

MINUTES
Faculty Meeting
November 28, 2006—Lowrimore Auditorium—3:45 p.m.

- I. Chair Autrey called the meeting to order at 3:50 p.m.
- II. The minutes from the April 11, 2006 meeting were approved.
- III. Julia Krebs was elected to the Mediation Committee by acclamation. David Anderson was elected to the Information Technology Committee.
- IV. Executive Committee Report:
 - A. Autrey indicated that Jennifer Kunka will again serve as Parliamentarian for the Faculty Senate and the General Faculty.
 - B. Nick Zeigler, Marvin Lynch, and Joseph Heyward will be given honorary degrees at the December commencement. Nick Ziegler, a Florence lawyer who was instrumental in founding FMU College, will give the commencement address.
 - C. Autrey discussed the General Education assessment process. He indicated that Joseph Prus, the outside consultant called for in our process, came to FMU in July and completed an eleven page report about our program. His report was extremely positive. One suggestion from his report suggested periodically administering a nationally-normed standardized test to our freshman and seniors. We will begin the process this fall.
 - D. Autrey also indicated that the Fine Arts faculty is moving ahead with the music major.
 - E. Autrey thanked AAUP President Keith Best for a successful fall AAUP Forum.
 - F. Autrey also thanked Ed Eleazer, Lynn Kostoff, Laura Morris, Philip Gardner, Jon Tuttle and others for a successful Fiction Festival on November 9-11. The Festival will be an annual event.
 - G. Autrey also thanked Elizabeth Zahnd who was instrumental in bringing women from the United Arab Emirates to campus.
 - H. Congratulations to Jon Tuttle for winning the 2006 Founders Award sponsored by Trustus Theatre.
- V. Report from the Faculty Senate (*See the Attachment for proposals. See the Appendix for supporting materials.*)
 - A. Item I from the Admissions, Advising and Retention Committee concerning changes in the admission grid for students enrolling in fall, 2008, as well as catalog changes relative to adult student admissions, was approved.
 - B. Item II from the Department of Biology concerning modifications to the course descriptions of BIOL 105, 106, and 210, as well as an addition to the catalog relative to Cooperative Programs, was approved.

- C. Item III from the Department of Physics and Astronomy concerning the creation of two classes, PSCI 103, Basic Concepts of Earth Science and PHYS 397, Research in Physics, was approved.
 - D. Item IV from the School of Education concerning catalog changes relative to the Middle School Education Program and requirements for admission to the Professional Education Program was approved.
 - E. Item V from the Department of Fine Arts concerning a catalog change relative to the Art Education Program was approved.
 - F. Item VI from the Department of History concerning the deletion of HIST 314 and 315; a modification to HIST 329; the addition of HIST 309, HIST 331, and HIST 332; and a catalog change relative to courses available for history majors and minors was approved.
 - G. Item VII from the Department of Mathematics concerning the addition of MATH 235 was approved.
 - H. Item VIII from the Department of Sociology concerning the addition of SOCI 346 and a modification of the courses available for the criminal justice optional track was approved.
 - I. Item IX from the School of Business concerning changes to the prerequisites for MGT 454 was approved.
 - J. Item X from the Mission Statement Committee concerned approval of the revised FMU Mission Statement. The revised FMU Mission Statement was approved by the general faculty.
- VI. Approval of Faculty Emeritus Candidate
- A. Joseph Heyward (service years 1983-1995) was given emeritus status.
- VII. Candidates for December 2006 Graduation were approved.
- VIII. There was no old business.
- IX. In new business, Larry Nelson led a brief discussion concerning the QEP proposal, "Expanding Student Horizons through Real World Connections."
- X. Announcements
- A. John Hester indicated that the Center for Child will be opening in January, 2008. He would like faculty who might have children who would attend to let him know so he has a sense of the need on campus.
 - B. Jon Tuttle asked for nominees for the Moran Lecture.
 - C. Lynn Hanson indicated that the SACS Compliance Report draft was in the process of being revised. She pointed out that facilitators would be getting drafts and needed to read them, revise for accuracy and completeness, and then get them back to her in a timely manner.
 - D. Larry Anderson reminded the group that Cut Time would be performing on November 28, 2006 at 8:00 p.m.
 - E. Damon Scott told the group that fifteen schools would be on campus for FMU's Math Tournament.

F. Autrey reminded the group that there would be a reception for Bob Barrett who will be leaving FMU to assume the position of Dean of Business and Applied Science at South Carolina State.

G. Autrey also indicated that a spring faculty governance schedule would be sent via e-mail.

XI. The meeting adjourned at 4:25.

Respectfully Submitted,
Rebecca Flannagan,
Faculty Secretary

Justification:**Existing Admissions Grid**

Fall 2007 Admission Chart														
	below	790	800	810	820	830	840	850	860	870	880	890	900	above
Above		D	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full
3		D	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full
2.9		D	D	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full
2.8		D	D	D	Full	Full	Full	Full	Full	Full	Full	Full	Full	Full
2.7		D	D	D	D	Full	Full	Full	Full	Full	Full	Full	Full	Full
2.6		D	D	D	D	D	Full	Full	Full	Full	Full	Full	Full	Full
2.5		D	D	D	D	D	D	Full	Full	Full	Full	Full	Full	Full
2.4		D	D	D	D	D	D	D	Full	Full	Full	Full	Full	Full
2.3		D	D	D	D	D	D	D	D	Full	Full	Full	Full	Full
2.2		D	D	D	D	D	D	D	D	D	Full	Full	Full	Full
2.1		D	D	D	D	D	D	D	D	D	D	Full	Full	Full
2		D	D	D	D	D	D	D	D	D	D	D	Full	Full
Below		D	D	D	D	D	D	D	D	D	D	D	D	D

The existing admissions grid was voted on and approved by faculty during the Fall semester of 2005. By changing this grid, we will increase admission standards without negatively impacting enrollment. Moving the minimum GPA from a 2.0 to a 2.4 we will essentially lose 34 admitted students and 11 enrolled based on this year's admission data. Students who have been denied will still have the right to appeal the admission decision to the AARC.

A. **DELETE** (current catalog page 24):

ADULT STUDENTS (DEGREE SEEKING) – Delete this entire section.

B. **ADD** (current catalog page 24):

ADULT STUDENTS WITH NO PRIOR COLLEGE COURSEWORK (Degree Seeking)

Students who are at least 25 years old and who have not attempted any prior college coursework, regardless of the length of time they have been out of school, are eligible for consideration under the Adult Student Admission Policy.

Students applying to Francis Marion University under this policy must have a high school diploma or equivalent. If an adult student has prior college coursework, then the transfer student admission requirements must be met. (See Transfer Student in this section.)

Adult students with no prior college coursework must submit the following:

1. Completed application.
2. Proof of high school diploma or its equivalent.
3. Official transcripts from high school(s) attended.
4. \$30 application fee.

Prior to enrollment, students admitted as adult students will take placement tests in English and Mathematics for accurate placement in these areas. Adult students may receive academic credit for life experience by CLEP or foreign language examinations.

RATIONALE: This more accurately describes how we determine the admission status of an adult student who has no previous college work. Those that have taken college courses will be considered as transfer students only. In the current catalog, placement tests are part of the admission process but have no bearing on the admission decision. The paragraphs describing how to demonstrate preparedness in math and English are being deleted because they are no longer accurate. We require all students 25 and over to take the placement tests. This policy puts us in line with commonly accepted practices for adult students at other universities.

II. Proposal from the Department of Biology:

- A. **MODIFY**, on page 71 of the current catalog, the course description of Biology 105 **FROM:**

105 Introduction to Life Science (4:3-3) F, S, SU. Introduction to biological chemistry, cellular biology, genetics, evolution, and ecology with laboratory and field experiences.

TO:

105 Introduction to Biological Science (4:3-3) F, S, SU. Introduction to the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization. Laboratory exercises complement the lecture.

- B. **MODIFY**, on page 71 of the current catalog, the course description of Biology 106 **FROM:**

106 Organismal Biology (4:3-3) (Prerequisite: 103 and 104 or 105) F, S, SU. Anatomy, physiology, behavior, growth and development of plants, animals, and microorganisms, and an introduction to the diversity of life in all kingdoms of living organisms with laboratory and field experiences.

TO:

106 Organismal Biology (4:3-3) (Prerequisite: 103 and 104, or 105) F, S, SU. A survey of the domains of life in an evolutionary framework. Includes biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences.

- C. **MODIFY**, on page 71 of the current catalog, the course description of Biology 210

FROM:

210 Conservation Biology (4:3-3) (Prerequisite: 106 or 103 and 104 with permission of the department and Mathematics 111) AF. An introduction to biological diversity: its threats, values, and methods of conservation. The course will emphasize conservation theory and the design of biological reserves.

TO:

210 Conservation Biology (4:3-3) (Prerequisite: 106 or 103 and 104 with permission of the department and Mathematics 111) AF. Lecture emphasizes biological diversity, extinction processes, and applied conservation methods, including design principles for biological reserves. Conservation policy is discussed in the context of social, economic, and political factors. Laboratory and field experiences highlight the science of conservation and regional conservation issues.

- D. **ADD**, on p. 172 of the current catalog under the **COOPERATIVE PROGRAMS** section, the following:

ARRANGEMENT IN CLINICAL LABORATORY SCIENCE WITH THE MEDICAL UNIVERSITY OF SOUTH CAROLINA

Coordinator: Dr. Peter D. King

A special arrangement allows students admitted into the Master of Science in Clinical Laboratory Science Program at the Medical University of South Carolina to complete a baccalaureate degree in biology at Francis Marion University. This program is governed by formal agreement between the two institutions and is open only to those students accepted into the MCLS program.

Students participating in the program are expected to meet the following curriculum requirements at Francis Marion University and admission requirements for MUSC:

1. A minimum of 90 hours with a grade of C or better in each course. A student must have a cumulative GPA of 3.0 and a competitive GRE score above 1000 to be admitted to the program at MUSC.

2. All General Education requirements at Francis Marion University. The following courses are suggested in order to meet both the General Education requirements at Francis Marion University and the entrance requirements at MUSC:
 - a. Communications 12 hours
 - (1) English 112 and 200
 - (2) Speech 101
 - (3) Computer Science

 - b. Social Sciences 9 hours
 - (1) Political Science 101 or 103
 - (2) Sociology or Economics
 - (3) Another course in Anthropology, Economics, Geography, Political Science, or Sociology

 - c. Humanities 12 hours
 - (1) Literature
 - (2) History
 - (3) Art or Music Appreciation
 - (4) Another Course in Art, History, Literature (any Language), Music, Philosophy and Religious Studies, or Theatre

 - d. Mathematics 111 and higher 6 hours

3. The following courses in biology, chemistry, and physics must be taken in order to complete the prerequisites for admission to Medical University of South Carolina and a degree at Francis Marion University: 45 hours
 - a. Physics 215, 216
 - b. Chemistry 101, 102, 201
 - c. Biology 105, 106, 401
 - d. Biology 301 or 302 or 407
 - e. One course in plant biology (206, 207, 208, 303, 307, 310, or 313)
 - f. One course in ecology (308, 402, 408, or 411)
 - g. Biology 499

4. Electives to bring the total to 90 hours 6 hours

Formal application for admission to the Medical University of South Carolina School of Health Professions should be made during the Fall Semester of the third year at Francis Marion University.

After successfully completing 30 hours in the cytotechnology program at the Medical University of South Carolina, the student should submit a transcript of the work to Francis Marion University. The student will then be awarded a Bachelor of Science Degree with a major in Biology from Francis Marion University.

III. Proposal from the Department of Physics and Astronomy:

A. **ADD**, on page 122 of the current catalog,

PSCI 103 Physical Science: Basic Concepts of Earth Science (4:3-3)

(Prerequisites: PSCI 101 or PHYS 215 or permission of the department). S.

Study of the earth’s structure and our environment with an emphasis on the processes that shape them. The fundamental principles of geology, meteorology, and oceanography will be covered. Topics include rocks and minerals, the earth’s interior, earthquakes and tsunamis, weather and climate, the hydrosphere, natural resources, energy and environmental concerns.

B. **ADD**, on page 124 of the current catalog,

PHYS 397 Research in Physics (3), (2), or (1) (Prerequisite: permission of department) F, S, SU. In conjunction with a physics faculty advisor, each student will complete one or more research projects in physics, health physics or astronomy. The projects are developed as a result of consultation between the student and the advisor. Students will be expected to complete a written report and give an oral presentation. A maximum of 4 credit hours may be earned towards graduation.

IV. Proposal from the School of Education:

A. **CHANGE** , on page 161 of the current catalog, under **Middle Level Science**
FROM:

Environmental Science 201 4

TO:

Physical Science 103 4

Rationale: The Middle Level Education science specialty needs a course to cover essential earth science content from the South Carolina Science Curriculum

Standards. Environmental Science 201 was a place holder in anticipation of Physical Science 103 which would meet the earth science requirements.

B. CHANGE, on page 158 of the current catalog, under REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM

FROM:

- 8. Completion of at least 60 semester hours

TO:

- 8. Completion of at least 45 semester hours.

C. ADD, on page 158 of the current catalog, under REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM

- 10. Candidate must provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors.

V. Proposal from the Department of Fine Arts:

A. DELETE, on page 96, under TEACHER CERTIFICATION OPTION IN ART EDUCATION (continued from page 95)

Supporting Course.....3 hours
 PSY 334.....3

Rationale: This was overlooked with the 2005-06 corrections. This support course is no longer necessary for the Art Education majors. This course was dropped from the School of Education requirements last year and the department requirements should represent their requirements.

VI. Proposal from the Department of History:

A. DELETE the following from page 104 of the current catalog:

314 England in the Age of Revolution, 1714-1832 (3) Considers the major political, constitutional, social, and intellectual developments in England during the 18th and early 19th Centuries. Concentrates upon the breakdown of the “age of aristocracy” under the impact of the French Revolution and the Radical reform movements. One 200-level history course or permission of department is prerequisite to all history courses above the 200 level.

B. DELETE the following from page 104 of the current catalog:

315 Victorian England (3) considers the major political, social, economic, and intellectual movements making up the civilization of Victorian England. Examines Britain's century of power, progress, and respectability from the passage of the Reform Bill of 1832 to the First World War, which brought the Age of Victoria to a close. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

- C. **MODIFY** the title of History 329 on page 104 of the current catalog

FROM:

329 Europe in the Era of the World Wars, 1890-1945

TO:

329 Europe in the Era of the World Wars, 1914-1945

- D. **ADD** on page 104 of the current catalog the following:

309 Europe, 1814-1914 (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

- E. **ADD** on page 104 of the current catalog the following:

331 Modern British Isles (3) Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

- F. **ADD** on page 104 of the current catalog the following:

332 British Empire (3) Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

G. **CHANGE** on page 102 and 103 of the current catalog the following:

From:

Group A – Hist 308, 314, 315, 320, 329, 330, 351

TO:

Group A – Hist 308, 309, 320, 329, 330, 331, 332, 351

VII. Proposal from the Department of Mathematics:

ADD, on page 112 of the current catalog, after **230 Discrete Mathematics**, the following:

235 Mathematics for the Middle School Teacher (3) (Prerequisite: Grade of C or higher in Math 230) Topics include the development of the set of real numbers, problem solving, elementary number theory, rational and irrational numbers, decimals, percents, relations and functions. Math 235 is for students seeking South Carolina Teacher Certification in middle school education with a mathematics area of concentration and is not open to other majors.

VIII. Proposal from the Department of Sociology:

A. **ADD**, on page 137 of the current catalog, the following:

346 Crime and Organizations (3) Prerequisite: SOC 201

Exploration of the types of crime committed within, by, and against organizations, characteristics of crime perpetrators, their activities, and impacts on society, as well as explanations for why these crimes exist and approaches used to combat these crimes.

B. **MODIFY** the sociology courses listed under “Optional Track” on page 135 in the current catalog

FROM:

Optional Track: A major in Sociology with concentration in criminal justice requires the following:

1. Six hours of introductory courses in Sociology: SOCI 201, 202.
2. Twelve semester hours of courses in sociology numbered above 300, including SOCI 303, 403, 425, and either 407 or 419.
3. Criminal Justice concentration courses must include six hours of core courses:
SOCI 341 (Criminology)
POL 230 (Introduction to Criminal Justice)

Nine hours of Sociology courses:

- SOCI 342 (Social Deviance)
- SOCI 343 (Juvenile Delinquency)
- SOCI 344 (Violent Behavior)

Three hours of Political Science selected from:

- POL 323 (Rights of the Accused)
- POL 330 (Perspectives on Policing)
- POL 331 (Administration of Justice)

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

TO:

Optional Track: A major in Sociology with concentration in criminal justice requires the following:

1. Six hours of introductory courses in Sociology: SOCI 201, 202.
2. Twelve semester hours of courses in sociology numbered above 300, including SOCI 303, 403, 425, and either 407 or 419.
3. Criminal Justice concentration courses must include six hours of core courses:
SOCI 341 (Criminology)

POL 230 (Introduction to Criminal Justice)

Nine hours of Sociology courses **selected from:**

- SOCI 342 (Social Deviance)
- SOCI 343 (Juvenile Delinquency)
- SOCI 344 (Violent Behavior)
- SOCI 346 (Crime and Organizations)**

Three hours of Political Science selected from:

- POL 323 (Rights of the Accused)
- POL 330 (Perspectives on Policing)
- POL 331 (Administration of Justice)

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

IX. Proposal from the School of Business:

CHANGE, on pg. 149 of the 2006-07 Catalog, the prerequisites for MGT 454 Entrepreneurship and Small Business Management (3)

FROM:

(Prerequisite: MGT 351 or permission of School)

TO:

(Prerequisite: FIN 341; MKT 331; MGT 351 or permission of School)

Rationale for the Proposal from Management

The primary deliverable for MGT 454 is a comprehensive and professional Business Plan for actual clients in the Pee Dee region. The components of a good Business Plan include very specific Financial, Marketing and Management information and techniques that are studied in the proposed prerequisite courses mentioned above. It seems unfair to students to require aspects of the Business Planning process before they have been learned in prior courses. Likewise, it seems unwise to provide clients with anything less than optimal data and recommendations contained within the Business Plan product.

X. FRANCIS MARION UNIVERSITY REVISED MISSION STATEMENT

Francis Marion University is a four-year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has approximately 4000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina.

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent undergraduate education in the liberal arts and selected professional programs. The university now offers Bachelors degrees in Liberal Arts disciplines, Business, Education, and Nursing, as well as Masters degrees in professional programs in Business, Education, and Psychology. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a

wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of our students. To achieve its educational goals, the university has outstanding faculty members distinguished by high achievement and diverse academic background. We provide traditional classroom and laboratory instruction, access to an excellent library as well as electronic resources, and staff members committed to the success of the individual student. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goal. In addition, the university provides students with special learning opportunities, such as an honors program, internships, study abroad, and cooperative degree programs.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members is essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication as well as the classroom. The university provides faculty members with support for academic development, such as research funds. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain the knowledge and skills to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The university also attempts to serve the needs of Florence and the surrounding area in ways beyond formal education. Our numerous cultural activities and athletic programs benefit not only students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a great variety of community activities.

Francis Marion is a unique university. It focuses on traditional liberal arts education, but provides new technology and new academic programs. It is small enough to provide individualized attention to each student, but large enough to offer much variety in academic and cultural resources. It thus combines the advantages of a small liberal arts college with the resources of a public university.

Approved by FMU General Faculty on November 28, 2006

Proposal from the (QEP) Committee-- for information and discussion:

Expanding Student Horizons Through Real World Connections

A Proposal for the Quality Enhancement Plan

Background

The Quality Enhancement Plan (QEP) is part of the Compliance Report that FMU must submit to SACS. SACS guidelines state that the QEP must focus “on an issue or issues the institution considers important to improving student learning.” SACS guidelines allow an institution to “develop a QEP that extends, modifies, redirects, or strengthens an improvement that is already underway.” Provost Chapman established the Academic Initiative Team and gave it responsibility to build upon suggestions from the campus SACS Leadership Team to prepare a proposal for the QEP. The members of the

Academic Initiative Team are Bob Barrett, Lynn Hanson, Travis Knowles, Jeff Lee, Larry Nelson (chair), Rusty Ward, and Liz Zahnd.

Rationale

Broadening the cultural and intellectual horizons of our students is a matter of longstanding concern at FMU. A high percentage of our students were born and raised in the four or five counties surrounding FMU. They are often first-generation college students from families of limited financial means, and they have had little opportunity to experience life beyond the Pee Dee or, for that matter, beyond their immediate social circle. Limitations in the local schools also contribute to parochialism among students.

Learning in settings outside the traditional classroom, library, or laboratory pushes students beyond their physical comfort zones and thereby broadens their cultural horizons. Learning in nontraditional settings also broadens cognitive and problem solving abilities by involving students in practical application of the knowledge and skills they have acquired through learning in traditional settings.

A variety of nontraditional learning opportunities already exist at FMU: travel-study, internships, clinical experiences, etc. These valuable programs have developed over the years with little overall coherence and minimal coordination across the university.

The proposal for the QEP would bring coherence to existing nontraditional learning activities, strengthen and expand such activities, and link nontraditional learning to broadening student horizons. Such a focus, developed from the university's Strategic Plan, meshes with the FMU Mission Statement. Item IV of the FMU Strategic Plan affirms a commitment to "increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities." Item IX stresses a need to "increase opportunities for student involvement within the business, governmental, and public organizations within the local community." [The FMU Mission Statement is currently under revision. Connections between the QEP and the revised Mission Statement can and must be established.]

QEP Concept

The proposed title, *Expanding Student Horizons Through Real World Connections*, connects the goal of the QEP with the process for achieving the goal. Specific goals for the QEP could include: 1) enhance existing nontraditional learning

activities, 2) increase the number of nontraditional learning opportunities, and 3) increase the number of students participating in nontraditional learning experiences.

The QEP should define nontraditional learning broadly enough to encompass existing participative learning programs on campus. “Nontraditional learning” means learning in contexts outside the traditional classroom, library, or laboratory. Such learning involves students in practical application of skills and knowledge they have acquired in traditional settings. The nontraditional experience not only adds depth and breadth to student knowledge but also transforms their conceptualization of that knowledge. The following is a suggestive—not an exhaustive—list of nontraditional learning categories: cooperative education, service learning, internships, clinical experiences, participation in professional development activities, service oriented student organizations, interdisciplinary projects, and travel-study—including study abroad, local field trips, Honors trips, etc. Additional categories may evolve as the QEP concept matures.

QEP Design

Each academic unit should be encouraged to develop at least one nontraditional learning opportunity or actively encourage its students to participate in existing campus-wide programs. The QEP could suggest new university-wide nontraditional learning opportunities in addition to the existing programs.

Faculty in the individual academic units know the specific goals, outcomes, and assessment tools most appropriate to their disciplines. The QEP should allow maximum flexibility to individual units in designing and implementing nontraditional learning opportunities. The QEP should encourage each academic unit to include broadening student cultural and intellectual horizons among the objectives for nontraditional learning experiences. To bring coherence to the design of existing and new programs and to assure the validity of such programs, the QEP should provide academic units with planning and assessment guidelines drawn from “best practices” in nontraditional learning.

SACS guidelines require a thorough review and implementation of “best practices” as part of the QEP. As is the case in designing and implementing traditional learning activities, development of nontraditional learning activities requires

conscientious planning processes and establishment of specific goals, measurable outcomes, and a system of assessment. The design of nontraditional learning activities must include structured opportunities for students to analyze the impact of their experiences on their knowledge, skills, and outlook. Structured opportunities for reflection could include journals, portfolios, essays, essay questions on examinations, or discussions of the experience with a faculty mentor. The following are examples of foci for reflection: 1) student awareness that he/she has a personal perspective on the world, 2) student awareness of perspectives held by other people, 3) student awareness that other perspectives may be less valid, as valid, or more valid than his/her own, 4) student awareness of the relevance of course work to “real world experiences”, and 5) student awareness of the interconnections among fields of study and their relevance for the communities in which he/she lives and works.

QEP Assessment

Assessment and reporting of nontraditional learning experiences should impose a minimal addition to the bureaucratic burden already borne by faculty. Each academic unit could be asked to assess and report enhancements of existing programs, increases in the number of programs, and increases in the number of students participating. Assessment of nontraditional learning activities could be reported at the conclusion of each academic year through the existing system of IE Reports. The overall assessment report for the QEP could be gleaned from the individual reports. The plan for assessing and reporting on General Education might serve as a model.

QEP Support

As evidence of institutional commitment, SACS guidelines require dedication of resources to the QEP. A QEP Coordinator could be selected through a process similar to that used in selecting the Coordinator of International Studies or the Director of the Honors Program. Duties of the QEP Coordinator would include the following: 1) oversee implementation of the QEP in accordance with the timeline established in the QEP, 2) oversee assessment of the QEP, 3) be responsible for preparation of the Impact Report required by SACS five years after the accreditation visit, and 4) work in cooperation with the QEP Faculty Oversight Committee.

A QEP Faculty Oversight Committee could be created. The existing University Research and Development Committee could serve as a model for establishment of the QEP Faculty Oversight Committee. In addition to carrying out the stated goals of the QEP, duties of the Committee would include 1) providing faculty oversight for implementation and assessment of the QEP, 2) developing appropriate forms, and 3) allocating money from a QEP Fund to strengthen and expand nontraditional learning opportunities in individual academic units. As an alternative to establishing another large faculty committee, QEP oversight might be assigned to an already existing committee.

A QEP Fund could be established to provide appropriate financial resources for strengthening and increasing the number of nontraditional learning opportunities on campus.

A QEP contact person should be designated in each academic unit to serve as liaison between the academic unit and the QEP Coordinator and the QEP Faculty Oversight Committee to provide data necessary for implementation, oversight, and assessment of the QEP. This liaison could be the person responsible for the annual IE Report in each academic unit or someone in the unit particularly interested in nontraditional learning.