

To:

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program prepares students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications. The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with skills that will prepare them for graduate school or careers that require investigative methods, critical observation, and attention to diversity.

Rationale for G: We are updating the statement to fit our current emphasis and to streamline it a bit. The mission statement has not been re-reviewed and modified in over two decades. Additionally, because we are required to assess/measure all parts of our mission statement for Institutional Effectiveness/accreditation purposes, we have removed wording about specific jobs or graduate school options as we cannot specifically assess this.

H. Modify SOCI 382 Families Public and Private, on page 159 of the current catalog

From:

382 Families Public and Private (3) (Prerequisite: 201 or permission of department)

Consideration of families in private settings and as a focus of public policy; impacts of social inequalities (class, race, and ethnicity) on family life; changing patterns of family relationships; work and family life; conflict and disruption in family relationships including divorce, remarriage, and step/blended families.

To:

382 Sociology of Families (3) (Prerequisite: 201 or permission of department) Examines sociological theories used to study the family. Explores current and historic American family trends, how society and various social institutions shape the family, and the internal dynamics of the family as a social group in society.

Rationale for H: To update the course title and description to fit the current course content. While there is substantial change to the description, the course is fundamentally the same.

I. Modify SOCI 403 Research Design and Analysis, on page 159 of the current catalog

From:

403 Research Design and Analysis (3) (Prerequisite: eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of the department) F, S. Selection of a research problem and formation of testable hypotheses with support drawn from published studies, application of sampling and concept measurement, collection of data and file creation, data analysis using statistical software. Student research project is central focus. Survey research emphasized.

To:

403 Survey Methodology (3) (Prerequisite: eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of department). F, S. The focus of this course is an individual research project that involves using survey research methodology. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling, measurement, data collection, creating a data file,

and conducting data analysis using statistical software. Finally, students are required to participate in the Institutional Review Board (IRB) process and present their findings to the class.

Rationale for I: To update the course title and description to fit the current course content, and to reflect that SOCI 403 is just one of several FMU Sociology courses that require student research. SOCI 403 requires students to design a survey and collect data. As required by federal law, an institution's Institutional Review Board (IRB) must approve any research involving human subjects (US Dept. of Health & Human Services). Students in SOCI 403 are required to complete and submit an IRB proposal and comply with federal laws and regulations. Oral presentations are required in this class as part of the professionalization of sociology majors. Presentations are required in other sociology courses (i.e., SOCI 407 & SOCI 419) (See catalog, page 159). While there is substantial change to the description, the course is fundamentally the same.

US Department of Health and Human Services. Code of Federal Regulations Title 45, Part 46.
<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>.

3. Proposal from the Department of Fine Arts:

A. **Change**, on page 110, of the current catalog

From:

General Education.....	48 hours
Communications.....	9 hours
English 112.....	3
English 200.....	3
Speech Communication 101.....	3
Social Sciences.....	9 hours
Anthropology 200 or Geography 101.....	3
Political Science 101 or 103.....	3
Additional three hours to be chosen from economics, geography, political science, sociology, or Honors 250-259.....	3
Humanities.....	12 hours
Literature (in any language).....	3
History.....	3
Art History 220.....	3
Music 101 or Theatre 101	3
Mathematics.....	6 hours
Mathematics 121 or higher.....	6
Natural Sciences.....	12 hours
Biological Science with lab.....	4
Physical Science with lab.....	4
Psychology 206 and 216.....	4

To:

General Education.....	48 hours
Communications.....	9 hours
English 112.....	3
English 200.....	3
Speech Communication 101.....	3
Social Sciences.....	9 hours
Anthropology 200 or Geography 101.....	3
Political Science 101 or 103.....	3
Additional three hours to be chosen from economics, geography,	

political science, sociology, or Honors 250-259.....	3
Humanities.....	12 hours
Literature (in any language).....	3
History.....	3
Art History 220.....	3
Art History 221.....	3
Mathematics.....	6 hours
Mathematics 121 or higher.....	6
Natural Sciences.....	12 hours
Biological Science with lab.....	4
Physical Science with lab.....	4
Psychology 206 and 216.....	4

Rationale: South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the **2016-2017** School Year, all pre-service teacher education programs must require all candidates seeking certification at **the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading.** All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

PK-12 (all areas): the requirement has been changed from a 6 credit hour sequence to a 3 credit hour course requirement. Teacher candidates will be required to take a 3 credit hour course in **content area reading and writing.**

Due to this state mandate, these general education substitutions are being requested for only students majoring in secondary math or PK-12 Art Education. When the new Read to Succeed courses are created and programs realigned, catalog changes will be forthcoming.

4. Proposal from the Department of Mathematics:

A. Change, on page 126, of the current catalog

	<u>From:</u>	
General Education	B.S.	B.A.
Communications	9 hours	21 hours
English 112	3	3
English 200	3	3
Speech Communication 101	3	3
Foreign Language	0	12
Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0

Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	3	3

To:

General Education	B.S.	B.A.
Communications	9 hours	21 hours
English 112	3	3
English 200	3	3
Speech Communication 101	3	3
Foreign Language	0	12
Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Math 315	3	3

Rationale: South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the **2016-2017** School Year, all pre-service teacher education programs must require all candidates seeking certification at **the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading.** All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

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Due to this state mandate, these general education substitutions are being requested for only students majoring in secondary math or PK-12 Art Education. When the new Read to Succeed courses are created and programs realigned, catalog changes will be forthcoming.

V. Graduate Council

1. Proposal from the Office of the Provost:

A. **MODIFY** on page 203 of the current Catalog

FROM:

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, and psychology.

TO:

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, physician assistant studies, and psychology.

2. Proposal from the School of Education:

A. **Delete**, on page 214, of the current catalog

6. Schedule an interview with the program coordinator or faculty adviser.

RATIONALE: The interview was used to gather information that is no longer pertinent to the programs. All information will be gathered through advising on an as needed basis.

B. **Change**, on page 220, of the current catalog

FROM:

763 Methods for Teaching Students with Learning Disabilities (3)
Prerequisites/corequisites: EDUC 761 and PSY 663, or permission of the school) F, S. This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

TO:

763 Methods for Teaching Divergent and Exceptional Learners (3)
(Prerequisite/corequisite: EDUC 761 or permission of the school) F, S, SU. This course examines a range of age-appropriate techniques for quantitatively teaching

diverse and exceptional learners in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

RATIONALE: The School of Education graduate committee reviewed all courses in all programs, and determined there to be overlap in EDUC 744 and EDUC 763; therefore the course description for EDUC 763 is being adjusted slightly and EDUC 744 will be deleted once all students have matriculated through that course.

C. ADD, on page 219, of the current catalog

637 Foundations of Reading (3). This course is an overview of reading-related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

638 Assessment of Reading (3). This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

639 Practicum: Assessment of Reading (1) (Prerequisite EDUC 638). This course is designed to allow learners the practical experience of assessing Pk-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions.

737 Content Area Reading and Writing (3). This course is designed to prepare pre-service and in-service teachers in grades Pk-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a Pk-12 classroom.

RATIONALE: Literacy courses had to be created and added to programs per the South Carolina Read to Succeed Legislation.

D. CHANGE, on page 216, of the current catalog

FROM:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR
IN INSTRUCTIONAL ACCOMMODATION**

Coordinator: **Dr. Tracy E. Meetze**

Students must complete 30 graduate hours.

Education Foundation Core: 15 hours

EDUC 611 Solving Instructional Problems Using Technology
EDUC 621 Understanding Learning Differences
EDUC 622 Assessment of Learning and Behavior
EDUC 624 Behavior Management of Students with Disabilities
EDUC 648 Educational Research

Instructional Accommodation Education Specialty Core 12 hours

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner
EDUC 742 Procedures for the Divergent Learner
EDUC 744 Quantitative Processing and the Divergent Learner
EDUC 745 Teaching Reading and Written Language to Divergent and
Exceptional Learners

Education Practicum Seminar 3 hours

EDUC 796 Capstone

TO:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR
IN INSTRUCTIONAL ACCOMMODATION**

Coordinator: **Dr. Tracy Meetze-Holcombe**

Students must complete 30 graduate hours.

**Education Foundation Core: 15
Hours**

Education 611 Solving Instructional Problems Using Technology
Education 621 Understanding Learning Differences
Education 622 Assessment of Learning and Behavior
Education 624 Behavior Management of Students with Disabilities
Education 648 Educational Research

**Instructional Accommodation Education Specialty Core 12
Hours**

Education 741 Cognitive and Behavioral Aspects of the Divergent Learner
 Education 742 Procedures for the Divergent Learner
 Education 745 Teaching Reading and Written Language to Divergent and
 Exceptional Learners
Education 763 Methods for Teaching Divergent and Exceptional Learners

Education Practicum Seminar **3**
Hours
 Education 796 Capstone

E. CHANGE, on pages 216-217, of the current catalog

FROM:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR
 IN LEARNING DISABILITIES**

Coordinator: Dr. Karen M. Fries

Students must complete 33 graduate hours.

Education Foundation Core **9 Hours**

Education 611 Solving Instructional Problems Using Technology (3)
 Education 622 Assessment of Learning and Behavior (3)
 Education 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation **21 Hours**

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
PSY 664 Practicum: Formal and Informal Assessment (1)
 EDUC 745 Teaching Reading and Written Language to Divergent and
 Exceptional Learners (3)
 EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional
 Learners (1)
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
 EDUC 761 Learning Disabilities: Characteristics, Identification and Placement
 (3)
 EDUC 763 Methods for Teaching **Students with Learning Disabilities** (3)
 EDUC 764 Practicum – Methods for Teaching Students with Learning
 Disabilities (1)
 EDUC 769 Case Study, Small Group, and Action Research (3)

**Candidates may select one course from among the following courses. Course
 selection must be made after consultation with program coordinator (3).**

EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)
 EDUC 771 Introduction to Early Childhood Special Education (3)
 EDUC 780 Assessment of Young Children with Disabilities (3)
 EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

TO:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Karen M. Fries

Students must complete 36 graduate hours.

Education Foundation Core

12 Hours

Education 611 Solving Instructional Problems Using Technology (3)
 Education 621 Understanding Learning Differences (3)
 Education 624 Behavior Management of Students with Disabilities (3)
 Education 648 Educational Research (3)

Literacy Preparation

7 Hours

Education 637 Foundations of Reading (3)
 Education 638 Assessment of Reading (3)
 Education 639 Practicum: Assessment of Reading (1)

Learning Disabilities Professional Preparation

17 Hours

Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
 Education 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
 Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
 Education 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
 Education 763 Methods for Teaching Divergent and Exceptional Learners (3)
 Education 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
 Education 769 Case Study, Small Group, and Action Research (3)

RATIONALE: PSYCH 663 and 664 are being deleted to make room for Literacy courses as required by Read to Succeed. We are correcting a catalog error- deleting electives as they have never been part of the M.Ed.-LD program. The title for EDUC 763 is being amended. We are adding a research course to be consistent with sister institutions.

F. CHANGE, on page 217, of the current catalog

FROM:

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Cynthia A. Nixon

Students must complete 45 graduate hours.

Education Foundation Core

9 Hours

Education 611 Solving Instructional Problems Using Technology (3)

Education 622 Assessment of Learning and Behavior (3)

Education 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation

33 hours

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)

PSY 664 Practicum: Formal and Informal Assessment (1)

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)

EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)

EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)

EDUC 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)

EDUC 763 Methods for Teaching Students with Learning Disabilities (3)

EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)

EDUC 769 Case Study, Small Group, and Action Research (3)

EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives

3 hours

Candidates may select one course from among the following courses. Course selection must be made after consultation with program coordinator.

EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)

EDUC 744 Quantitative Processing and the Divergent Learner (3)

EDUC 771 Introduction to Early Childhood Special Education (3)

EDUC 780 Assessment of Young Children with Disabilities (3)

EDUC 784 Methods for Teaching Young Children with Disabilities (3)

EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

TO:

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Cynthia A. Nixon

Students must complete 51 graduate hours.

Education Foundation Core

12 Hours

Education 611 Solving Instructional Problems Using Technology (3)

Education 621 Understanding Learning Differences (3)

Education 622 Assessment of Learning and Behavior (3)

Education 624 Behavior Management of Students with Disabilities (3)

Literacy Preparation

10 Hours

Education 637 Foundations of Reading (3)

Education 638 Assessment of Reading (3)

Education 639 Practicum: Assessment of Reading (1)

Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation

29 Hours

Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

Education 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)

Education 760 Exceptionalities: Characteristics and Legal Foundations (3)

Education 761 Learning Disabilities: Characteristics, Identification and Placement (3)

Education 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)

Education 763 Methods for Teaching Divergent and Exceptional Learners (3)

Education 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)

Education 769 Case Study, Small Group, and Action Research (3)
 Education 770 Learning Disabilities: Supervised Internship (9)

RATIONALE: PSYCH 663 and 664 and program electives are being deleted to make room for the addition of Literacy courses as required by Read to Succeed.

3. Proposal from the Department of Nursing:

A. Change, on page 199, of the current catalog

FROM:

500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students and will be determined through a competitive application process.) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

TO:

500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students.) ~~and will be determined through a competitive application process.~~ This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

RATIONALE:

This course has been extremely beneficial for students at both ends of the academic spectrum. It works as an enhancement course for honor's students and as a remediation course for "off track" nursing students. The small group dynamics in this course in an off-site clinical environment with a nursing faculty provides exceptional learning opportunities for each of the six (6) students involved at each of the two sites.

The competitive application process may deter students who could benefit from this course. In addition there currently is no process used.

4. Proposal from the Department of Psychology:

A. **Modify**, on page 233 of the current catalog, under **GRADUATE NON-DEGREE STATUS**

From:

3. Provide the department with a written statement specifying the course(s) for which admission is being sought and why. Unless part of a program of study previously approved, step three must be repeated for each course.

A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student. The written recommendation of the student's adviser and the department chairperson that these hours conform to an approved sequence in the student's designated program must be obtained.

To:

3. Provide the department with a written statement specifying the course(s) for which admissions is being sought and why. The granting of this request is entirely at the discretion of the department. Unless part of a program of study previously approved, step three must be repeated for each course.
4. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.
5. A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student.

RATIONALE:

For the most part, graduate courses should only be taken by students formerly accepted into the program. Some content courses can be taken by others but, it is important for the department to control the entrance of non-degree students into courses that may be inappropriate or limited in space. This change is in response to some confusion this past summer.

B . **Add**, on page 234 of the current catalog, after **799-S Internship: School Psychology**

PSYCHOLOGY DEPARTMENT PROFESSIONAL DEVELOPMENT COURSES (PDPD)

525 Professional Development (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance delivery of mental health services for a variety of disciplines, including but not limited to psychologists, school psychologists, mental health counselors, social workers, guidance counselors, etc. Course topics are

scheduled at the request of local school districts, educational agencies, consortia, mental health counseling centers, community agencies, and the like, but are subject to the approval of the university. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but PDPD 525 cannot be applied toward any of the graduate programs at FMU. PDPD 525 can be taken multiple times for course credit.

RATIONALE:

Mental Health professionals in South Carolina are required to complete varying degrees of continuing education, depending on their specialty. For instance, school psychologists are required to have 120 continuing education requirements in 5 years. One graduate semester credit equals 20 continuing education contact hours, so six graduate credit hours would fulfill that requirement. For three years now, the Psychology Department has offered conferences, but only CEU's have been offered. This would allow us to offer graduate credit as a choice.

C. **Modify** on page 206 of the current catalog:

FROM:

TRANSIENT STUDENTS

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (**EDPD courses**), whether taken at FMU or at another institution, cannot be applied toward the **M.Ed. or M.A.T. programs see page 222**).

TO:

TRANSIENT STUDENTS

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (EDPD or PDPD courses), whether taken at FMU or at another institution, cannot be applied toward the Master of Education, Master of Arts in Teaching, Master of Science in Applied Psychology, or Specialist in School Psychology programs (see pages 222 & 234).

RATIONALE:

1. Mental Health professionals in South Carolina are required to complete varying degrees of continuing education, depending on their specialty. For instance, school psychologists are required to have 120 continuing education requirements in 5 years. One graduate semester credit equals 20 continuing education contact hours, so six graduate credit hours would fulfill that requirement. For three years now, the Psychology Department has offered conferences, but only CEU's have been offered. This would allow us to offer graduate credit as a choice.
2. This has the potential to be a significant source of revenue for the university. Tuition dollars associated with graduate credit are about ten times higher than the fee for continuing education units.
3. Credit hours generated by graduate courses are reported by FMU and factored into the calculation made for requested State appropriations. The calculation made for courses at the graduate level is significantly higher than for courses offered at the undergraduate level.