

AGENDA
General Faculty Meeting
February 11, 2020

- I. Call to Order**
- II. Approval of minutes from the November 21, 2019 meeting**
- III. Elections**
 1. Chair of the Faculty
 2. Two at-large Senators – term expiring 2023
 3. Academic Affairs - at-large – term expiring 2021 (**must be tenured**)
- IV. Report from the Executive Committee**
- V. Report from the Faculty Senate** (*See the attachment for complete proposals. See the appendix for supporting materials.*)
 - 1. Proposal from the Department History**
 - A. Modify description for the Major
 - B. Modify requirements for Minor
 - C. Modify requirements for Collateral
 - D. Modify courses of General Education Requirements
 - E. Modify description of History 210
 - F. Modify description of Education Requirements
 - G. Delete History 357
 - H. Add History 339
 - I. Add History 352
 - J. Add History 302
 - K. Add History 310
 - L. Modify requirements for Major to include of new courses
 - M. Modify requirements for History Secondary Education to include new courses
 - 2. Proposal from the Department of Sociology**
 - A. Modify course number Anthropology 200
 - B. Modify the course prerequisite of Anthropology 230
 - C. Add Anthropology 205
 - D. Add Anthropology 210
 - E. Add Anthropology 215
 - F. Add Anthropology 300
 - G. Modify description of Anthropology Minor and Collateral
 - H. Modify academic program offered by anthropology
 - 3. Proposal from the Department of Chemistry**
 - A. Add Chemistry 204

- B. Add Forensic Science Option.

4. Proposal from the Department of Biology

- A. Add to the list of ecology courses
- B. Add courses to the Environmental Science Option
- C. Modify wording under Minor
- D. Delete Biology 314 from Ecology list
- E. Add Biology 313 to Plant Biology Section
- F. Delete sentence pertaining to credit for Biology 204 and Biology 317
- G. Modify course number for Biology 120.
- H. Add Biology 400.

5. Proposal from the School of Business

- A. Add course option for the Human Resource Management Track
- B. Add course option for the Human Resource Management Minor
- C. Modify options for Management Information Major
- D. Modify course title for Management 373 on p. 137
- E. Modify course title for Management 373 on p. 138
- F. Modify course title for Management 373 on p. 132
- G. Modify the course title for Management 373 on p. 133
- H. Modify the course title for Management 373 on p. 134

**6. Proposal from the Department of English, Modern Languages, and
Philosophy - Professional-Writing Program**

- A. Add English 317
- B. Delete English 307
- C. Add English 495
- D. Modify Professional Writing Program
- E. Modify Professional Writing Minor
- F. Modify Writing and Language Minor
- G. Modify Professional Writing Collateral
- H. Modify Course Plan

7. Proposal from the Department of Mathematics.

- A. Modify the course prerequisite for MATH 407
- B. Modify the course prerequisite for MATH 409
- C. Modify the course prerequisite for MATH 411
- D. Modify the course name for 226
- E. Modify course number in course description of MATH 105
- F. Modify prerequisite for MATH 111
- G. Modify course list for Mathematics majors
- H. Add MATH 111E
- I. Add MATH 111L
- J. Modify General Education Requirements to include 111E
- K-X. Modify course descriptions in the Department of Mathematics to include 111E and 111L

- Y-DD. Modify course descriptions in the Department of Biology to include 111E
- EE-FF. Modify course descriptions in the Department of Chemistry to include 111E
- GG-KK. Modify course descriptions in the Department of Physics and Engineering to include 111E
- LL-QQ. Modify course descriptions in the School of Business to include 111E
- RR-SS. Modify course descriptions in the School of Health Sciences to include 111E

8. Proposal from the School of Health Sciences - Department of Nursing

- A. Modify the prerequisites/corequisites of NURS 318
- B. Modify the prefix designation for NURS 302
- C. Modify APRN 701 prerequisites/corequisites
- D. Modify APRN 702 prerequisites/corequisites
- E. Modify APRN 703 prerequisites/corequisites
- F. Modify APRN 704 prerequisites/corequisites
- G. Modify APRN 705 prerequisites/corequisites
- H. Modify APRN 706 prerequisites/corequisites
- I. Modify APRN 707 prerequisites/corequisites
- J. Modify APRN 710 prerequisites/corequisites

9. Proposal from the School of Health Sciences - Speech-Language Pathology Program

- A. Modify SLP 580 credit number and practicum hours
- B. Delete SLP 581
- C. Modify SLP 621 credit number and practicum hours

10. Proposal from the Academic Affairs Committee

- A. Modify the General Education Goals

VI. Proposal from Faculty Life Committee (See the attachment for complete proposal). – *This is for informational purposes only at this meeting.*

- A. Modify FMU Student Rating Form

VII. Candidates for Professor Emeritus/a (2020)

Dr. Will Wattles: Professor of Psychology, 1995-present

Criteria: The title Emeritus/a will be conferred on Assistant, Associate, or Full professors upon retirement from a minimum of twelve years full-time faculty service. Emeritus/a candidates will be identified by department chairs or deans, forwarded to the chairperson of the general faculty, presented for approval by simple majority vote at a meeting of the general faculty, and submitted for concurrence to the president of the university. These criteria are retroactive: faculty having already retired are eligible for this title provided they meet these criteria.

- VIII. Old Business
- IX. New Business
- X. Announcements

Attachment to the General Faculty Meeting Agenda – February 11, 2020

V. Report from the Faculty Senate

1. Proposal from the Department of History:

A. **MODIFY**, on page 98 of the current catalog, under MAJOR IN HISTORY

FROM

5. *Students wishing to seek a concentration in U.S., European, or Non-Western History must take at least 15 hours in the appropriate group of courses.

TO

5. *Students wishing to seek a concentration in U.S., European, or Non-Western History must take at least 15 hours in the appropriate group of courses and at least 3 hours in each of the other two groups. Students who decide not to seek a concentration must take at least one course each in Groups A, B, and C.

Rationale:

There are two reasons for these changes:

- The current wording has caused some confusion in the Registrar’s Office, for it suggests that students must seek a concentration in U.S., European, or Non-Western History. In fact, a student can be a “generalist”; that is, the student can meet the requirements for a History degree by taking at least one upper-level course each in U.S., Non-Western, and European History (Groups A, B, and C, respectively), but not take 15 hours in any one of those three areas. Thus, the sentence “Students who decide not to seek a concentration must take at least one course each in Groups A, B, and C” clarifies matters.
- The addition of the phrase “and at least 3 hours in each of the other two groups” is designed to make clear to students that if they seek a concentration in one of the groups of courses (U.S., European, or Non-Western History), they cannot avoid taking at least one upper-level course in each of the other two groups.

B. **MODIFY**, on page 98 of the current catalog under Minor

FROM

A minor in history consists of 18 semester hours, no more than nine of which may be below the 300 level

TO

A minor in history consists of 18 semester hours, no more than nine of which may be below the 200 level

Rationale:

As written, a student who took three survey (100-level) classes would be prohibited from taking any of the department's 200-level classes. The change in language allows students greater opportunity to take those 200-level courses as part of their minor.

C. **MODIFY**, on page 98 of the current catalog under Collateral

FROM

A collateral in history consists of 12 semester hours, no more than six of which may be below the 300 level.

TO

A collateral in history consists of 12 semester hours, no more than six of which may be below the 200 level.

Rationale:

As written, a student who took two survey (100-level) classes would be prohibited from taking any of the department's 200-level classes. The change in language allows students greater opportunity to take those 200-level courses as part of their minor.

D. **MODIFY**, on page 98 of the current catalog, under General Education Requirements

FROM

Communications	9
English 101 (or 101E), 102	6 or 7
Speech Communication 100	3
Social Studies 9 Political Science 101	3
Geography 102 3 Economics 203 or 204	3
Humanities 12 Literature (any language)	3
History	3
Sociology 101	3
Art 101, Music 101, or Theatre 101	3

Mathematics	6
Natural Sciences	12
Biology	4
Chemistry, Physics, or Physical Science	4
Psychology 206/216	4

TO

Communications	9
English 101 (or 101E), 102	6 or 7
Speech Communication 100	3
Social Studies 9 Political Science 101	3
Geography 102 3 Economics 203 or 204	3
Humanities 12 Literature (any language)	3
History	3
Sociology 201	3
Art 101, Music 101, or Theatre 101	3
Mathematics	6
Biology	4
Chemistry, Physics, or Physical Science	4
Psychology 206/216	4

Rationale:

There are two reasons for these changes. First, there is no Sociology 101; it is Sociology 201. Second, including the line that calls for 12 hours of natural science classes gives the incorrect impression that those 12 hours are needed in addition to the 12 hours' worth of courses listed below that line (Biology; Chemistry, Physics, or Physical Science; Psychology 206/216). In fact, those 12 hours' worth of courses constitute the 12 hours of natural science courses required. Thus, removing the line "Natural Sciences 12" clarifies matters for students.

- E. **MODIFY** the course description of History 210, Introduction to Archaeology on page 99 of the current catalog:

FROM

210 Introduction to Archaeology (3) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology.

TO

210 Introduction to Archaeology (3) (HIST 210 is the same as ANTH 210) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology. Credit cannot be received for both HIST 210 and ANTH 210.

Rationale:

Modify the course description to highlight that Hist 210 is the same as ANTH 210 and credit cannot be received for both.

F. **MODIFY**, on page 99 of the current catalog, under Education Requirements

FROM

EDUCATION REQUIREMENTS	42 HOURS
Pre-Professional Education	7
Education 190/191 (co-requisites)	4
Education 305	3
Praxis CORE exam must be passed prior to admission to the Education program	
PROFESSIONAL EDUCATION	20 HOURS
Education 310	3
Education 311	3
Education 313	1
Education 322	3
Education 420	3
Education 393 and 435 (concurrent)	5
Education 411	3
STUDENT TEACHING BLOCK	15 HOURS
Education 487	3
Education 490	12

TOTAL HOURS REQUIRED FOR GRADUATION 124

TO

EDUCATION REQUIREMENTS	(43 HOURS)
PRE-PROFESSIONAL EDUCATION	6 HOURS
Education 190	3
Education 305	3
Praxis CORE exam must be passed prior to admission to the Education program	
PROFESSIONAL EDUCATION	22 HOURS
Education 310	3
Education 311	3

Education 313	2
Education 322	3
Education 420	3
Education 393 and 435 (concurrent)	5
Education 411	3
STUDENT TEACHING BLOCK	15 HOURS
Education 487	3
Education 490	12

TOTAL HOURS REQUIRED FOR GRADUATION 124

Rationale:

The way the catalog reads gives the impression that the “Education Requirements” require 42 hours of coursework, separate from the “Professional Education” and “Student Teaching Block” hours. Additionally, the School of Education has deleted Education 191 as a requirement. The altered wording makes clear that the total number of Education hours required is 42, of which now 6 (not 7) are Pre-Professional Education hours.

G. DELETE on pp. 100-101 of the current catalog the course description of History 357, U.S. History through Fiction

357 U.S. History through Fiction (3) This course explores American history through novels, based on the idea that fiction offers a superb “window” through which to view the past, especially to understand the texture of 100 - College of Liberal Arts Francis Marion University Catalog American society. The main themes will be race, gender, ethnicity, power, and identity formation. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

The professor who taught this class retired in 2019.

H. ADD on page 100 of the current catalog:

339 The Atlantic World (3) (Prerequisites: One 100-level history course or permission of department) This course is a study of the Atlantic World System (1450-1850). Atlantic World history refers to relationships and interactions between the peoples of the Americas, Africa and Europe, from the fifteenth through the nineteenth century, as these regions came to constitute a single, integrated system, joined rather than separated by the Atlantic Ocean. Its study focuses on themes such as migration and colonialism; the African slave trade, New World slavery and its abolition; trans-oceanic commerce and the development of history’s first worldwide cash economy; violence, mixing and transculturation among Europeans, Africans and indigenous Americans; negotiation of knowledge about medicine, geography and the natural world; and the

evolution of imperial systems and the wars of Independence. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

This course was originally taught as a HIST 318 (Special Topics) class. The level of student interest exhibited in the class has led the department to add it to its permanent offerings.

I. ADD on page 100 of the current catalog:

352 The French Revolution and Hist Napoleon (3) (Prerequisites: One 100-level history course or permission of department) This course surveys the transition from the Old Regime to the Modern Age in Europe and Europe's colonies from 1789 to 1815. The focus of the course will be the culture of politics, including the practices of modern democracy, nationalism, imperialism, authoritarianism and the language of human rights took root during this time, as well as the means of resistance to these ideologies. Cultural, political, and social experiments during the French Revolution still inform the world today. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

This course was originally taught as a HIST 318 (Special Topics) class. The level of student interest exhibited in the class has led the department to add it to its permanent offerings.

J. ADD on page 100 of the current catalog:

302 Native American History (3) (Prerequisites: One 100-level history course or permission of department) This course approaches Native American experience from a sympathetic yet unromantic cultural perspective. We begin with the premise that Native Americans were active agents in producing their history both before and after the European invasion of North America--not just victims of white oppression and/or abstract social forces. This is not an exhaustive history of Native Americans, and thus is selective in both scope and content. For instance, topics will include cultural diversity in North America on the eve of European colonization; the dynamics of early Indian-European encounters in different regions of North America; the role of slavery in Native American societies and in Indian-European relations; the political and spiritual dimensions of accommodation and resistance to Euro-American expansion in the eighteenth century; the construction and reconstruction of Indian identities in the era of the American Revolution; forced Indian Removal; and the nineteenth-century struggles for the Great Plains and the Great Basin. We will also discuss differing approaches to studying Native histories. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

This course was originally taught as a HIST 318 (Special Topics) class. The level of student interest exhibited in the class has led the department to add it to its permanent offerings.

K. **ADD** on page 100 of the current catalog:

310 Representations of Race (3) (Prerequisites: One 100-level history course or permission of department) From classical Greece and Rome, who saw themselves under the siege by the “barbarian hordes,” to contemporary America and its war on “Islamic extremism,” from the *Birth of the Nation*, to 300, Western societies have repeatedly represented a particular group of people as a threat to civilization. This course will examine a wide range of representations of non-White and/or non-Western people and cultures in film, literature, scientific and legal writings, popular culture, and artistic expression. What is behind this impulse to divide the world into “us” and “them”? How is it bound up with the distribution of power and resources? And what happens when the “barbarian hordes” talk back? One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale:

This course was originally taught as a HIST 318 (Special Topics) class. The level of student interest exhibited in the class has led the department to add it to its permanent offerings.

L. **MODIFY**, on page 98 of the current catalog under Major in History

FROM

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):
 - a. At least three hours below the 199 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 24 hours of additional **course work** which must include at least one course from each of the following groups*
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 300, 303, 307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
 - d. History 499 (which shall normally be taken during the senior year)
2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):
 - a. At least three hours below the 199 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 3 hours each in Groups A and B:
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370

- d. HIST 210, 220, 303, 316, 420
- e. History 499 (which shall normally be taken during the senior year)

TO

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):
 - a. At least three hours below the 199 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 24 hours of additional **coursework**, which must include at least one course from each of the following groups*
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, **339**, 351, **352**
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST **210, 220**, 300, **302**, 303, 307, **310**, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
 - d. History 499 (which shall normally be taken during the senior year)
2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):
 - a. At least three hours below the 199 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 3 hours each in Groups A and B:
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, **339**, 351, **352**
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - d. HIST 210, 220, 303, 316, 420 (**ANTH 230 may be taken in place of HIST 303 or 316**)
 - e. History 499 (which shall normally be taken during the senior year)

Rationale:

There are two parts to these changes (beyond spelling “coursework” as one word). The first part is the addition of HIST 210, 220, 302, 310, 339, and 352:

- HIST 210 and 220, which are already in the catalog, have not been included as courses that could be taken to fulfill the History requirements in Group C, which are upper-level courses in U.S. History. Including HIST 210 and 220 in that list gives the students more options, and it could encourage them to segue into the Public History and Archaeology track.
- HIST 302, 310, 339, and 352 are new courses that the department would like to add to the list of classes it offers.

The second part has to do with allowing ANTH 230 to replace HIST 303 or 316:

- Allowing ANTH 230 to replace HIST 303 or 316 ties to the Sociology Department’s hiring this past year of an anthropologist. President Carter envisioned this new hire working closely with Dr. Chris Barton in the History Department in creating an interdepartmental anthropology program. Moreover, this change will permit students greater flexibility in which classes they take and a more interdisciplinary selection of courses from which to choose.

- The focus of the Public History/Archaeology track is on colonial South Carolina. Both HIST 303 and 316 include coverage of South Carolina's history as a colony, and so allowing SOC 230 to replace one of those courses will not dilute the student's knowledge of this state's colonial past.
- Ann Williams at the Office of the Registrar has informed the History Department that there is no problem with a 200-level course replacing a 300-level one.

M. **MODIFY**, on pp. 98- 99, of the current catalog, under History Secondary Education

FROM

- a. 12 hours at the 100-199 level (including both HIST 101 and 102)
- b. History 299 (to be taken during the sophomore year)
- c. 15 hours of additional coursework which must include at least one course from each of the following groups*
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 300, 303,307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
- d. History 499 (to be taken during the spring semester of the junior year or fall semester of the senior year)

TO

- a. 12 hours at the 100-199 level (including both HIST 101 and 102)
- b. History 299 (to be taken during sophomore year)
- c. 15 hours of additional coursework, which must include at least one course from each of the following groups*
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 339, 351, 352
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
- d. History 499 (which shall be taken during the spring semester of the junior year)

Rationale:

There are several reasons for these changes:

- HIST 210 and 220, which are already in the catalog, have not been included as courses that could be taken to fulfill the History requirements in Group C, which are upper-level courses in U.S. History. Including HIST 210 and 220 in that list gives the students more options for courses they might take.
- HIST 302, 310, 339, and 352 are all new classes the department seeks to add to the catalog.

- The alteration regarding HIST 499 is due to two considerations: 1) This course is only offered in the spring semester. 2) During the spring semester of their senior year, Education students will be spending their time student teaching. Having Education students take HIST 499 in their junior year avoids any conflict between this course and their student teaching requirements.

2. Proposal from the Department of Sociology

- A. **MODIFY** the course number of Anthropology 200, Introduction to Anthropology, on page 127 of the current catalog:

FROM

200 Introduction to Anthropology

TO

100 Introduction to Anthropology

Rationale: Changing the course number from a 200- to a 100-level course will clarify that this is an appropriate course for freshmen.

- B. **MODIFY** the course prerequisite of Anthropology 230, Cultural Anthropology on page 127 of the current catalog:

FROM

230 Cultural Anthropology (3) (Prerequisite ANTH 200 or permission of the department) An introduction to the diversity of human behavior, organization, and worldviews, including religious practices, social organization, gender and kinship systems, art, and globalization. Students will learn to apply the theories and methods of anthropology to the identification of similarities and differences in humans across a variety of cultural groups. This course includes an ethnographic field research component.

TO

230 Cultural Anthropology (3) An introduction to the diversity of human behavior, organization, and worldviews, including religious practices, social organization, gender and kinship systems, art, and globalization. Students will learn to apply the theories and methods of anthropology to the identification of similarities and differences in humans across a variety of cultural groups. This course includes an ethnographic field research component.

Rationale: Removing the prerequisite allows any student interested in the subject matter to enroll in this course. Prior knowledge of anthropology is not necessary for success in this course.

C. **ADD** the following course to page 127 of the current catalog, in numerical order:

205 Introduction to Biological Anthropology (3) An introduction to the subfield of biological anthropology. This course explores evolution, fossil hominins, primate behavior, and biocultural adaptations. Students will be provided the foundation on key concepts within the field, and introduced to current debates and topics within biological anthropology surrounding forensics, medical anthropology, genetics, and DNA.

D. **ADD** the following course to page 127 of the current catalog, in numerical order:

210 Introduction to Archaeology (3) (ANTH 210 is the same as HIST 210) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology. Credit cannot be received for both ANTH 210 and HIST 210.

E. **ADD** the following course to page 127 of the current catalog, in numerical order:

215 Language and Culture (3) An introduction to linguistic anthropology with an emphasis on the cultural aspects of language use, thought, and learning. This course examines similarities and differences within societies, cultures, and languages around the world. By exploring the structure of language, different accents, dialects, and forms of communication, students will get a glimpse into the linguistic diversity that takes place not only in the United States, but also in other countries.

F. **ADD** the following course to page 127 of the current catalog, in numerical order:

300 Anthropological Focus (3) (Prerequisite: 100, any 200-level anthropology course, or permission of the department) This course serves as an in-depth study of one anthropological subject emphasizing the methodologies, interpretations, literature, and primary sources surrounding one of the four subfields. It may be taken twice for academic credit with departmental approval.

Rationale for C-F: Adding these courses will allow more anthropology options for students interested in this subject matter. It will also allow enough courses for the creation of a minor and a collateral in Anthropology. Anthropology 210 is a cross-listed

course with History 210 (Introduction to Archaeology). Archaeology is one of the four subfields of anthropology, making it relevant to those interested in this subject matter. The addition of these courses to the curriculum will not require additional faculty.

G. **MODIFY** the description under anthropology minor and collateral on page 127 of the current catalog to reflect the addition of a minor and collateral:

FROM

MINOR

No minor in anthropology is offered.

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

COLLATERAL

No collateral in anthropology is offered.

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

TO

MINOR

A minor in anthropology requires 18 hours, including Anthropology 100.

COLLATERAL

A collateral in anthropology requires 12 hours, including Anthropology 100.

H. **MODIFY** the academic program offered by anthropology on page 60 of current catalog:

FROM

Department of Sociology

Anthropology (Course only: no major, minor, or collateral)

TO

Department of Sociology

Anthropology (Minor and collateral)

Rationale for G and H: Several students have expressed an interest in minoring or earning a collateral in anthropology. This subject is a relevant minor/collateral for those interested in sociology, history, and biology, among others. Hiring a full-time anthropologist and creating several courses has provided the department the opportunity to offer a minor and collateral in anthropology. The change on page 60 reflects the addition of the minor and collateral.

3. Proposal from the Department of Chemistry

A. **ADD** on page 73 under Chemistry Courses:

204 Essential Forensic Chemistry: Understanding the Evidence (4:3-3) This course aims to explain the scientific principles and techniques behind the work of crime scene investigators (CSIs) and will be illustrated with various case studies. Topics will include crime scene investigation procedures and principles, collection and physical evaluation of evidence, fingerprint classification, blood analysis and much more. Labs will focus on method analysis of crime scenes. Current trends in forensic chemistry addressing scientific, technological, and societal effects will be explored. This course emphasizes the importance of investigation and the legal process through accurately questioning, hypothesizing, analyzing data, concluding, and communicating. Additionally, scientific processes will be applied in focused lab activities.

Rationale: This chemistry course would provide non-chemistry majors an alternate chemistry course that gives them an appreciation for issues in science surrounding crime scenes and forensic applications. It would also provide students pursuing a chemistry minor with an additional course to select from that would include a lab component. It would offer students the ability to learn about historical criminal cases. The labs will be designed to give students who have no science background a “hands-on” experience in forensic science and chemistry. This course could also serve as a general education science requirement for those that do not need Chemistry 101.

B. **ADD** on page 73, a new Chemistry Degree Option:

B.S. CHEMISTRY - FORENSIC SCIENCE OPTION IN CHEMISTRY

Coordinator: Dr. Jessica McCutcheon

The forensic science option in chemistry offers students a basic chemistry major that includes courses from the criminal justice curriculum for work in forensic fields including SLED and/or advanced degrees in forensic science.

This forensic option requires the completion of general education courses and the requirements for the basic chemistry major along with selected criminal justice courses from sociology and political science focusing on areas such as criminology, social deviance, violence, alcohol and drugs, judicial processes, and policing. The aim of this track is to ensure that students who complete it will be technically competent, proficient in scientific principles, and knowledgeable about societal and institutional criminal justice settings. It is intended for undergraduate students with a strong career interest in forensic science.

General Education Requirements 48-49 hours

Communications 9-10 hours

English 101 (or English 101E/L) 3 or 4

English 102	3
Speech Communication 101	3
Social Sciences	9 hours
Political Science 101 or 103	3
Political Science 230	3
Sociology 201	3
Humanities	12 hours
Literature	3
History	3
Art 101, Music 101, or Theater 101	3
Humanities Elective	3
Mathematics	6 hours
Math 132 or 137	3
Math 134	3
Natural Sciences	12 hours
Biology 105 and 115 or 107	4
Biology 106 or 108	4
Chemistry 101	4
Forensic Science curriculum	38 hours
Chemistry 404	3
Chemistry 497 (Research in Forensics)	1
Chemistry 204 (Essential Forensic Chemistry)	4
Sociology 341 (Criminology)	3
Sociology CJ Course selected FROM 342, 343, 344, or 347	3
Political Science Course selected FROM 206, 330, or 331	3
Physics 201 and 202	8
Math 201	3
Math 202	3
Math 203	3
Biology 205	4
Chemistry Requirements	28-29 hours
Chemistry 102	4
Chemistry 201	4
Chemistry 202	4
Chemistry 203	4
Chemistry 301	4
Chemistry 303	4
Chemistry 499	1
Upper level Chemistry: One course from 300 or 400-level	
Chemistry 302, 313, 402, 405, 407, or 408	3 or 4
Free Electives	6 hours
Total hours required for graduation	120-122 hours

Rationale: This is a new program option we have been given approval by the administration to pursue. It includes the coursework for the basic chemistry major, courses in criminal justice, and an emphasis on forensic science. A substantial number of

chemistry majors are interested in forensic/criminal justice careers after graduation from FMU, and this option aids students in being prepared for that field.

4. Proposal from the Department of Biology

- A. **ADD** on page 63 of the current catalog to the list of ecology courses in number 6 under Major.

FROM

6. One course in Ecology (either 308, 317, 402, 411, or 412)

TO

6. One course in Ecology (either 308, 317, 318, 402, 411, or 412)

- B. **ADD** on page 63 of the current catalog, 107 and 108 to the Environmental Science Option in Biology under Biology (Introductory Biology)

FROM

Introductory Biology
Biology 105, 115, 1068

TO

Introductory Biology
Biology 105/115 or 107 AND 106 or 108.....8

(This wording change to take place everywhere else in the catalog where this phrase occurs).

- C. **MODIFY** on page 63 of the current catalog the wording under the heading MINOR

FROM

A minor in biology requires 18 hours of biology including Biology 105, 115, and 106. No more than 12 hours may be below the 199 level.

TO

A minor in biology requires 18 hours of biology including Biology 105/115 or 107 AND 106 or 108. No more than 12 hours may be below the 199 level.

D. **DELETE** Biology 314 from the Ecology list on page 64 of the current catalog

FROM

Ecology: one course from
Biology 308, 314, 317, 318, 402, 411,412

TO

Ecology: one course from
Biology 308, 317, 318, 402, 411,412

E. **ADD** on page 64 of the current catalog, Biology 313 to the Plant Biology section under Biology Secondary Education Option

FROM

Plant Biology one course from
Biology 206, 207,208, 303,307,320

TO

Plant Biology one course from
Biology 206, 207,208, 303,307, 313, 320

F. **DELETE** on page 66 of the current catalog, the sentence pertaining to credit for Biology 204 and 317 under 317 Marine Ecology

FROM

317 Marine Ecology.....The ecology of coastal Carolina systems and animals will be emphasized. Credit cannot be given for both Biology 204 and Biology 317.

TO

317 Marine Ecology.....The ecology of coastal Carolina systems and animals will be emphasized.

Rationale for A-F: Courses were overlooked in the creation of the lists for some sections of the catalog or were not updated with the addition of new courses. Biology 204 has been deleted from the catalog.

G. **MODIFY** on page 65 of the current catalog

FROM

120 Natural History of South Carolina (4:3-3) AS

TO

212 Natural History of South Carolina

Rationale: We decided to change Biology 120 to a 200 level course so that it could count as both a nonmajors' as well as a majors' course. Currently, our majors cannot take 100 level courses other than our intro sequence for credit in the major. But Biology 120: Natural History of South Carolina is a class that would be an excellent choice not only for nonmajors looking to learn more about flora and fauna of South Carolina, but also for majors who may be interested in careers in environmental education, with environmental consulting firms, with the Department of Natural Resources, etc. With this change, we will still keep this course open to nonmajors, but broaden the scope of the class to also include majors as well.

H. **ADD** on page 66 of the current catalog

400 Fisheries Science and Management (4) (Prerequisite: 106 or 108 and Math 132 or higher or permission of department) AS. The relationship of fisheries to other natural resources; a survey of aquatic habitats and the characteristics of fish that affect their management; basic principles, practices, and techniques of management of freshwater fisheries.

Rationale: This proposal outlines a plan for the formation of a new biology course at Francis Marion University – *Fisheries Science and Management*. Any biology student interested in natural resource management and conservation has a need to understand how professionals manage natural resources for sustainable use. The overarching goal of this course is to broaden the knowledge base of students interested in the management of our natural resources by introducing them to the biology, habitat, and human dimension aspect of fisheries science and management in both the classroom and the lab. Thus, *Fisheries Science and Management* will be structured around lecture and lab experiences with independent research projects that will result in a presentation and final research report. The research projects will be conducted on Goodson Pond at the Freshwater Ecology Center and each research project will be incorporated into an overall fisheries management plan made by the class.

This course will enhance available course offerings to compliment the Freshwater Ecology Center.

No additional faculty are needed for this course.

Equipment needs to support this course will be addressed in the development of the Freshwater Ecology Center.

5. Proposal from the School of Business

- A. **ADD** on page 132 of the current print catalog a course option for the Human Resource Management Track

FROM

Human Resource Management Track	18
Management 352 Organizational Behavior.....	3
Management 353 Human Resource Management.....	3
Management 359 Employment Law and Labor Regulations.....	3
Management 452 Advanced Human Resource Management.....	3
Management 469 Strategic Human Resource Management.....	3
School Elective.....	3

TO

Human Resource Management Track	18
Management 352 Organizational Behavior.....	3
Management 353 Human Resource Management.....	3
Management 359 Employment Law and Labor Regulations.....	3
Management 452 Advanced Human Resource Management.....	3
Management 460 International Management or Management 469 Strategic Human Resource Management.....	3
School Elective.....	3

Rationale

The addition of a course as an option for the Human Resource Management track allows more flexibility for the student. The faculty considers this as a benefit to the students' career options. The option of International Management is important for Human Resource Management students as they are dealing with an increasingly global and diverse environment.

- B. **ADD** on page 133 of the current print catalog a course option for the Human Resource Management minor

FROM

A minor in Human Resource Management consists of 18 hours as follows:

Management 351 Management of Organizations.....	3
Management 352 Organizational Behavior.....	3

Management 353 Human Resource Management.....	3
Management 359 Employment Law and Labor Regulations.....	3
Management 452 Advanced Human Resource Management.....	3
Management 469 Strategic Human Resource Management.....	3

TO

A minor in Human Resource Management consists of 18 hours **from the** following courses:

Management 351 Management of Organizations.....	3
Management 352 Organizational Behavior.....	3
Management 353 Human Resource Management.....	3
Management 359 Employment Law and Labor Regulations.....	3
Management 452 Advanced Human Resource Management.....	3
Management 460 International Management.....	3
Management 469 Strategic Human Resource Management.....	3

Rationale

The addition of a course as an option for the Human Resource Management minor allows more flexibility for the student. The faculty considers this as a benefit to the students’ career options. The option of International Management is important for Human Resource Management students as they are dealing with an increasingly global and diverse environment.

C. **MODIFY** on page 133 of the current print catalog the options for Management Information Major

FROM

f) Management Information Systems.....	18
Management Information Systems 225 Modern Programming.....	3
Management Information Systems 337 Business Systems Analysis and Design.....	3
Management Information Systems 347 Business Data Communications.....	3
Management Information Systems 447 Data Base Management.....	3
Management Information Systems 467 E-Commerce.....	3
School or Computer Science Elective.....	3

TO

f) Management Information Systems.....	18
Eighteen hours in one track option:	
Systems Management Track or Systems Design Track	
Systems Management Track	
Management Information Systems 225 Modern Programming.....	3
Management Information Systems 337 Business Systems Analysis and Design.....	3
Management Information Systems 347 Business Data Communications.....	3

Management Information Systems 447 Data Base Management.....	3
Management Information Systems 467 E-Commerce.....	3
School or Computer Science Elective.....	3

Systems Design Track

School or Computer Science Elective.....	3
--	---

Nine Hours from

Computer Science 190 Programming Fundamentals.....	3
Management Information Systems 225 Modern Programming.....	3
Computer Science 226 Programming and Algorithmic Design	3
Computer Science 227 Programming and Algorithmic Design II.....	3

Six Hours from

Computer Science 313 Systems Design and Development.....	3
Computer Science 340 Software Design and Development.....	3
Management Information Systems 447 Data Base Management.....	3
Management Information Systems 467 E-Commerce.....	3

Rationale

The creation of a new track under Management Information Systems is in response to the feedback from business community on the need for business students who have software programming skills. The Systems Management Track is the traditional Management Information Systems which allows students to target jobs such as Systems Administrator, Database Administrator, Networks Administrator. The Systems Design Track is a programming heavy track which allows students work as Systems Analysts, Software Application Programmer and Software Developer.

D. MODIFY on page 137 of the current print catalog the course title for Management 373

FROM

373 Management Science (3) (Prerequisite: Business 305) 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

TO

373 Business Analytics (3) (Prerequisite: Business 305) S. Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of business analytics 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 Management Information Systems 373 and Management 373.

E. **MODIFY** on page 138 of the current print catalog the course title for Management Information Systems 373

FROM

373 Management Science (3) (Prerequisite: Business 305) 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. Use of computer software to solve problems. Credit cannot be received for both Management Information Systems 373 and Management 373.

TO

373 Business Analytics (3) (Prerequisite: Business 305) S. Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of **business analytics** 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 Management Information Systems 373 and Management 373.**

Rationale for D-E

The change in name reflects the current terms used in the business field. Adding the last statement indicates that this course continues to be cross-listed with Management Information Systems and Management. All reference to 373 Management Science will be changed to 373 Business Analytics.

F. **MODIFY** the course title for Management 373 on Page 132 of the print 2019-20 Catalog

FROM

General Management Track.....	18
Nine hours FROM	
Management 352 Organizational Behavior.....	3
Management 353 Human Resource Management.....	3
Management 356 Process Improvement and Quality Control.....	3
Management 357 Management of Service Operations.....	3
Management 358 The Nonprofit Sector: Structure and Dynamics.....	3
Management 359 Employment Law and Labor Regulations.....	3
Management 373 Management Science.....	3
 Supply Chain Management Track.....	 18
Management 356 Process Improvement and Quality Control.....	3
Management 357 Management of Service Operations.....	3
Management 373 Management Science.....	3

Management 467 Supply Chain Management.....	3
Management 468 Production Planning and Control.....	3

TO

General Management Track..... 18

Nine hours FROM

Management 352 Organizational Behavior.....	3
Management 353 Human Resource Management.....	3
Management 356 Process Improvement and Quality Control.....	3
Management 357 Management of Service Operations.....	3
Management 358 The Nonprofit Sector: Structure and Dynamics.....	3
Management 359 Employment Law and Labor Regulations.....	3
Management 373 Business Analytics.....	3

Supply Chain Management Track..... 18

Management 356 Process Improvement and Quality Control.....	3
Management 357 Management of Service Operations.....	3
Management 373 Business Analytics	3
Management 467 Supply Chain Management.....	3
Management 468 Production Planning and Control.....	3

G. MODIFY the course name for Management 373 on page 133 of the 2019-2020 catalog

FROM

In addition, twelve hours from the following list, with at least six of the twelve from Finance 344, 348, 466 or 443

Finance 344 Principles of Real Estate.....	3
Finance 348 Security Analysis and Portfolio Management.....	3
Finance 443 Financial Markets.....	3
Finance 466 Investments in Real Estate.....	3
Economics 321 Money and Banking.....	3
Accounting 323 Financial Reporting I.....	3
Accounting 324 Financial Reporting II.....	3
Accounting 325 Cost Accounting.....	3
Accounting 328 Federal Taxation I.....	3
Management 373 Management Science.....	3

TO

In addition, twelve hours from the following list, with at least six of the twelve from Finance 344, 348, 466 or 443

Finance 344 Principles of Real Estate.....	3
Finance 348 Security Analysis and Portfolio Management.....	3

Finance 443 Financial Markets.....	3
Finance 466 Investments in Real Estate.....	3
Economics 321 Money and Banking.....	3
Accounting 323 Financial Reporting I.....	3
Accounting 324 Financial Reporting II.....	3
Accounting 325 Cost Accounting.....	3
Accounting 328 Federal Taxation I.....	3
Management 373 Business Analytics.....	3

FROM

A minor in Supply Chain Management consists of 18 hours from the following classes:

Business 305 Applied Statistics for Economics and Business.....	3
Management 355 Production and Operations Management.....	3
Management 356 Process Improvement and Quality Control.....	3
Management 357 Management of Service Operations.....	3
Management 373 Management Science.....	3
Management 467 Supply Chain Management.....	3
Management 468 Production Planning and Control.....	3

TO

A minor in Supply Chain Management consists of 18 hours from the following classes:

Business 305 Applied Statistics for Economics and Business.....	3
Management 355 Production and Operations Management.....	3
Management 356 Process Improvement and Quality Control.....	3
Management 357 Management of Service Operations.....	3
Management 373 Business Analytics.....	3
Management 467 Supply Chain Management.....	3
Management 468 Production Planning and Control.....	3

H. MODIFY the course name for Management 373 on page 134 of the 2019-2020 catalog

FROM

For students seeking a B.B.A. degree, a Management collateral consists of 12 hours FROM

- Management 352 Organizational Behavior
- Management 353 Human Resource Management
- Management 356 Process Improvement and Quality Control
- Management 357 Service Operations Management
- Management 373 **Management Science**
- Management 452 Advanced Human Resource Management
- Management 454 Entrepreneurship and Small Business Management
- Management 460 International Management

Management 467 Supply Chain Management
Management 468 Production Planning and Control

For students seeking a B.B.A. degree, a Supply Chain and Operations Management collateral consists of 12 hours FROM

Management 356 Process Improvement and Quality Control
Management 357 Service Operations Management
Management 373 **Management Science**
Management 467 Supply Chain Management
Management 468 Production Planning and Control

TO

For students seeking a B.B.A. degree, a Management collateral consists of 12 hours FROM

Management 352 Organizational Behavior
Management 353 Human Resource Management
Management 356 Process Improvement and Quality Control
Management 357 Service Operations Management
Management 373 **Business Analytics**
Management 452 Advanced Human Resource Management
Management 454 Entrepreneurship and Small Business Management
Management 460 International Management
Management 467 Supply Chain Management
Management 468 Production Planning and Control

For students seeking a B.B.A. degree, a Supply Chain and Operations Management collateral consists of 12 hours FROM

Management 356 Process Improvement and Quality Control
Management 357 Service Operations Management
Management 373 **Business Analytics**
Management 467 Supply Chain Management
Management 468 Production Planning and Control

Rationale for F - H

Reflects the change in the Management 373 course title

6. Proposal from the Department of English, Modern Languages, and Philosophy for the Professional Writing Program

- A. **ADD** on page 77 of the current catalog after English 305 Business Writing.

317 Editing & Publishing (3) (Prerequisite: 102 with a grade of C or higher.) Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting,

organization, punctuation, and grammar, among other features, affect professional documents. Students will also gain extensive practice in careful proofreading, editing, and document design through creating client-based digital or print publications.

B. **DELETE** on page 77 of the current print catalog.

307 Foundations of Professional Writing (3) (Prerequisite: 102 with a grade of C or higher.) Introduces students to professional writing. Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will also gain extensive practice in careful proofreading and editing.

C. **ADD** on page 78 of the current catalog after the course description for English 431
Advanced Topics in Writing

495 Professional Writing Capstone (3) (Prerequisite: Professional Writing majors must have at least 18 hours toward the major above the 299 level or take the class in the semester they complete the major. Professional Writing minors must have at least 12 hours completed towards the minor or take the class in the semester they complete the minor, or have permission of the instructor.) Includes portfolio development, assessment of Professional Writing majors' and minors' knowledge of the discipline through client-based projects, and instruction in career search skills.

D. **MODIFY** on page 76 of the current catalog

FROM

b) PROFESSIONAL WRITING PROGRAM: 34 hours above 299 level

English 305 Business Writing

English 307 Foundations of Professional Writing

English 318 Technical Communication

English 366, or 367, 370, or 372

English 411 Rhetoric of New Media

Three additional writing courses at the 300- or 400-level

One literature course at the 300- or 400-level

English 405 Advanced Business Communication

English 496 English Capstone Experience

English 498 English Internship

To be eligible for English 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, plus at least a B in 305 and 318.

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Graphic Design.

TO

b) PROFESSIONAL WRITING PROGRAM: 33 hours above 299 level

English 305 Business Writing

English 317 Editing & Publishing

English 318 Technical Communication

English 366, or 367, 370, or 372

English 411 Rhetoric of New Media

Three additional writing courses at the 300- or 400-level

One literature course at the 300- or 400-level

English 495 Professional Writing Capstone

English 498 English Internship

To be eligible for English 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, plus at least a B in 305 and 318.

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Graphic Design.

E. **MODIFY** on page 76 of the current catalog under “Professional Writing Minor requires:”

FROM

English 305 Business Writing

English 307 Foundations of Professional Writing

English 318 Technical Communication

English 405 Advanced Business Communication

Plus two additional courses chosen from 300-400-level writing courses, which may include English 498 English Internship

To be eligible for English 498, minors must earn an overall grade point average of at least 2.33 and a minor grade point average of 3.0, plus at least a B in 305 and 318.

TO

English 305 Business Writing

English 317 Editing & Publishing

English 318 Technical Communication

English 495 Professional Writing Capstone

Plus two additional courses chosen from 300-400-level writing courses, which may include English 498 English Internship

To be eligible for English 498, minors must earn an overall grade point average of at least 2.33 and a minor grade point average of 3.0, plus at least a B in 305 and 318.

F. **MODIFY** on pages 76-77 of the current catalog under “Writing and Language Minor requires*.”

FROM

English 306 Development of Modern English
English 307 Foundations of Professional Writing
English 310 Modern English Grammar
Plus three additional courses chosen from 300-level writing courses

TO

English 306 Development of Modern English
English 310 Modern English Grammar
English 317 Editing & Publishing
Plus three additional courses chosen from 300-level writing courses

G. **MODIFY** on page 77 of the current catalog under “Professional Writing Collateral requires:”

FROM

English 305 Business Writing
English 318 Technical Communication
One writing course chosen from 300-400-level writing courses or English 307 Foundations of Professional Writing.

TO

English 305 Business Writing
English 318 Technical Communication
One writing course chosen from 300-400-level writing courses or English 317 Editing & Publishing.

H. **MODIFY** on page 85 of the current catalog

FROM

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
Total Credits	16-17	Total Credits	15
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 305	3	English 318	3
Foreign Language 201	3	Speech Communication 101	3
Art 101, Music 101, Theatre 101	3	Social Science	3
English 307	3	Art 206	3
Science and lab	4	Foreign Language 202	3
Total Credits	16	Total Credits	15
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective (300-400)	3	English 411	3
English 366, 367, 370, or 372	3	English 405	3
Minor Elective	3	English Elective 300-400	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Minor Elective	3
Total Credits	15	Total Credits	15
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective 300-400	3	English 498	3
English Elective 300-400	3	English 496	1
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	15	Total Credits	13
Total Hours Required for Degree 120			

TO

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
Total Credits	16-17	Total Credits	15
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 305	3	English 318	3
Foreign Language 201	3	Speech Communication 101	3
Art 101, Music 101, Theatre 101	3	Social Science	3
English 317	3	Art 206	3
Science and lab	4	Foreign Language 202	3
Total Credits	16	Total Credits	15
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective (300-400)	3	English 411	3
English 366, 367, 370, or 372	3	Free Elective	3
Minor Elective	3	English Elective 300-400	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Minor Elective	3
Total Credits	15	Total Credits	15
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective 300-400	3	English 498	3
English Elective 300-400	3	English 495	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	15	Total Credits	15
Total Hours Required for Degree 120			

RATIONALE for A through H

English 307 Deleted and Replaced with English 317

English 307: Foundations of Professional Writing will be replaced with English 317: Editing & Publishing. The old course will be deleted because the new course is almost identical to the old course, except for a slight change in emphasis on publishing and software. We add instruction in publishing (which includes document design, layout, and software tools) to the current curriculum, which focuses primarily on language and editing skills. The addition of publishing to the current curriculum builds students' language and editing skills through immediate application in publication projects. Students also gain proficiency using industry-standard publishing software.

English 495: Professional Writing Capstone Replaces English 405 and English 496 in the Program Requirements

The new course, English 495: Professional Writing Capstone, replaces the Professional Writing program major requirements for both English 405: Advanced Business Communication and 496: English Capstone Experience. English 495 replaces the minor requirement for English 405. In practice, English 405 has included a portfolio assignment, but the course primarily emphasizes building workplace communication skills through client projects. The new course, English 495, differs from English 405 by putting greater emphasis on portfolio and job document

development through extensive review and reflection. English 495 also incorporates a body of readings that contextualize disciplinary knowledge and help students transition from college to careers. English 405 will be kept as an elective course and its focus will remain on business communication skills, including written and oral presentation formats. With the addition of English 495, we eliminate the major requirement for English 496: English Capstone Experience, a course that was designed primarily for English Liberal Arts majors. The program changes result in a net reduction of one credit hour for Professional Writing majors and no change in minors' or collaterals' credit hours.

7. Proposal from the Department of Mathematics

- A. **MODIFY** the course prerequisite of Math 407, Real Analysis I, on page 108 of the 2019-20 catalog

FROM

407 Real Analysis I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or permission of the department)

TO

407 Real Analysis I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department)

- B. **MODIFY** the course prerequisite of Math 409, Complex Analysis I, on page 108 of the 2019-20 catalog

FROM

409 Complex Analysis I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or permission of the department)

TO

409 Complex Analysis I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department)

- C. **MODIFY** the course prerequisite of Math 411, Topology I, on page 108 of the 2019-20 catalog

FROM

411 Topology I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or permission of the department)

TO

411 Topology I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department)

RATIONALE for A-C

Math 407, 409, and 411 should have the same prerequisite as Math 405 Abstract Algebra which formally allows double majors to take Math 230 Discrete Mathematics instead of Math 311 Transitions to Higher Mathematics.

- D. MODIFY** the programming course name for 226 in the Mathematical Sciences Option 1.
e. on page 105 of the 2019-20 catalog

FROM

- e) Choice of Mathematics 213 or 226

TO

- e) Choice of Mathematics 213 or Computer Science 226

RATIONALE

The course number 226 is a computer science course and not a mathematics course.

- E. MODIFY** the course number in the last sentence of the course description of Math 105 College Algebra I on page 106 of the 2019-20 catalog

FROM

Credit cannot be given for both Mathematics 105 and Mathematics 110.

TO

Credit cannot be given for both Mathematics 105 and Mathematics 105E.

RATIONALE

Mathematics 110 was revised and renumbered Mathematics 105E.

F. **MODIFY** the prerequisite of Math 111 College Algebra II on page 106 of the 2019-20 catalog

FROM

(Prerequisite: Grade of C or higher in Mathematics 105 or **Mathematics 105E and 105L** or placement scores. The grade of C or higher is required in Mathematics 111 to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.)

TO

(Prerequisite: Grade of C or higher in Mathematics 105 or **Mathematics 105E** or placement scores. The grade of C or higher is required in Mathematics 111 to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.)

RATIONALE

Students need only earn a grade of C or higher in Mathematics 105E to move on to Mathematics 111. A grade of C or higher in Mathematics 105L is not required.

G. **MODIFY** the mathematics course list during the second semester of the Junior Year in the Four Year Plan for Mathematics Majors on page 110 of the 2019-20 catalog

FROM

Mathematics 405, 407, or **420**

TO

Mathematics 405, 407, or **411**

RATIONALE

Mathematics 420 was replaced by Mathematics 411 in Requirement 1.(e) of the Mathematical Sciences Option.

H. **ADD**, on page 106 of the current catalog:

111E: College Algebra II with Extended Studio II (3) (Prerequisite: Grade of C or higher in Mathematics 105 or 105E or placement scores. The grade of C or higher is required in Mathematics 111E to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.) F, S, SU. Mathematics 111E is the equivalent of Mathematics 111 (see catalog description for MATH 111) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the

development of course assignments, emphasizing process, and problem solving. Credit cannot be earned for both Mathematics 111, 111E, and 121.

I. **ADD**, on page 106 of the current catalog:

111L Extended Studio II (1:3) (Corequisite: Mathematics 111E). Extended studio time and space for students enrolled in Mathematics 111E. The studio component complements the Mathematics 111E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process and problem solving. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for Math 111L, students must receive a grade of C or higher in Math 111E; credit for Math 111L may only be earned once.

RATIONALE for H and I:

The courses would allow students to enroll in a class and studio that provides extra support and applications of topics covered in Math 111. Students that completed Math 105E/105L, which precedes Math 111, have expressed a strong desire to remain in the structured-paced math lab setting, but they worry about not having the supporting studio class. The inclusion of “E” on 111E denotes that Mathematics 111E must be taken along with the studio component Mathematics 111L.

J. **MODIFY** the requirement to include 111E, from p. 58 of the current catalog, General Education Requirements, Area 5 Mathematics

FROM

5. Mathematics **6 hours** **6 hours**
Mathematics (a minimum of 6 hours: Mathematics 111 and higher;

TO

5. Mathematics **6 hours** **6 hours**
Mathematics (a minimum of 6 hours: Mathematics 111 (or 111E) and higher

Rationale

Text should include Math 111E as an accepted alternative to Math 111.

K. **MODIFY** the requirement to include 111E/111L, from p. 106 of the current catalog, **MATHEMATICS COURSES (MATH)**

FROM

Students who complete General Education Requirements for a B.A. by taking Mathematics 111 and Logic should consider the restriction such selections place on future choices of a major.

TO

Students who complete General Education Requirements for a B.A. by taking Mathematics **111** (or **111E/111L**) and Logic should consider the restriction such selections place on future choices of a major.

- L. **MODIFY** the requirement to include 111E/111L, from p. 106 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

A student cannot receive credit for Mathematics 105, 105E/105L, **111**, or 121 after receiving credit for any mathematics course numbered higher than 121.

TO

A student cannot receive credit for Mathematics 105, 105E/105L, **111, 111E/111L** or 121 after receiving credit for any mathematics course numbered higher than 121.

- M. **MODIFY** the requirement to include 111E/111L, from p. 106 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

105 College Algebra I (3) (Prerequisite: Placement Scores. A grade of C or higher in Mathematics 105 is required to advance to Mathematics **111** or Mathematics 121).

TO

105 College Algebra I (3) (Prerequisite: Placement Scores. A grade of C or higher in Mathematics 105 is required to advance to Mathematics 111, **111E/111L** or ~~Mathematics~~ 121).

- N. **MODIFY** the requirement to include 111E/111L, from p. 106 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

105E College Algebra I with Extended Studio (3) (Corequisite: Mathematics 105L) A grade of C or higher in Mathematics 105 (or in Mathematics 105E) is required for the student to advance to Mathematics **111**, or Mathematics 121.

TO

105E College Algebra I with Extended Studio (3) (Corequisite: Mathematics 105L) A grade of C or higher in Mathematics 105 (or in Mathematics 105E) is required for the student to advance to Mathematics **111, 111E/111L** or ~~Mathematics~~ 121.

O. MODIFY the requirement to include 111E, from p. 105 of the current catalog,
DEPARTMENT OF MATHEMATICS in the General Education section

FROM

Mathematics (a minimum of 6 hours: Mathematics **111** and higher; B.A. degree allows Philosophy and Religious Studies 203 to be substituted for one of the math courses.)

TO

Mathematics (a minimum of 6 hours: Mathematics **111 (or 111E)** and higher; B.A. degree allows Philosophy and Religious Studies 203 to be substituted for one of the math courses.)

P. MODIFY the listing to include 111E, from p. 106 of the current catalog, OTHER
INFORMATION

FROM

Mathematics 170, 270, and 370 are designed for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies. It should be noted that a grade of C or higher in Mathematics **111** or a score of 540 or more on the Quantitative Section of the SAT is the prerequisite for Mathematics 170.

TO

Mathematics 170, 270, and 370 are designed for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies. It should be noted that a grade of C or higher in Mathematics **111 (or 111E)** or a score of 540 or more on the Quantitative Section of the SAT is the prerequisite for Mathematics 170.

Q. MODIFY the requirement to include 111E, from p. 106 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

111 College Algebra II (3) (Prerequisite: Grade of C or higher in Mathematics 105 or Mathematics 105E and 105L or placement scores. The grade of C or higher is required in Mathematics **111** to enroll in any higher numbered mathematics course for which Mathematics **111** is a prerequisite.) F, S, SU. The study of polynomials, their operations and factoring,

operations with and simplifying rational expressions, roots and radicals, quadratic equations and inequalities, graphs of non-linear functions and the conic sections; exponents and logarithmic functions. Credit cannot be given for Mathematics 111, and 121.

TO

111 College Algebra II (3) (Prerequisite: Grade of C or higher in Mathematics 105 or Mathematics 105E and 105L or placement scores. The grade of C or higher is required in Mathematics 111 (or 111E) to enroll in any higher numbered mathematics course for which Mathematics 111 (or 111E) is a prerequisite.) F, S, SU. The study of polynomials, their operations and factoring, operations with and simplifying rational expressions, roots and radicals, quadratic equations and inequalities, graphs of non-linear functions and the conic sections; exponents and logarithmic functions. Credit cannot be given for Mathematics 111, 111E and 121.

R. MODIFY the requirement to include 111E, from p. 106 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

121 Introduction to Mathematical Modeling and Problem Solving (3) (Recommended for non-math and non-science majors) (Prerequisite: Grade of C or higher in Mathematics 105E and 105L or placement scores or permission of the department.) The study of algebra and polynomial functions and operations to include linear and nonlinear functions, data analysis, basic statistics, and linear regression in applications setting. Credit cannot be given for Mathematics 111 and 121.

TO

121 Introduction to Mathematical Modeling and Problem Solving (3) (Recommended for non-math and non-science majors) (Prerequisite: Grade of C or higher in Mathematics 105E and 105L or placement scores or permission of the department.) The study of algebra and polynomial functions and operations to include linear and nonlinear functions, data analysis, basic statistics, and linear regression in applications setting. Credit cannot be given for Mathematics 111, 111E and 121.

S. MODIFY the requirement to include 111E, from p. 106 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

131 Mathematical Modeling and Problem Solving (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121)

TO

131 Mathematical Modeling and Problem Solving (3) (Prerequisite: Grade of C or higher in Mathematics **111 (or 111E)** or ~~Mathematics~~ 121

T. MODIFY the requirement to include 111E, from p. 106 (4 items) of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

132 College Trigonometry with Analytic Geometry (3) (Prerequisite: Grade of C or higher in Mathematics **111** or placement scores)

TO

132 College Trigonometry with Analytic Geometry (3) (Prerequisite: Grade of C or higher in Mathematics **111 (or 111E)** or placement scores)

U. MODIFY the prerequisite to include 111E, from p. 107 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

134 Probability and Statistics (3) (Prerequisite: Grade of C or higher in Mathematics **111** or Mathematics 121 or placement scores)

TO

134 Probability and Statistics (3) (Prerequisite: Grade of C or higher in Mathematics **111 (or 111E)** or ~~Mathematics~~ 121 or placement scores)

V. MODIFY the prerequisite to include 111E, from p. 107 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

137 Pre-Calculus (3) (Prerequisite: A grade of C or higher in Mathematics **111**, placement scores, or permission of the department.)

TO

137 Pre-Calculus (3) (Prerequisite: A grade of C or higher in Mathematics **111 (or 111E)** placement scores, or permission of the department.)

W. MODIFY the prerequisite to include 111E, from p. 107 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

140 Applied Calculus (3) (Prerequisite: Grade of C or higher in Mathematics **111** or Mathematics 121 or Mathematics 137 or placement scores)

TO

140 Applied Calculus (3) (Prerequisite: Grade of C or higher in Mathematics **111 (or 111E)**, or **Mathematics** 121, or **Mathematics** 137 or placement scores)

X. MODIFY the prerequisite to include 111E, from p. 107 of the current catalog,
MATHEMATICS COURSES (MATH)

FROM

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3)
(Prerequisite: Grade of C or higher in Mathematics **111**)

TO

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3)
(Prerequisite: Grade of C or higher in Mathematics **111 (or 111E)**)

Y. MODIFY the requirement to include 111E, from p. 63 of the current catalog,
ENVIRONMENTAL SCIENCE OPTION IN BIOLOGY

FROM

Mathematics6 hours
Mathematics **111**, 132, or higher 6

TO

Mathematics6 hours
Mathematics **111 (or 111E)**, 132, or higher 6

Z. **MODIFY** the requirement to include 111E, from p. 64 of the current catalog,
BIOLOGY SECONDARY EDUCATION OPTION

FROM

Mathematics 6 hours
Math **111**, 132, or higher 6

TO

Mathematics 6 hours
Math **111 (or 111E)**, 132, or higher. 6

AA. **MODIFY** the prerequisite to include 111E, from p. 65 of the current catalog

FROM

210 Conservation Biology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department and Mathematics **111**)

TO

210 Conservation Biology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department and Mathematics **111(or 111E)**)

BB. **MODIFY** the requirement to include 111E, from p. 68 of the current catalog,
FOUR YEAR PLAN FOR BIOLOGY MAJORS: WITH A CHEMISTRY
MINOR OR COLLATERAL

FROM

Freshman Year
Mathematics **111**

TO

Freshman Year
Mathematics **111 (or 111E)**

CC. **MODIFY** the mathematics course to include 111E, from p. 69 of the current catalog, in the Fall semester of the Freshman Year of FOUR YEAR PLAN FOR BIOLOGY MAJORS: ENVIRONMENTAL SCIENCE OPTION WITH A CHEMISTRY MINOR

FROM

Mathematics **111** 3

TO

Mathematics **111 (or 111E)** 3

DD. **MODIFY** the mathematics course to include 111E, from p. 70 of the current catalog, in the Fall semester of the Freshman Year of FOUR YEAR PLAN FOR BIOLOGY MAJORS: BIOLOGY SECONDARY EDUCATION OPTION

FROM

Mathematics **111** or higher 6

TO

Mathematics **111 (or 111E)** or higher 6

EE. **MODIFY** the prerequisite to include 111E, from p. 73 (2 items) of the current catalog

FROM

CHEMISTRY COURSES (CHEM)
101 General Chemistry I: General Concepts in Chemistry (4:3-3)
(Prerequisite/Corequisite Mathematics **111**)

TO

CHEMISTRY COURSES (CHEM)
101 General Chemistry I: General Concepts in Chemistry (4:3-3)
(Prerequisite/Corequisite Mathematics **111 (or 111E)**)

FF. MODIFY the prerequisite to include 111E, from p. 73 (2 items) of the current catalog

FROM

150 Chemistry for Everyday Life (4:3-3) (Corequisite/eligibility to take Mathematics **111** or 121)

TO

150 Chemistry for Everyday Life (4:3-3) (Corequisite/eligibility to take Mathematics **111, 111E** or 121)

GG. MODIFY the prerequisite to include 111E, from p. 111 of the current catalog, ASTRONOMY COURSES (ASTR).

FROM

ASTRONOMY COURSES (ASTR)

201 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take Mathematics **111** or Mathematics 121)

TO

ASTRONOMY COURSES (ASTR)

201 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take Mathematics **111 (or 111E)** or Mathematics 121)

HH. MODIFY the prerequisite to include 111E, from p. 111 (4 items) of the current catalog, ASTRONOMY COURSES (ASTR).

FROM

202 Voyage through the Solar System (4:3-3) (Prerequisite: Eligibility to take Mathematics **111** or Mathematics 121)

TO

202 Voyage through the Solar System (4:3-3) (Prerequisite: Eligibility to take Mathematics **111 (or 111E)** or Mathematics 121)

II. **MODIFY** the prerequisite to include 111E, from p. 111 of the current catalog, PHYSICAL SCIENCE COURSES (PSCI)

FROM

PHYSICAL SCIENCE COURSES (PSCI)

101 Physical Science I: Basic Concepts of Physics and Astronomy (4:3-3)

(Prerequisite: Mathematics 105, 105E/105L, or eligibility to take Mathematics **111** or 121) F, S, SU.

TO

PHYSICAL SCIENCE COURSES (PSCI)

101 Physical Science I: Basic Concepts of Physics and Astronomy (4:3-3)

(Prerequisite: Mathematics 105, 105E/105L, or eligibility to take Mathematics) **111 (or 111E)** or 121.

JJ. MODIFY the prerequisite to include 111E, from p. 111 (4 items) of the current catalog, PHYSICAL SCIENCE COURSES (PSCI)

FROM

150 Physical Science for Teachers (4:3-3) (Prerequisite: Mathematics 105, 105E/105L, or eligibility to take Mathematics **111** or 121)

TO

150 Physical Science for Teachers (4:3-3) (Prerequisite: Mathematics 105, 105E/105L, or eligibility to take Mathematics **111 (or 111E)** or 121)

KK. **MODIFY** the requirement to include 111E, from p. 112 of the current catalog, B. Health Physics Concentration

FROM

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 416, 417, 418, and 419
2. Biology 105 and 115 or 107 and 106 or 108, 415 and one course from Biology 301, 401, 402, or 406
3. Math **111**, 132, 201, 202, 203, 301, and 306

TO

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 416, 417, 418, and 419
2. Biology 105 and 115 or 107 and 106 or 108, 415 and one course from Biology 301, 401, 402, or 406
3. Math **111 (or 111E)**, 132, 201, 202, 203, 301, and 306

LL. **MODIFY** the prerequisite to include 111E, from p. 138 of the current catalog,
MANAGEMENT INFORMATION SYSTEMS COURSES (MIS)

FROM

225 Modern Programming (3) Prerequisite: CS 150 or MATH **111** or MATH 121

TO

225 Modern Programming (3) Prerequisite: CS 150 or MATH **111 (or 111E)** or MATH 121

MM. **MODIFY** the prerequisite to include 111E, from p. 140 of the current catalog,
COMPUTER SCIENCE COURSES (CS)

FROM

150 Microcomputers and Software Applications I (3) (Prerequisite:
Eligibility to take Mathematics **111** or 121 [or higher])

TO

150 Microcomputers and Software Applications I (3) (Prerequisite:
Eligibility to take Mathematics **111 (or 111E)** or 121 [or higher])

NN. **MODIFY** the prerequisite to include 111E, from p. 140 of the current catalog,

COMPUTER SCIENCE COURSES (CS)

FROM

190 Programming Fundamentals (3) (Prerequisite: Mathematics **111** or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121])

TO

190 Programming Fundamentals (3) (Prerequisite: Mathematics **111 (or 111E)** or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121])

OO. **MODIFY** the prerequisite to include 111E, from p. 140 of the current catalog,
COMPUTER SCIENCE COURSES (CS)

FROM

190L Laboratory for CS 190 Programming Fundamentals (1:3)
(Prerequisite: Mathematics **111** or Mathematics 121)

TO

190L Laboratory for CS 190 Programming Fundamentals (1:3)
(Prerequisite: Mathematics **111 (or 111E)** or Mathematics 121)

PP. **MODIFY** the requirement to include 111E, from p. 142 of the current catalog,
Semester 1 of FOUR YEAR PLAN FOR HEALTH INFORMATICS:
INFORMATION MANAGEMENT TRACK (HCIM)

FROM

Math **111**

TO

Math **111 (or 111E)**

QQ. **MODIFY** the requirement to include 111E, from p. 143 of the current catalog,
Semester 1 of FOUR YEAR PLAN FOR HEALTH INFORMATICS:
INFORMATION TECHNOLOGY TRACK (HCIT)

FROM

Math 111

TO

Math 111 (or 111E)

RR. **MODIFY** the requirement to include 111E, from p. 157 of the current catalog,
PRE-NURSING GENERAL EDUCATION AND REQUIRED COURSES

FROM

Mathematics 111 or higher

TO

Mathematics 111 (or 111E) or higher

SS. **MODIFY** the requirement to include 111E, from p. 161 of the current catalog,
Semester 1 of Year 1 Freshman NURSING PLAN OF STUDY LOWER
DIVISION

FROM

Mathematics 111 or higher

TO

Mathematics 111 (or 111E) or higher

RATIONALE for J-SS

Text throughout the catalog should include Math 111E/111L as an accepted alternative to Math 111. In several places the extra word Mathematics was removed for consistency.

8. Proposal from the School of Health Sciences - Department of Nursing

A. **MODIFY** the prerequisites/corequisites of NURS 318 on page 158 of the current paper catalog.

FROM:

318 Nursing Pharmacology II (2) (Prerequisites: NURS 301, 309, 317, and 320. Corequisites: 306, 307, and 321) This course expands on the basic concepts of pharmacology presented in

Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects, interactions, and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. Drug therapy for the skin, eye, and ear will also be included. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course

TO:

318 Nursing Pharmacology II (2) (Prerequisites: NURS 301, 309, 317, and 320. Corequisites: 306, 307, and 321 or Permission of the Department) This course expands on the basic concepts of pharmacology presented in Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects, interactions, and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. Drug therapy for the skin, eye, and ear will also be included. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course

RATIONALE:

By adding “Permission of the Department,” students who go off track after being unsuccessful in a prerequisite course or following a course withdrawal can be evaluated individually to determine if they can progress to Pharmacology II while concurrently taking the course which they did not complete through failure or withdrawal. These circumstances will be limited.

B. **MODIFY** NURS 302 on page 160 of the current paper catalog.

FROM:

NURS 302 Principles of Pathophysiology (3) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

TO:

NRN 302 Principles of Pathophysiology (3) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships

between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

RATIONALE:

Since the start of the RN to BSN program, this course has been designated as NURS when all the other RN to BSN courses were NRN. This is now causing problems because the pre-licensure program has a new Pathophysiology course (NURS 320) and the students are confused. Changing this course to be NRN makes it consistent with all the other RN to BSN courses.

- C. **MODIFY** the prerequisites/corequisites of APRN 701 on page 194 of the current paper catalog.

FROM:

701 Primary Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 603. Prerequisite or corequisite: 602) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

TO:

701 Primary Care of Adults (5:2-9) (135 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 601, 603. Prerequisites or Corequisites: 507, 602). (Prerequisites for BSN to DNP Track: 502, 601, 602, 603. Prerequisite or Corequisite: 507) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

- D. **MODIFY** the prerequisites/corequisites of APRN 702 on page 195 of the current paper catalog.

FROM:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 701) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

TO:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 507, 601, 602, 603, 701. Corequisites: 505, 703). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

- E. **MODIFY** the prerequisites/corequisites of APRN 703 on page 195 of the current paper catalog.

FROM:

703 Primary Care of Women (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) S. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

TO:

703 Primary Care of Women (2:1-3) (45 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 507, 601, 602, 603, 701. Corequisites: 505, 702). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701) S. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

- F. **MODIFY** the prerequisites/corequisites of APRN 704 on page 195 of the current paper catalog.

FROM:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

TO:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 507, 601, 602, 603, 701, 702, 703. Corequisites: 506, 707). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected

health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

G. **MODIFY** the prerequisites/corequisites of APRN 705 on page 195 of the current paper catalog.

FROM:

705 Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) F. This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

TO:

705 Internship I (4:1-9) (135 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, 707. Corequisite: 706). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703, 704, 707. Corequisite: 706) F. This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

H. **MODIFY** the prerequisites/corequisites of APRN 706 on page 195 of the current paper catalog.

FROM:

706 Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) F. This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

TO:

706 Internship II (4:1-9) (135 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, 707. Corequisite: 705). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703, 704, 707. Corequisite: 705) F. This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

- I. **MODIFY** the prerequisites/corequisites of APRN 707 on page 195 of the current paper catalog.

FROM:

707 Clinical Decision-making and Ethics (3) (Prerequisites: 501, 502, 503, 504, 505, 507, 601, 602, 603, 701, 702, 703, 704. Prerequisite or corequisite: 506) SU. This course focuses on care management related to algorithms, protocols, and best practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

TO:

707 Clinical Decision-making and Ethics (3) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 507, 601, 602, 603, 701, 702, 703. Corequisites: 506, 704). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703. Corequisite: 704) SU. This course focuses on care management related to algorithms, protocols, and best practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

RATIONALE for C-I:

The BSN to DNP curriculum does not require some of the lower level APRN 500 courses, so they cannot be a prerequisite for 700 level courses. The only APRN 500 level courses that are part of the BSN to DNP curriculum are 502 and 507.

- J. **MODIFY** the prerequisites/corequisites of APRN 710 on page 195 of the current paper catalog.

FROM:

710 Education Capstone Seminar (3) F. (Prerequisites: APRN 501, 502, 503, 504, 604, 605, 606, 607, 708, 709, and EDUC 621 or Permission of the Department.) This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

TO:

710 Education Capstone Seminar (3) F. (Prerequisites: APRN 501, 502, 503, 504, 604, 605, 606, 607, 608, 708. Corequisite: 709 or Permission of the Department.) This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

RATIONALE:

The EDUC 621 course has been replaced by APRN 608, necessitating an update in the prerequisites for APRN 710.

9. Proposal from the School of Health Sciences - Speech-Language Pathology Program

A. MODIFY PAGE 211 in the online Catalog and page 211 in paper Catalog

FROM:

580: Clinical Practicum II (2:0-4) This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Clinical hours are accumulated under direct supervision of American Speech-Language-Hearing Association (ASHA) Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification.

TO:

580: Clinical Practicum II (1:0-2) (Prerequisite: 550) This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Clinical hours are accumulated under direct supervision of American Speech-Language-Hearing Association (ASHA) Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE:

- The credit number and subsequent practicum hours have been reduced to reflect the expected number of hours that should be obtained within this course. The reduction in credit will be added to 621.
- Clinical practicum 550 needs to be completed before taking 580.

B. DELETE ON PAGE 211 in the online Catalog and page 211 in paper Catalog

581: Hearing Clinical Practicum (1:0-2) This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by American Speech-Language-Hearing Association (ASHA).

RATIONALE:

- Students conduct hearing screenings during each clinical practicum. A special hearing practicum is not needed.
- The lost credit will be added to 621.

C. MODIFY PAGE 212 in the online Catalog and page 212 in the paper Catalog

FROM:

621: Clinical Practicum V (6:0-12) (Prerequisite: 620) This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

TO:

621: Clinical Practicum V (8:0-16) (Prerequisite: 620) This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE:

- Credits are increased by two to obtain the necessary number of practicum hours expected in the final semester.
- These two credits were obtained from 580 and 581 with no overall increase in Program credits.

10. Proposal from the Academic Affairs Committee

A. **MODIFY** the General Education Goals and Requirements (Catalog, p. 57):

FROM

Goal 1. The ability to write and speak English clearly, logically, creatively, and effectively.

Goal 2. The ability to read and listen with understanding and comprehension.

Goal 3. The ability to use technology to locate, organize, document, present, and analyze information and ideas.

Goal 4. The ability to explain artistic processes and evaluate artistic product.

Goal 5. The ability to use fundamental math skills and principles in various applications.

Goal 6. The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.

Goal 7. The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.

Goal 8. The ability to describe the governing structures and operations of the United States,

including the rights and responsibilities of its citizens.

Goal 9. The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.

TO

Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.

Goal 2. The ability to demonstrate comprehension of different forms of communication.

Goal 3. The ability to explain artistic processes and evaluate artistic product.

Goal 4. The ability to use fundamental math skills and principles in various applications.

Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.

Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.

Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.

Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.

RATIONALE:

During a previous assessment cycle (2017/2018), the Academic Affairs Committee formed an Ad-hoc Committee on General Education Assessment. One of the Ad-hoc committee's charges is to review and recommend changes to the General Education Goals.

During the past three assessment cycles, the AAC found the General Education Goals problematic in these ways:

1. Some goals or phrases in them no longer appear to be part of the General Education curriculum;
2. Phrases in some goals are difficult to assess, indicating an input (listening, for example) or requiring a value judgement.
3. Some wording is dated and reflects content or an approach to content no longer taught at the University.

The proposed changes to the General Education Goals are not meant to initiate changes to General Education Requirements, General Education curricula, or teaching practices. Rather,

they respond to the ways in which goals, practices, and content have already fundamentally changed. The purpose of these revisions is to make the current assessment more efficient, readily comprehensible, and demonstrable.

These revisions will not require curricular changes or more assessment than is already necessary.

Goal 1. “Speak” and “creatively” are not systematically taught or evaluated. General Education courses do more than teach writing as a form of communication. “Compose” includes a variety of communication modes.

The second phrase, “integrate relevant research when appropriate” requires a skill set taught across the General Education curriculum and recognizes the importance of support in academic and professional work.

“Produce developed, insightful arguments” reinforces and extends the importance of rhetoric, in practice and in analysis, implying concepts like the rhetorical triangle. This phrase also identifies the purpose of effective communication

Goal 2. The current version is too difficult to assess. Reading with comprehension is an “input” that cannot be observed. The skill requires an object (to read what?). “Listen” is problematic, but may be taught in Modern Languages. The revision allows for listening skills.

Goal 3. Delete Goal 3. AAC considered several revisions and concluded that the goal is no longer part of the General Education curriculum, that its content was tied to courses that no longer exist, and that revision of the goal would constitute the introduction of a new goal. Further, teaching technology at the college level has become discipline specific. The development of basic technological skills is already assessed through other goals, but does not justify its own goal.

Goal 4 and Goal 5 are not changed but are renumbered as Goal 3 and Goal 4. The Departments mostly directly responsible for teaching the content for these goals reviewed them and recommended no changes. The Academic Affairs Committee agreed.

Goal 5. [Was Goal 6] “Understanding” is difficult to assess. “Describe”, “apply”, and “analyze” are concrete, discrete operations and recommended by Bloom’s Taxonomy. These verbs cover a range of work from the middle to the highest order. The revised verbs and the new criteria, “experimental evidence”, emphasize the scientific process across the current curricula.

Goal 6. [Was part of Goal 7] Goal 7 was the most challenging to revise because it connects to two separate Areas in the General Education Requirements (*Catalogue*, page 58): Area 2. Social Sciences and Area 3. Humanities, b. History. The Academic Affairs Committee split this goal, and the respective departments drafted wording for those new goals.

Goal 6 now maps to the Humanities Area, specifically b. History. The History Department has launched a new assessment program, and their Student Learning Outcomes directly support this new Goal 6.

Goal 7. This revision of Goal 7 preserves and revises the social sciences aspect of the original goal.

Goal 8. Goal 8 is required by South Carolina law.

Goal 9. This goal overlaps with other goals, appears to be two goals and to require subjective judgement.

The Ad-hoc committee took “to make informed and responsible choices” not as the application of value, but rather the discernment between two contrasting ideas or sets of data (for example). That spirit is in “assess,” which avoids subjective connotations.

Several academic units noted how the first half of the original goal statement is part of their curriculum and is already assessed.

VI. Proposal from the Faculty Life Committee

A. **MODIFY** Appendix 9 of the Faculty Handbook

FROM:

Francis Marion University Student Rating Form

Your opinions are important in helping the University maintain and improve the quality of its courses. Please answer each item honestly and thoughtfully. Remember, this evaluation process is strictly confidential. Your instructor will not receive the results of the survey after final grades have been submitted.

1. Instructor Ratings

- The instructor was prepared and organized.
- The instructor presented material in a clear and understandable manner.
- The instructor was able to stimulate my thinking about the subject matter.
- The instructor was able to improve my understanding of the subject matter.
- The instructor maintained a positive learning environment.
- The instructor adequately explained course assignments and requirements.
- The instructor was available to me outside of the classroom.
- The instructor returned graded work within a reasonable time period.
- The instructor evaluated graded work fairly.
- I would recommend **this instructor** to other students.

Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree

1 2 3 4 5

2. Course Ratings

- Please rate the overall quality of **this course**.
- Please rate the relevance of assignments to the course description.

- Please rate the textbook and other required materials used in this course.

Very Poor	Fair	Neutral	Good	Excellent
1	2	3	4	5

3. Self Rating

- The grade that I expect in this course is:

A B+ B C+ C D+ D F Other/NA

4. Please type additional comments in the box below. These comments will only be shared with the instructor.

TO:

Francis Marion University Student Rating Form

Your opinions are important in helping FMU maintain and improve the quality of its courses. Please answer each item candidly and thoughtfully. All responses will be de-identified before they are presented to the instructor. Additionally, all numeric ratings will be compiled and presented as group results. Your instructor will not receive the results of the survey until after final grades have been submitted.

1. Instructor Ratings

- Please rate the overall quality of this instructor.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

- The instructor was prepared for class.
- The instructor presented material in an understandable manner.
- The instructor was able to improve my understanding of the subject matter.
- The instructor created an environment that supported learning.
- The instructor adequately explained course requirements.
- The instructor was available to me if I needed to contact them.
- The instructor provided useful feedback.
- The instructor clearly explained the standards for graded material.
- I would recommend this instructor to other students.

Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree

1 2 3 4 5

2. Course Ratings

- Please rate the overall quality of **this course**.
- Please rate the textbook used in this course.
- Please rate the other required materials used in this course.

Poor	Fair	Average	Good	Excellent	NA
1	2	3	4	5	

- I feel comfortable expressing myself in this class.
- The course followed the syllabus.

Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree

1 2 3 4 5

3. Please provide any additional comments (For example: What are ways to improve the course? What did you enjoy about the course?)

4. Self Rating

- The grade that I expect in this course is:

A B+ B C+ C D+ D F Other/NA

Class standing: Freshman Sophomore Junior Senior Graduate Student
Other _____ Prefer not to answer

RATIONALE

Last academic year (2018-2019), the Faculty Life Committee proposed migration of student evaluation forms online and some modifications of the questions on the rating form. Additionally, at the behest of the Faculty Chair, an ad-hoc committee was formed to further address the effectiveness of the student evaluation form. Based on the new recommendations from the ad-hoc Committee, the Faculty Life Committee made additional changes to the student rating form to reflect best practices in survey techniques and to more closely mirror those of peer and aspirant universities.