AGENDA
General Faculty Meeting
February 20, 2024 – 3:45 pm, Chapman Auditorium

I. Call to order

II. Approval of minutes from the November 14, 2023 meeting

III. Elections
a. Chair of the Faculty
b. At-Large Senators (4)

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. Proposals from the Provost's Office
A. Add Evening College Courses EVCL 100-109, 110-119, 120-129, 130-139, 140-149, 150-159, 160-169, 170-179, 180-189
B. Add Evening College and Certificate to Catalog
1. Add Evening College Heading
2. Add Evening College Mission Statement
3. Add Interprofessional Certificate Heading
4. Add Interprofessional Certificate Description

2. Proposals from the Department of Biology
A. Modify Biology Electives (200 level or above)
B. Modify Ecology courses and clarify language in Veterinary Studies Option
C. Delete BIOL 402
D. Delete BIOL 402 from course listings
E. Modify Biology courses in Forestry Major
F. Delete BIOL 402 from Biology Secondary Education Option

3. Proposals from the Department of Mathematics
A. Add an opening paragraph description of Math program offerings
B. Modify language to clarity Major requirements for Mathematical Sciences option
C. Delete separate section for Mathematical Science requirements
D. Modify Other Information section
E. Modify MATH 201 Prerequisites
F. Modify MATH 131 Scheduling designation
G. Modify MATH 140 Scheduling designation
H. Modify MATH 170 Scheduling designation
I. Modify MATH 201L Scheduling designation
J. Modify MATH 213 Scheduling designation

K. Modify MATH 270 Scheduling designation
L. Modify MATH 301 Scheduling designation
M. Modify MATH 304 Scheduling designation
N. Modify MATH 311 Scheduling designation
O. Modify MATH 315 Scheduling designation
P. Modify MATH 317 Scheduling designation
Q. Modify MATH 318 Scheduling designation
R. Modify MATH 322 Scheduling designation
S. Modify MATH 407 Scheduling designation
T. Modify MATH 409 Scheduling designation
U. Modify MATH 411 Scheduling designation
V. Modify MATH 421 Scheduling designation
W. Modify MATH 422 Scheduling designation
X. Modify MATH 497 Scheduling designation
Y. Modify MATH 499 Scheduling designation
Z. Modify MATH 502 Scheduling designation
AA. Modify MATH 508 Scheduling designation
BB. Modify MATH 509 Scheduling designation
CC. Modify MATH 511 Scheduling designation
DD. Modify MATH 515 Scheduling designation
EE. Modify MATH 516 Scheduling designation
FF. Modify MATH 518 Scheduling designation
GG. Modify MATH 520 Scheduling designation
HH. Modify MATH 521 Scheduling designation
II. Modify MATH 530 Scheduling designation
JJ. Modify STAT 421 Scheduling designation

4. Joint Proposal from the Department of Political Science and Geography and the Department of Sociology

A. Department of Political Science and Geography
    a. Add CRJS 230
    b. Add CRJS 300
    c. Add CRJS 301
    d. Modify POLI 230 – cross-list with CRJS 230
B. Department of Sociology
    a. Add SOCI 210
    b. Add SOCI 220
C. Add Criminal Justice program
D. Modify Catalog to add the Criminal Justice degree
    a. Department of Political Science and Geography
        i. Add Criminal Justice to the Table of Contents in Catalog
        ii. Add Criminal Justice (B.A., B.S.) program listing
        iii. Add Criminal Justice Mission Statement
        iv. Delete Political Science Criminal Justice Track

5. **Proposals from the Department of Sociology**

A. Modify title and requirements for the Sociology Criminal Justice Track

6. **Proposals from the School of Health Sciences, Department of Nursing**

A. Modify General Education and Required Courses for RN-BSN Students
B. Modify General Education and Required Courses for second degree Students
C. Update Credits for NRN 333 and NRN 445 to reflect previous change
D. Add: Post-Masters Certificate
E. Modify: MSN content delivery
F. Modify: Description of content delivery
G. Modify: DNP 802
H. Modify: DNP 802
I. Modify: DNP 802
J. Modify: Description of Director/Coordinator

7. Proposals from the School of Education

A. Delete Master of Education: Montessori Education Concentration
B. Delete Master of Education: Montessori Education Concentration and Accelerated Master's Program in Montessori Early Childhood/Elementary Education
C. Delete Master of Education: Montessori Education Concentration
D. Modify: Hours and course requirements for Multi-Categorical Degree
E. Modify 759 and 762
F. Modify 770
G. Modify 530
H. Modify 649
I. Modify Teaching and Learning courses options

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the General Faculty Agenda – February 20, 2024

V. Report from the Faculty Senate

1. Proposals from the Provost's Office

A. <u>ADD:</u> on p. 180 of the FMU 2023-2024 catalog, below a grey bar heading "Evening College Courses (EVCL)." This heading will appear below the

"Interprofessional Certificate" description (text to follow course additions).

100-109 Evening College Special Topics in Social Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Social Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

110-119 Evening College Special Topics in Humanities (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Humanities. May be taken for Interprofessional Certificate credit. May be repeated for credit.

120-129 Evening College Special Topics in the Behavioral Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

130-139 Evening College Special Topics in the Natural Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Natural Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

140-149 Evening College Special Topics in Health Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Health Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

150-159 Evening College Special Topics in Business (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the School of Business. May be taken for Interprofessional Certificate credit. May be repeated for credit.

160-169 Evening College Special Topics in Education (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the School of Education. May be taken for Interprofessional Certificate credit. May be repeated for credit.

170-179 Evening College Special Topics in Popular Culture (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Popular Culture and should involve current events, trends, and/or politics. May be taken for Interprofessional Certificate credit. May be repeated for credit.

180-189 Evening College Practicum (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics that are experiential, practical, clinical and/or skill based. May be taken for Interprofessional

Certificate credit. May be repeated for credit.

RATIONALE FOR A: The Evening College curriculum was developed to engage community members who are interested in lifelong learning opportunities but not necessarily seeking a degree. The topics and descriptions are broad to allow for a wide range of topics to appeal to students and instructors alike.

B. Adding Evening College and Certificate to the Catalog under "Other Academic Programs"

1. ADD on p. 180 of the FMU 2023-2024 catalog "Evening College" in a black heading below the "University Life" section.

2. **ADD**: Evening College mission statement to p.180 of the FMU 2023-2024 catalog under the "Evening College" black bar heading. The text should read…

The FMU Evening College promotes FMU's mission to serve the Pee Dee region and the state of South Carolina by providing educational opportunities to members of the community seeking to engage in professional and personal development. The Evening College and its faculty strive for excellence in teaching and to provide learning opportunities that are accessible, flexible, and affordable.

3. ADD: "Interprofessional Certificate" to p.180 of the FMU 2023-2024 Catalog in a grey bar heading below the Evening College Mission Statement.

4. ADD: Interprofessional Certificate description to p.180 of the FMU 2023-2024 Catalog under the "Interprofessional Certificate" grey bar heading. The text should read…

Students completing 18 Evening College credits will earn an Interprofessional Certificate. An Interprofessional Certificate may be applied as 18 hours of general elective credit to an undergraduate FMU degree program. While multiple certificates may be earned, only the credits from one certificate may be applied to a degree.

RATIONALE FOR B: These proposed changes update the catalog's program inventory to include the Evening College and Interprofessional Certificate.

2. Proposals from the Department of Biology

A. MODIFY on page 64 of the current catalog to clarify language related to the Biology Electives in the BIOLOGY MAJOR

FROM:

Biology Electives: ……11-12

TO:

Biology Electives: (200 level or above) ……11-12

RATIONALE FOR A: This phrase specifies that electives must be 200 level or above. This has always been the case and was found in the catalog previously. In the 2021 catalog we updated the format of the Biology Major listing and somehow neglected to include this requirement.

B. MODIFY on page 67 of the current catalog to include additional ecology courses and clarify language in the VETERINARY STUDIES OPTION

FROM:

Ecology Block: (412) ……..……4
Genetics Block: (401 or 409) ……4
Biology Elective: ……4
Biology Elective: ……4
Senior Seminar (499) ……1

TO:

Ecology Block: (308, 317, 318, 400, 411, or 412) ……4
Genetics Block: (401 or 409) ……4
Biology Electives: (200 level or above) ……8
Biology Capstone (499) ……1

RATIONALE FOR B: This adds additional courses to the Ecology Block of the Veterinary Studies Option in Biology. These are being added in order to give the group of veterinary option students who are planning to apply to veterinary school more flexibility and options to complete that particular block. The other two changes are to clarify language related to the electives and update to the current title of 499.

C. DELETE on page 70 of the BIOL 402: TERRESTRIAL ECOLOGY course.

~~**402 Terrestrial Ecology** (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and Chemistry 112 and 112L) F. Structure and function of terrestrial ecosystems, communities, and populations; relationships of organisms (including human beings) to their environments.~~

RATIONALE FOR C: This proposal deletes an ecology course that has not been taught in many years and has considerable overlap with another course BIOL 411.

D. <u>DELETE</u> on page 64 of the current catalog to remove 402 from the ecology courses of the BIOLOGY MAJOR

FROM:

Ecology Block (either 308, 317, 318, 400, ~~402,~~ 411, or 412) 4

TO:

Ecology Block (either 308, 317, 318, 400, 411, or 412) 4

E. <u>MODIFY</u> on page 66 of the current catalog to remove BIOL 402 from core biology courses and add BIOL 411 to the FORESTRY MAJOR

FROM:

~~Terrestrial Ecology (402).....4~~

TO:

Ecology (411).....4

F. <u>DELETE</u> on page 67 of the current catalog to remove 402 from the ecology courses of the BIOLOGY SECONDARY EDUCATION OPTION

FROM:

Ecology: One course from Biology 308, 317, 318, 400, ~~402,~~ 411, 412……...4

TO:

Ecology: One course from Biology 308, 317, 318, 400, 411, 412……..……..4

<u>RATIONALE FOR D-F</u>: These changes update the major and option listing to reflect the deletion of BIOL 402: Terrestrial Ecology.

3. Proposal from the Department of Mathematics

A. <u>ADD</u> a new opening paragraph on page 114 of the current catalog under the Mission Statement

The Department of Mathematics offers a baccalaureate degree in Mathematics. Mathematics majors can choose between two track offerings, Mathematical Sciences or Teacher Licensure. The department also offers two minors, one in Mathematics and another in Statistics. In addition, the department has a collateral offering in Mathematics.

<u>Rationale for A:</u>

This addition more clearly states the department's program offerings.

B. <u>MODIFY</u> on page 114 of the current catalog the mathematics major description

<u>FROM:</u>

MAJOR

~~A major in mathematics requires the following:~~

~~(Students must select one of the following two options.)~~

~~1. Mathematical Sciences Option~~

~~a) Mathematics 201, 202, 203, 304, 306, and 499~~

~~b) Mathematics 311 (Double majors may substitute Mathematics 230 for Mathematics 311)~~

~~c) Mathematics 405 or 407 or 411~~

~~d) Three mathematics electives above the 199 level – at least one of these at the 400 level and no more than one at the 200 level~~

~~e) Choice of Mathematics 213 or Computer Science 226~~

~~2. Teacher Licensure Option~~

TO:

MAJOR

A major in mathematics requires the following:

Students must choose one of the following two options:

MAJOR IN MATHEMATICS WITH THE MATHEMATICAL SCIENCE OPTION

1. Mathematics 201, 202, 203, 304, 306, and 499.
2. Mathematics 213 or Computer Science 226.
3. Mathematics 311, but double majors may substitute Mathematics 230 for 311.
4. Mathematics 405, 407, or 411.
5. Mathematics Electives (Mathematics 170, 270, and 370 may not serve as a mathematics elective at any level)
   a. One mathematics elective at or above 200 level,
   b. one more mathematics elective at or above the 300 level,
   c. and a third mathematics elective at or above the 400 level.
6. Two 12-hour collaterals approved by the faculty advisor,

   or one 18-hour minor approved by the faculty advisor.

MAJOR IN MATHEMATICS WITH THE TEACHER LICENSURE OPTION

Rationale for B:

This change clarifies the degree requirements for the mathematical sciences option. It does not change the degree requirements it just changes the wording for more clarity to the reader.

C. **DELETE** from page 114 of the current catalog under the Teacher Licensure requirements (following Electives (if needed))

~~Minor/collateral requirements for Mathematical Sciences Option (two options)~~
~~a) two 12-hour collaterals approved by the faculty adviser~~
~~b) an 18-hour minor approved by the faculty adviser~~

Rationale for C:

This information was moved earlier in the catalog in item C. It now keeps all of the mathematical sciences option requirements together and all of the teacher licensure requirements together.

D. **MODIFY** on page 115 of the current catalog under OTHER INFORMATION

FROM:

OTHER INFORMATION
~~During registration, beginning students at FMU are placed by members of the Department of Mathematics in their first mathematics course. Adjustments to the following placements may be made due to low scores on the Verbal Section of the SAT. Equivalent ACT scores are used for students who did not take the SAT. Students who took an AP Calculus AB course in high school and scored a five on the examination or an AP Calculus BC course and scored a three or higher on the examination are typically placed in Mathematics 203; those who scored a three or four on the AP Calculus AB examination are advised to enter Mathematics 202; those who scored a one or two are typically placed in Mathematics 201. Students with a strong high school background in both algebra and trigonometry and who make 570 or higher on the Quantitative Section of the SAT are typically placed in Mathematics 201. Beginning students with a strong background in algebra but little or no background in trigonometry and at least 540 on the Quantitative Section of the SAT are typically placed in either Mathematics 131, Mathematics 132, Mathematics 134, Mathematics 137, Mathematics 140, or Mathematics 170 based on their chosen major. Students who have had at least two years of high school algebra and who make between 460 and 530, inclusively, on the Quantitative Section of the SAT are typically placed in either Mathematics 111 or Mathematics 121 based on their chosen major. Students who have less than two years of high school algebra or who make less than 460 on the Quantitative Section of the SAT are typically placed in Mathematics 105 or Mathematics 105E/105L based on their chosen major. Mathematics 105 and Mathematics 105E/105L are also available to older students who are not recent high school graduates. Students who disagree with their placements in their initial mathematics course may see the department chair or his/~~

~~her designee by the third day of the semester to schedule a Mathematics Placement Test.~~

TO:

OTHER INFORMATION

During registration, beginning students at Francis Marion University are placed into their first mathematics course by the Department of Mathematics through the Chair or designee upon consideration of the appropriate and available information. The Department reserves the right to require a student to take a placement test if the available information is not adequate for making a sound determination of placement. All listing of prerequisites of mathematics courses are requirements, not recommendations, and may be waived only by the Department Chair or designee.

Below are typical student placements or credits based on AP test results:

- Score of 3 or higher on AP Calculus BC typically results in placement into Mathematics 203.
- Score of 5 on AP Calculus AB typically results in placement into Mathematics 203.
- Score of 3 or 4 on AP Calculus AB typically results in placement into Mathematics 202.
- Score of 1 or 2 on AP Calculus AB typically results in placement into Mathematics 201.
- Score of 4 or higher on AP Precalculus yields credit for Math 137.
- Score of 4 or higher on AP Statistics yields credit for Math 134.

Rationale for D:

The change in this paragraph is due to clarity. Due to changes with SAT/ACT application requirements, we do not place students in the same manner as before. Also, with the addition of AP Precalculus and the statistics minor, we have added the credit/placements for those courses as well.

E. **MODIFY** on page 116 of the current catalog the prerequisite

FROM:

201 Calculus I (3) (Prerequisite: Grade of C or higher in ~~either Mathematics 132 or~~ Mathematics 137 or placement scores or permission of department) F, S, SU. The first of a three-course sequence covering an introduction to the analysis of real-valued functions of one real variable. Topics include the limit of a function, continuity, the derivative, and applications. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

TO:

201 Calculus I (3) (Prerequisite: Grade of C or higher in Mathematics 137 or placement scores or permission of department) F, S, SU. The first of a three-course sequence covering an introduction to the analysis of real-valued functions of one real variable. Topics include the limit of a function, continuity, the derivative, and applications. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

Rationale for E:

Math 137 better prepares students for calculus. Topics in exponential and logarithmic functions are used throughout the calculus sequence but not covered in Math 132.

F. MODIFY on page 116 of the current catalog the semester designation

FROM:

131 Mathematical Modeling and Problem Solving (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or 121 or placement scores) F, S, ~~SU~~. This course uses mathematics to solve real-world problems. A mathematical model is a representation of a scenario that is used to gain understanding of some real-world problem and to predict future behavior. The modeling cycle encompasses formulating a problem as a mathematical model, analyzing the mathematical model, calculating solutions, and validating results.

TO:

131 Mathematical Modeling and Problem Solving (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or 121 or placement scores) F, S. This course uses mathematics to solve real-world problems. A mathematical model is a representation of a scenario that is used to gain understanding of some real-world problem and to predict future behavior. The modeling cycle encompasses formulating a problem as a mathematical model, analyzing the mathematical model, calculating solutions, and validating results.

G. MODIFY on page 116 of the current catalog the semester designation

FROM:

140 Applied Calculus (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E), or 121, or 137 or placement scores) ~~F, S, SU~~. Topics include limits, derivatives, applications of the derivative, exponential and logarithmic functions, definite integrals, and applications of the definite integral. This course cannot be used in place of Mathematics 201 for any reason, and it is not a sufficient prerequisite for Mathematics 202. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

TO:

140 Applied Calculus (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E), or 121, or 137 or placement scores). Topics include limits, derivatives, applications of the derivative, exponential and logarithmic functions, definite integrals, and applications of the definite integral. This course cannot be used in place of Mathematics 201 for any reason, and it is not a sufficient prerequisite for Mathematics 202. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

H. **MODIFY** on page 116 of the current catalog the semester designation

FROM:

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or placement scores) F, S, ~~SU~~. Origin and development of the real numbers. Emphasis on the precision of Mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of Mathematical structures in the use of equalities, equations, and inequalities are emphasized. Mathematics 170 is for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies.

TO:

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or placement scores) F, S. Origin and development of the real numbers. Emphasis on the precision of Mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of Mathematical structures in the use of equalities, equations, and inequalities are emphasized. Mathematics 170 is for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies.

I. MODIFY on page 116 of the current catalog the semester designation

FROM:

201L Calculus I Workshop (1:3) (Corequisite: Mathematics 201) ~~F, S, SU~~. Intensive calculus workshop for students enrolled in Mathematics 201. Students work collaboratively in small groups on problems that emphasize the key ideas of calculus. The workshop will also introduce students to technology that can automate and help visualize calculus concepts. Assessed as S (Satisfactory) or U (Unsatisfactory).

TO:

201L Calculus I Workshop (1:3) (Corequisite: Mathematics 201). Intensive calculus workshop for students enrolled in Mathematics 201. Students work collaboratively in small groups on problems that emphasize the key ideas of calculus. The workshop will also introduce students to technology that can automate and help visualize calculus concepts. Assessed as S (Satisfactory) or U (Unsatisfactory).

J. **MODIFY** on page 116 of the current catalog the semester designation

FROM:

213 Scientific Programming in Python (3) (Prerequisite/Corequisite Mathematics 201 or permission of department) F, S, ~~SU~~. Introduction to Python fundamentals including built-in data types, functions (definition and use), decision and repetition structures, and file processing. Applications of Python in scientific fields.

TO:

213 Scientific Programming in Python (3) (Prerequisite/Corequisite Mathematics 201 or permission of department) F, S. Introduction to Python fundamentals including built-in data types, functions (definition and use), decision and repetition structures, and file processing. Applications of Python in scientific fields.

K. MODIFY on page 116 of the current catalog the semester designation

FROM:

270 Survey of Mathematics for Early Childhood and Elementary Teachers II (3) (Prerequisite: Grade of C or higher in Mathematics 170 or 201) F, S, ~~SU~~. Continuation of Mathematics 170. The study of rational numbers (fractional, decimal and percentage forms), of elementary concepts in probability, of data analysis (collecting, organizing, and displaying data), and of appropriate statistical methods are the major components of the course with additional emphasis on problem-solving. Mathematics 270 is for students seeking South Carolina Teacher Licensure in early childhood education and in elementary education or a B.G.S. in Educational Studies.

TO:

270 Survey of Mathematics for Early Childhood and Elementary Teachers II (3) (Prerequisite: Grade of C or higher in Mathematics 170 or 201) F, S. Continuation of Mathematics 170. The study of rational numbers (fractional, decimal and percentage forms), of elementary concepts in probability, of data analysis (collecting, organizing, and displaying data), and of appropriate statistical methods are the major components of the course with additional emphasis on problem-solving. Mathematics 270 is for students seeking South Carolina Teacher Licensure in early childhood education and in elementary education or a B.G.S. in Educational Studies.

L. MODIFY on page 116 of the current catalog the semester designation

FROM:

301 Ordinary Differential Equations (3) (Prerequisite: Grade of C or higher in 202 or permission of the department.) S. General first-order differential equations and second-order linear equations with applications. Other topics may include Mathematical models, computational methods, dynamical systems, aspects of higher-order linear equations, Laplace transforms, and an introduction to partial differential equations.

TO:

301 Ordinary Differential Equations (3) (Prerequisite: Grade of C or higher in 202 or permission of the department.) F, S. General first-order differential equations and second-order linear equations with applications. Other topics may include Mathematical models, computational methods, dynamical systems, aspects of higher-order linear equations, Laplace transforms, and an introduction to partial differential equations

M. MODIFY on page 117 of the current catalog the semester designation

FROM:

304 Linear Algebra (3) (Prerequisite: Grade of C or higher in Mathematics 202) F, S, ~~SU~~. Introduction to the algebra of finite-dimensional vector spaces. Topics covered include finite-dimensional vector spaces, matrices, systems of linear equations, determinants, change of basis, eigenvalues, and eigenvectors.

TO:

304 Linear Algebra (3) (Prerequisite: Grade of C or higher in Mathematics 202) F, S. Introduction to the algebra of finite-dimensional vector spaces. Topics covered include finite-dimensional vector spaces, matrices, systems of linear equations, determinants, change of basis, eigenvalues, and eigenvectors.

N. MODIFY on page 117 of the current catalog the semester designation

FROM:

311 Transition to Higher Mathematics (3) (Prerequisites: Grade of C or higher in Mathematics 203 or Mathematics 230 or qualifying AP score) F, ~~S~~. This course is principally devoted to understanding and writing mathematical proofs with correctness and style. Elements of mathematical logic such as Boolean logical operators, quantifiers, direct proof, proof by contrapositive, proof by contradiction, and proof by induction are presented. Other material consists of topics such as elementary set theory, elementary number theory, relations and equivalence relations, equivalence classes, the concept of a function in its full generality, and the cardinality of sets.

TO:

311 Transition to Higher Mathematics (3) (Prerequisites: Grade of C or higher in Mathematics 203 or Mathematics 230 or qualifying AP score) F. This course is principally devoted to understanding and writing mathematical proofs with correctness and style. Elements of mathematical logic such as Boolean logical operators, quantifiers, direct proof, proof by contrapositive, proof by contradiction, and proof by induction are presented. Other material consists of topics such as elementary set theory, elementary number theory, relations and equivalence relations, equivalence classes, the concept of a function in its full generality, and the cardinality of sets.

O. MODIFY on page 117 of the current catalog the semester designation

FROM:

315 History of Mathematics (3) (Prerequisite: 202) ~~SU~~. Origins of mathematics and the development of Egyptian and Babylonian, Pythagorean, Greek, Chinese and Indian, and Arabic mathematics as well as mathematics of the Middle Ages and modern mathematics. The development of the calculus, geometry, abstract algebra, analysis, mathematics notation, and basic mathematics concepts will be emphasized as well as the personalities of mathematicians and their contributions to the subject.

TO:

315 History of Mathematics (3) (Prerequisite: 202). Origins of mathematics and the development of Egyptian and Babylonian, Pythagorean, Greek, Chinese and Indian, and Arabic mathematics as well as mathematics of the Middle Ages and modern mathematics. The development of the calculus, geometry, abstract algebra, analysis, mathematics notation, and basic mathematics concepts will be emphasized as well as the personalities of mathematicians and their contributions to the subject.

P. MODIFY on page 117 of the current catalog the semester designation

FROM:

317 Number Theory (3) (Prerequisite or corequisite: 202) ~~AF~~. Introduction to the elementary aspects of the subject with topics including divisibility, prime numbers, congruencies, Diophantine equations, residues of power, quadratic residues, and number theoretic functions.

TO:

317 Number Theory (3) (Prerequisite or corequisite: 202). Introduction to the elementary aspects of the subject with topics including divisibility, prime numbers, congruencies, Diophantine equations, residues of power, quadratic residues, and number theoretic functions.

Q. MODIFY on page 117 of the current catalog the semester designation

FROM:

318 Combinatorics and Graph Theory (3) (Prerequisite: 203) ~~As Needed~~. In combinatorial theory the course will discuss the basic counting principles, arrangements, distributions of objects, combinations, and permutations. Considerable attention will be given to ordinary and exponential generating functions. Also to be covered will be the standard counting techniques of recurrence, inclusion-exclusion, Burnside's Theorem, and Polya's Enumeration Formula. In graph theory the course will cover the basic theory of graphs. Also covered will be graph isomorphism, planar graphs, Euler and Hamiltonian circuits, trees, and graph colorings.

TO:

318 Combinatorics and Graph Theory (3) (Prerequisite: 203). In combinatorial theory the course will discuss the basic counting principles, arrangements, distributions of objects, combinations, and permutations. Considerable attention will be given to ordinary and exponential generating functions. Also to be covered will be the standard counting techniques of recurrence, inclusion-exclusion, Burnside's Theorem, and Polya's Enumeration Formula. In graph theory the course will cover the basic theory of graphs. Also covered will be graph isomorphism, planar graphs, Euler and Hamiltonian circuits, trees, and graph colorings.

R. MODIFY on page 117 of the current catalog the semester designation

FROM:

332 Discrete Mathematics II (3) (Prerequisite: Grade of C or higher in either 230 or 311 or permission of department~~) As needed~~. Major topics covered include sums, recurrences, relations and functions including integer functions (mod, floor, ceiling), elementary number theory, binomial coefficients, discrete probability, and graphs. Additional topics may be chosen from generating functions (solving recurrences, convolutions), special numbers (e.g., Stirling, Bernoulli, Fibonacci), and asymptotics (O notation, manipulation, and summation formulas).

TO:

332 Discrete Mathematics II (3) (Prerequisite: Grade of C or higher in either 230 or 311 or permission of department). Major topics covered include sums, recurrences, relations and functions including integer functions (mod, floor, ceiling), elementary number theory, binomial coefficients, discrete probability, and graphs. Additional topics may be chosen from generating functions (solving recurrences, convolutions), special numbers (e.g., Stirling, Bernoulli, Fibonacci), and asymptotics (O notation, manipulation, and summation formulas).

S. MODIFY on page 117 of the current catalog the semester designation

FROM:

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) ~~S~~. At the intermediate-level covers the following topics: Cauchy sequences and the construction of real numbers, sequences and series of real numbers, the real line as a metric space, continuity and uniform continuity, derivatives of real-valued functions of one real variable, spaces of continuous functions, Lebesgue measure and the Lebesgue integral, and Fourier series.

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). At the intermediate-level covers the following topics: Cauchy sequences and the construction of real numbers, sequences and series of real numbers, the real line as a metric space, continuity and uniform continuity, derivatives of real-valued functions of one real variable, spaces of continuous functions, Lebesgue measure and the Lebesgue integral, and Fourier series.

T. MODIFY on page 117 of the current catalog the semester designation

FROM:

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) ~~AS~~. Complex numbers and functions, derivatives and integrals of complex functions, the Cauchy integral theorem and its consequences, residue theory, and conformal mapping. Additional topics as time permits.

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). Complex numbers and functions, derivatives and integrals of complex functions, the Cauchy integral theorem and its consequences, residue theory, and conformal mapping. Additional topics as time permits.

U. MODIFY on page 117 of the current catalog the semester designation

FROM:

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) ~~As Needed~~. Introduction to Point Set Topology including discussion of limit points, continuity, compactness, connectedness, metric spaces, locally compact spaces, locally connected spaces, and the Baire Category Theorem.

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). Introduction to Point Set Topology including discussion of limit points, continuity, compactness, connectedness, metric spaces, locally compact spaces, locally connected spaces, and the Baire Category Theorem.

V. MODIFY on page 118 of the current catalog the semester designation

FROM:

421 Mathematical Statistics (3) (Prerequisites: Math 306 and a grade of C or higher in Math 312 and a grade of C or higher in either Math 230 or 311) (Same as Statistics 421) ~~even S~~. The course will cover topics of statistical inference including point estimators, confidence intervals, minimum variance unbiased estimation, method of maximum likelihood estimation, large sample theory, hypothesis testing, and power of statistical tests.

TO:

421 Mathematical Statistics (3) (Prerequisites: Math 306 and a grade of C or higher in Math 312 and a grade of C or higher in either Math 230 or 311) (Same as Statistics 421). The course will cover topics of statistical inference including point estimators, confidence intervals, minimum variance unbiased estimation, method of maximum likelihood estimation, large sample theory, hypothesis testing, and power of statistical tests.

W. MODIFY on page 118 of the current catalog the semester designation

FROM:

422 Nonlinear Optimization (3) (Prerequisite: 306) ~~AS~~. Nonlinear optimization topics including derivatives, partial derivatives, one dimensional search techniques, multi-dimensional search techniques, both unconstrained and constrained optimization techniques including LaGrange Multipliers and Kuhn-Tucker Conditions, and specialized techniques. Emphasis is on optimization theory, numerical algorithms with error analysis, and solving applied problems.

TO:

422 Nonlinear Optimization (3) (Prerequisite: 306). Nonlinear optimization topics including derivatives, partial derivatives, one dimensional search techniques, multi-dimensional search techniques, both unconstrained and constrained optimization techniques including LaGrange Multipliers and Kuhn-Tucker

Conditions, and specialized techniques. Emphasis is on optimization theory, numerical algorithms with error analysis, and solving applied problems.

X. MODIFY on page 118 of the current catalog the semester designation

FROM:

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) ~~S~~. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

TO:

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department). Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

Y. MODIFY on page 118 of the current catalog the semester designation

FROM:

499 Mathematics Capstone Course (3) (Prerequisite: A grade of C or higher in Mathematics 230 or 311, at least 24 hours of mathematics required for the major; and permission of the department; should be taken the semester before graduation) ~~F~~, S. This course will include review and integration of the concepts from the core courses required for the mathematics major as well as an in-depth exploration in some advanced mathematics area. Requirements will include an internal exam and completion of a capstone mathematics project sponsored by a faculty member and approved by the Department of Mathematics.

TO

499 Mathematics Capstone Course (3) (Prerequisite: A grade of C or higher in Mathematics 230 or 311, at least 24 hours of mathematics required for the major; and permission of the department; should be taken the semester before graduation) S. This course will include review and integration of the concepts from the core courses required for the mathematics major as well as an in-depth exploration in some advanced mathematics area. Requirements will include an internal exam and completion of a capstone mathematics project sponsored by a faculty member and approved by the Department of Mathematics.

Z. MODIFY on page 118 of the current catalog the semester designation

FROM:

502 Geometry for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~SU~~.

Accelerated training in methods of proof, Euclidean, non-Euclidean, transformational, and finite geometries, plus constructions. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

TO:

502 Geometry for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Accelerated training in methods of proof, Euclidean, non-Euclidean, transformational, and finite geometries, plus constructions. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester

AA. MODIFY on page 118 of the current catalog the semester designation

FROM:

508 Linear Algebra for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~SU~~. Matrices, vector spaces, and linear transformations. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

TO:

508 Linear Algebra for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Matrices, vector spaces, and linear transformations. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

BB. MODIFY on page 118 of the current catalog the semester designation

FROM:

509 Abstract Algebra for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~SU~~. Review of real and complex numbers, sets, functions, induction, and well ordering. Introduction to semi-groups, groups, rings, homomorphism, and isomorphism. Elementary theory of groups, elementary theory of rings. As time permits, topics will include factor groups, quotient rings, cyclic groups, finite groups, abelian groups, polynomial rings, division rings, and fields. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

TO:

509 Abstract Algebra for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Review of real and complex numbers, sets, functions, induction, and well ordering. Introduction to semi-groups, groups, rings, homomorphism, and isomorphism. Elementary theory of groups, elementary theory of rings. As time permits, topics will include factor groups, quotient rings, cyclic groups, finite groups, abelian groups, polynomial rings, division rings, and fields. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

CC. **MODIFY** on page 118 of the current catalog the semester designation

FROM:

511 Discrete Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~SU~~. Study of propositional and predicate logic, set theory, combinatorics and finite probability, relations, functions, Boolean Algebras, simplification of circuits, and other selected topics in discrete mathematics. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

TO:

511 Discrete Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Study of propositional and predicate logic, set theory, combinatorics and finite probability, relations, functions, Boolean Algebras, simplification of circuits, and other selected topics in discrete mathematics. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

DD. **MODIFY** on page 118 of the current catalog the semester designation

FROM:

515 History of Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~SU~~. General survey of the history of mathematics with special emphasis on topics that are encountered in high school or college (undergraduate) mathematics courses. The course will cover the mathematics of ancient times, beginning with the Egyptians, Babylonians, and Greeks, and continue to the present. Particular attention will be given to the contributions of selected mathematicians. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen,

sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

TO:

515 History of Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). General survey of the history of mathematics with special emphasis on topics that are encountered in high school or college (undergraduate) mathematics courses. The course will cover the mathematics of ancient times, beginning with the Egyptians, Babylonians, and Greeks, and continue to the present. Particular attention will be given to the contributions of selected mathematicians. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

EE. MODIFY on page 118 of the current catalog the semester designation

FROM:

516 Calculus for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~F, S, SU~~. Full development of limits, derivatives, and integrals. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Concentration is on concepts and applications. Occasionally will be offered in the fall and/or spring semester.

TO:

516 Calculus for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Full development of limits, derivatives, and integrals. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Concentration is on concepts and applications. Occasionally will be offered in the fall and/or spring semester.

FF. MODIFY on page 118 of the current catalog the semester designation

FROM:

518 Probability and Statistics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major or permission of the department) ~~SU~~. Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distributions; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive and inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at

registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

TO:

518 Probability and Statistics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major or permission of the department). Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distributions; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive and inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

GG. MODIFY on page 118-119 of the current catalog the semester designation

FROM:

520 AP Calculus AB Certification for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics, or permission of department, or permission of State Department of Education.) ~~SU~~. Study of the topics covered in the AP Calculus AB course and how a teacher should cover these topics. There are essentially six main areas: function theory, definitions of limits and derivatives, differentiation techniques, applications of the derivative, the definite integral and techniques of integration, and applications of the integral.

TO:

520 AP Calculus AB Certification for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics, or permission of department, or permission of State Department of Education.). Study of the topics covered in the AP Calculus AB course and how a teacher should cover these topics. There are essentially six main areas: function theory, definitions of limits and derivatives, differentiation techniques, applications of the derivative, the definite integral and techniques of integration, and applications of the integral.

HH. MODIFY on page 110 of the current catalog the semester designation

FROM:

521 AP Calculus BC Certification for Teachers (3) (Prerequisite: 520 or the equivalent, or permission of State Department of Education, or permission of department) ~~SU~~. Study of topics covered in the AP Calculus BC course and how a teacher should cover these topics. In addition to all subject matter covered in Mathematics 520, which will be reviewed during the course, the following topics will be emphasized: the calculus of vector functions and parametrically defined functions; polar coordinates; integration by parts, partial fractions, and trigonometric substitution; L'Hopital's rule; improper integrals; convergence

of sequences of numbers and functions; series of real numbers; power series; Taylor polynomials and error approximation.

TO:

521 AP Calculus BC Certification for Teachers (3) (Prerequisite: 520 or the equivalent, or permission of State Department of Education, or permission of department). Study of topics covered in the AP Calculus BC course and how a teacher should cover these topics. In addition to all subject matter covered in Mathematics 520, which will be reviewed during the course, the following topics will be emphasized: the calculus of vector functions and parametrically defined functions; polar coordinates; integration by parts, partial fractions, and trigonometric substitution; L'Hopital's rule; improper integrals; convergence of sequences of numbers and functions; series of real numbers; power series; Taylor polynomials and error approximation.

II. MODIFY on page 119 of the current catalog the semester designation

FROM:

530 Special Topics in Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) ~~SU~~. A topic of interest to secondary mathematics teachers will be logically and rigorously covered.

TO:

530 Special Topics in Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). A topic of interest to secondary mathematics teachers will be logically and rigorously covered.

JJ. MODIFY on page 119 of the current catalog the semester designation

FROM:

421 Mathematical Statistics (3) (Prerequisites: Math 306 and a grade of C or higher in Math 312 and a grade of C or higher in either Math 230 or 311) (Same as Mathematics 421) ~~even S~~. The course will cover topics of statistical inference including point estimators, confidence intervals, minimum variance unbiased estimation, method of maximum likelihood estimation, large sample theory, hypothesis testing, and power of statistical tests.

TO:

421 Mathematical Statistics (3) (Prerequisites: Math 306 and a grade of C or higher in Math 312 and a grade of C or higher in either Math 230 or 311) (Same as Mathematics 421). The course will cover topics of statistical inference including point estimators, confidence intervals, minimum variance unbiased estimation, method of maximum likelihood estimation, large sample theory, hypothesis testing, and power of statistical tests.

Rationale for F-JJ:

The changes of F, S, SU, AS, and similar, which indicate semester taught, more accurately describe the current scheduling of the courses and will allow more flexibility in scheduling. Information concerning scheduling of courses is provided in the advising process and in published plans of studies.

4. **Joint Proposal from the Department of Political Science and Geography and the Department of Sociology**

   A. **Department of Political Science and Geography**

      1. **ADD:** on p. 131 of the FMU 2023-2024 catalog, below the heading "Criminal Justice Courses (CRJS) [see below for the text for this new heading which is proposed along with the new program].

         230 Introduction to Criminal Justice (3) (Prerequisite: POLI101 or 103) (Same as POLI230). Survey of the fundamental concepts, institutions, and structures of the American criminal justice system. Credit cannot be received for both CRJS230 and POLI230.

         RATIONALE FOR 1: Introducing this course as a CRJS course will establish it as one of the central introductory courses in the proposed new Criminal Justice major (see below). This will also aid in signaling that while this course is for both political science and criminal justice majors, it is particularly aimed at students with a career and intellectual interest in criminal justice.

      2. **ADD**: on p. 131 of the FMU 2023-2024 catalog in numerical order following CRJS 230.

         300 Special Topics in Criminal Justice Administration and Policy (3) In-depth examination of selected topics related to the administration of justice and criminal justice policy.

      3. **ADD:** on p. 131 of the FMU 2023-2024 catalog in numerical order following CRJS 300.

         301 Special Topics in Law, Justice and Institutions (3) In-depth examination of selected topics related to criminal law, the criminal justice system, and the institutions of justice in the US and other countries.

         RATIONALE FOR 2-3: The introduction of CRJS300 and CRJS301 will allow for two things: (1) it will allow for dynamic and relevant special topics courses to be offered in service of the new Criminal Justice major (see below); (2) Labeling the courses with a CRJS prefix will allow for experts in criminal justice (in both political science and sociology) the opportunity to

occasionally teach special topics courses in their area of intellectual interest.

4. **MODIFY:** on p. 130 under section heading "POLITICAL SCIENCE COURSES (POLI)"

FROM:

230 Introduction to Criminal Justice (3) (Prerequisite: 101 or 103) Survey of the fundamental concepts, institutions, and structures of the American criminal justice system.

TO:

230 Introduction to Criminal Justice (3) (Prerequisite: 101 or 103) (Same as CRJS 230) Survey of the fundamental concepts, institutions, and structures of the American criminal justice system. Credit cannot be received for both CRJS230 and POLI230.

RATIONALE FOR 4: Cross-listing this course as a CRJS course will establish it as one of the central introductory courses in the proposed new Criminal Justice major (see below). This will also aid in signaling that while this course is for both political science and criminal justice majors, it is particularly aimed at students with a career and intellectual interest in criminal justice. Adding in language that "credit cannot be received for both CRJS230 and POLI230" will formalize a ban on double-counting equivalent courses.

B. Department of Sociology

1. **ADD** the following course to page 135 of the FMU 2023-2024 Catalog, in numerical order:

210 Introduction to Crime Studies (3) Examines crime in society, including crime prevalence and trends, and characteristics of offenders and victims; explores crime typologies and criminological theories; examines societal reactions to crime, including law and strategies to control crime.

RATIONALE FOR 1: This course is being added to support the new criminal justice degree. Students will use this class to gain a broad understanding of crime in society and prepare them for advanced criminology/criminal justice coursework.

2. **ADD** the following course to page 135 of the FMU 2023-2024 Catalog, in numerical order:

220 Social Control and Crime (3) An examination of the different ways societies attempt to control criminal behavior, through formal and informal means, including shaming and stigmatization, incarceration, probation, rehabilitation, restricting the exercise of rights, and seizure of assets. Important theories and concepts related to social control will be discussed.

RATIONALE FOR 2: This course is being added to support the new criminal justice degree. Students will use this class to gain a broad understanding of social control mechanisms in society, as well as how these specifically relate to crime and crime control.

C. ADD Criminal Justice program on p. 131 of the catalog, following the listing of Political Science (POLI) courses.

CRIMINAL JUSTICE (large black heading like "Political Science" on p. 128.)
Coordinator: Dr. Dillon Tatum

MAJOR (small heading like the one below the large "Political Science" heading on p. 128).

CRIMINAL JUSTICE—Crime and Criminal Behavior Track (Gray heading like "Political Science General Track" heading on p. 128).

A major in criminal justice with a concentration in crime and criminal behavior requires the following:

1. CRJS 230 (or POLI 230); POLI 206, 215; SOCI 210, 220, 341.

2. Eighteen hours of coursework distributed as follows:

Nine hours selected from the following courses:
- SOCI 343: Juvenile Delinquency
- SOCI 346: Crime and Organizations
- SOCI 349: Hate Crimes and Terrorism
- SOCI 351: Environmental Crime
- SOCI 352: Rural Crime
- SOCI 353: Human Trafficking

Six hours selected from the following courses*:
- ANTH 205: Intro to Biological Anthropology
- CHEM 204: Essential Forensic Chemistry
- POLI 316: Violence in Politics
- POLI 323: Rights of the Accused
- POLI 346: Criminal Justice and Public Policy
- PSYC 325: Intro to Psychopathology

PSYC 350: Forensic Psychology

* Note: Only one course below the 300 level can be used to satisfy this requirement.

Three hours of additional sociology coursework above the 299-level.

3. Methods Requirement: Students are required to complete either the methods sequence in sociology (SOCI 302 and 303) or the methods course in political science (POLI 295). This requirement is automatically satisfied if students double major in political science or sociology.

CRIMINAL JUSTICE—Criminal Justice Administration and Policy Track (Gray heading like "Political Science General Track" heading on p. 128)

A major in criminal justice with a concentration in criminal justice administration and policy requires the following:

1. CRJS 230 (or POLI 230); POLI 206, 215; SOCI 210, 220, 341.

2. Eighteen hours of coursework distributed as follows:

Fifteen hours selected from the following courses:
POLI 200: Contemporary Political Issues
POLI 202: State and Local Government
POLI 205: Comparative Politics
POLI 346: Criminal Justice and Public Policy
POLI 347: Politics of Crime and Justice
SOCI 346: Crime and Organizations
MGMT 351: Management of Organizations
CRJS 300: Special Topics in Criminal Justice Administration and Policy

Three hours of additional political science or sociology coursework (above the 199-level for political science; and above the 299-level for sociology).

3. Methods Requirement: Students are required to complete either the methods sequence in sociology (SOCI 302 and 303) or the methods course in political science (POLI 295). This requirement is automatically satisfied if students double major in political science or sociology.

CRIMINAL JUSTICE—Law, Justice and Institutions Track (Gray heading like "Political Science General Track" heading on p. 128)

A major in criminal justice with a concentration in law, justice and institutions requires the following:

5. CRJS 230 (or POLI 230); POLI 206, 215; SOCI 210, 220, 341.

6. Eighteen hours of coursework distributed as follows:

Fifteen hours selected from the following courses:

POLI 312: International Law and Institutions
POLI 316: Violence and Politics
POLI 320: Constitutional Law
POLI 322: Civil Rights and Civil Liberties
POLI 323: Rights of the Accused
POLI 347: Politics of Crime and Justice
SOCI 346: Crime and Organizations
CRJS 301: Special Topics in Law, Justice and Institutions

Three hours of additional political science or sociology coursework (above the 199-level for political science; and above the 299-level for sociology).

7. Methods Requirement: Students are required to complete either the methods sequence in sociology (SOCI 302 and 303) or the methods course in political science (POLI 295). This requirement is automatically satisfied if students double major in political science or sociology.

AUTOMATIC MINORS AND DOUBLE MAJORS (Gray heading like "Political Science General Track" heading on p. 128)

Upon completion of the criminal justice curriculum, students will receive an automatic minor in sociology if enrolled in the Crime and Criminal Behavior Track. Students can receive a minor in political science (Criminal Justice Administration and Policy Track; or Law, Justice, and Institutions Track) provided they have completed both POLI 101 and POLI 103. Students may elect to pursue additional coursework in these disciplines to complete a second degree, in which case the minor requirement will be waived. To earn a second degree in sociology or political science, students must complete all the additional major requirements for that degree.

CRIMINAL JUSTICE COURSES (CRJS) (Gray heading like "Political Science General Track" heading on p. 128)

230 Introduction to Criminal Justice (3) (Prerequisite: POLI101 or 103) (Same as POLI230) Survey of the fundamental concepts, institutions, and structures of the American criminal justice system. Credit cannot be received for both CRJS230 and POLI230.

300 Special Topics in Criminal Justice Administration and Policy (3) In-depth examination of selected topics related to the administration of justice and criminal justice policy.

301 Special Topics in Law, Justice and Institutions (3) In-depth examination of selected topics related to criminal law, the criminal justice system, and the institutions of justice in the US and other countries.

RATIONALE FOR C: Due to the desire to train students at the baccalaureate-level in criminal justice, as well as to prepare students for careers in criminal justice administration, criminal law, and crime-related areas, we are proposing a stand-alone BA/BS degree in Criminal Justice to be housed in the Department of Political Science and Geography. FMU's current programs in criminal justice are housed as "tracks" in the Department of Sociology and the Department of Political Science and Geography. We foresee the creation of this stand-alone degree as a way of (1) avoiding confusion for prospective students; and (2) creating an interdisciplinary program aimed at a comprehensive education in criminal justice and rigorous social science.

D. Modify catalog to add the Criminal Justice degree.

1. Department of Political Science and Geography

    a. **ADD** on p. 4 of the FMU 2023-2024 catalog "Criminal Justice" in the table of contents following "Political Science."

    b. **ADD** on p. 62 of the FMU 2023-2024 catalog "Criminal Justice (B.A., B.S.) below "Political Science…"

    c. **ADD**: Criminal justice mission statement to pp. 127 of the FMU 2023-2024 catalog under the Political Science mission statement. The text should read…

    CRIMINAL JUSTICE - The undergraduate major in Criminal Justice at Francis Marion University is aimed at preparing future professionals with the analytic and practical skills necessary to manage, lead, and excel in careers related to criminal justice administration. As such, this program emphasizes rigorous training in social scientific approaches to criminal justice, as well as introducing students to the institutional, legal, and operational aspects of the US criminal justice system.

    d. **DELETE** ~~"Political Science Criminal Justice Track"~~ on pp. 128-129.

    RATIONALE FOR 1a-d: These proposed changes update the catalog's table of contents in order to allow for easier navigation to the

criminal justice program. Removing the Political Science Criminal Justice Track will reflect the fact that we are moving away from the two-track system to a stand-alone degree program in criminal justice.

5. Proposals from the Department of Sociology

A. MODIFY the title and requirements of the sociology criminal justice track on page 135 of the FMU 2023-2024 Catalog:

FROM:

~~SOCIOLOGY CRIMINAL JUSTICE TRACK~~

A major in sociology with a concentration in criminal justice requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Eighteen semester hours of criminal justice course work as follows:
    a) Sociology 341 and Political Science 230
    b) Three sociology courses selected from: Sociology 342, 343, 344, 346, 347, 348, 349, 351, 352, 353
    c) One political science course selected from: Political Science 322, 323, 346, 347
3. One additional sociology course numbered 300 and above
4. Minor/collateral requirements (two options)
    a) two 12-hour collaterals approved by the faculty adviser
    b) an 18-hour minor approved by the faculty adviser

TO:

CRIMINOLOGY AND DEVIANCE

A major in sociology with a specialization in criminology and deviance requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Eighteen semester hours of criminology and deviance course work as follows:
    a) Sociology 210
    b) Three sociology courses selected from: 220, 341, 342, 343, 344, 346, 347, 348, 349, 351, 352, 353
    c) Two sociology courses selected from: 306, 310, 311, 315, 327, 331
3. One additional sociology course numbered 300 and above
4. Minor/collateral requirements (two options)
    a) two 12-hour collaterals approved by the faculty adviser
    b) an 18-hour minor approved by the faculty adviser

Rationale for A: The addition of a Criminal Justice degree warrants a change to the existing sociology criminal justice track. The track is being modified to focus on criminology, a subspecialty within sociology that is distinct from criminal justice. This track is designed for students who are interested in the sociological study of crime. The track is being refocused to

include only sociology courses and is modeled after our current health track by having students take select general sociology classes to provide more well-rounded sociological knowledge. Additionally, having a criminology/deviance track within the sociology degree program provides Criminal Justice degree students enrolled in the sociology-focused Crime and Criminal Behavior track a clear path to pursue a double major in sociology (all Criminal Justice degree students are being encouraged to double major in either political science or sociology). Not only does it align with their interest in crime, but it also provides a comparable path (in terms of additional course work) to what is available for Criminal Justice students who may double major in political science.

6. Proposals from the School of Health Sciences, Department of Nursing

A. MODIFY on page 162 of the catalog, second column, under Pre-Nursing, General Education and Required Courses**.**

FROM:

GENERAL EDUCATION AND REQUIRED COURSES

The following is the list of required courses for students applying to the BSN program who do not have a bachelor's degree:

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

English 102 3

Speech Communication 101 3

Political Science 101 or 103 3

Social Science Elective 3

**Psychology 334.....3

Literature (any language) 3

History.....3

Art 101, Music 101 or Theatre 101 3

Humanities Elective 3

Mathematics 111 (111E) or higher 3

Mathematics 134 3

*Biology 105.....3

Biology 205.....4

Biology 215 or 311 4

Biology 236.....4

Chemistry 111 and 111L 4

Nursing 101.....2

Nursing 102.....2

TOTAL ..... 59-60 hours

*Not required for RN to BSN students

TO:

GENERAL EDUCATION AND REQUIRED COURSES

The following is the list of required courses for students applying to the BSN program who do not have a bachelor's degree:

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

English 102 3

Speech Communication 101 3

Political Science 101 or 103 3

Social Science Elective 3

**Psychology 334.....3

Literature (any language).....3

History.....3

Art 101, Music 101 or Theatre 101.....3

Humanities Elective.....3

Mathematics 111 (111E) or higher 3

Mathematics 134.....3

*Biology 105.....3

Biology 205.....4

Biology 215 or 311 4

Biology 236.....4

Chemistry 111 and 111L 4

*Nursing 101.....2

*Nursing 102.....2

TOTAL ..... 59-60 hours

*Not required for RN to BSN students

RATIONALE for A:

Nursing 101 and 102 are prerequisites for students in the pre-licensure BSN program. Adding the asterisks will designate these courses as not required for RN to BSN students.

B. **MODIFY** on page 162 of the catalog, second column, under Pre-Nursing, General Education and Required Courses.

FROM:

The following is the list of required courses for students applying to the BSN program who have a bachelor's degree:

Lifespan and Human Growth and Development 3

Statistics 3

Human Anatomy 4

Physiology.....4

Microbiology.....4

Science Elective 4

TOTAL .....22 hours

TO:

The following is the list of required courses for students applying to the BSN program who have a bachelor's degree:

Lifespan and Human Growth and Development 3

Statistics 3

Human Anatomy 4

Physiology.....4

Microbiology.....4

Science Elective 4

Nursing 101.....2

Nursing 102.....2

TOTAL.....26 hours

RATIONALE for B:

Nursing 101 and 102 are prerequisites for students in the pre-licensure BSN program. When changes were made last year, we neglected to update this section of the catalog for second degree students.

C. MODIFY on page 165 of the catalog, second column, under RN-to-BSN Degree Program

FROM:

1. NRN 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice (3)
3. NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)
4. NRN 334 Research in Practice (3)
5. NRN 445 Population-Focused Nursing Care (6:4-6)
6. NRN 448 Healthcare Policy Development (3)
7. NRN 449 Leadership and Management in Nursing (5:4-3)
8. IPHC 450 Healthcare Informatics (3)

TO:

1. NRN 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice (3)
3. NRN 333 Health Assessment and Promotion in Nursing Practice (5:3-6)
4. NRN 334 Research in Practice (3)
5. NRN 445 Population-Focused Nursing Care (5:4-3)
6. NRN 448 Healthcare Policy Development (3)
7. NRN 449 Leadership and Management in Nursing (5:4-3)
8. IPHC 450 Healthcare Informatics (3)

RATIONALE for C:

The credits for NRN 333 and 445 were changed previously but we neglected to update this section of the catalog.

D. **ADD** on page 205, left column, before the Master of Science in Nursing – Nurse Educator

Psychiatric Mental Health Nurse Practitioner Post-Masters Certificate

Coordinator: Dr. Tiffany Pressley

Similar to the MSN/PMHNP degree program, the Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Masters Certificate has likewise been developed in response to the mental health needs in the region and state. This certificate provides MSN-prepared registered nurses (RNs)/advanced practice registered nurses (APRNs) access to a high-quality education to serve a specific population of patients, families, and communities in rural settings. The PMHNP Post-Masters Certificate prepares MSN-prepared registered nurses (RNs)/advanced practice registered nurses (APRNs) to be psychiatric mental health nurse practitioners for patients across the lifespan in acute and non-acute settings.

Graduates will be eligible for certification as a PMHNP with the American Nurses Credentialing Center (ANCC). Enrollment in the PMHNP Post-Masters certificate option is limited. Students must be admitted into the FMU graduate program (see GRADUATE NURSING PROGRAM ADMISSION REQUIREMENTS; in addition to these requirements, students must hold a Master's degree in nursing or be concurrently enrolled in one of FMU's graduate nursing programs).

PMHNP Post-Masters Certificate courses are delivered in either an online or hybrid format. Hybrid courses will require travel to campus at least once per semester; however, PMHNP Post-Masters Certificate students will have the flexibility to complete hybrid requirements fully online via virtual, synchronous learning. Clinical courses require practicum hours generally occurring during business hours at outpatient clinics or in-patient units. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

For all students completing the requirements/courses listed below, a certificate will be granted and noted as a "Post-Masters Certificate: Psychiatric Mental Health Nurse Practitioner" on the student's official FMU transcript. This

certificate program will not be a stand-alone recognition during graduation ceremonies but will be noted when completed along with an MSN degree at FMU.

To receive a Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Masters Certificate from FMU, a student must meet the following requirements:

1. **Direct Care Core (All MSN program options; required if not previously completed at an accredited university* or verified by employment experience verification letter**)……..14 Hours**
    a. **APRN 601** Advanced Pathophysiology *
    b. **APRN 602** Advanced Pharmacology *
    c. **APRN 603** Advanced Physical Assessment and Health Promotion *
    d. **APRN 609** Neuroscience of Psychiatric Disorders **
    e. **APRN 610** Evidence-based Psychopharmacology of the Advanced Practice Nurse **
2. **Functional Area Content (Psychiatric Mental Health Nurse Practitioner Specialty Courses)……23 Hours**
    a. **APRN 719** Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan I
    b. **APRN 720** Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan II
    c. **APRN 721** Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan III
    d. **APRN 724** Advanced Practicum and Synthesis of Psychiatric-Mental Health Patients Across the Lifespan
3. Achieve a 3.0 overall grade point average for all graduate courses.

An individualized gap analysis will be performed for each student accepted. All LACE (licensure, accreditation, certification, education) essential elements and practice experience will be analyzed after admission to determine the student's personalized plan of study. All advanced practice core courses must be listed separately on the student's transcript(s) and taken as a part of an APRN program.

RATIONALE FOR D:

This certificate program is being added to meet the increased need for mental health services in the Pee Dee Region, state of South Carolina, and nation. Since the addition of the Psychiatric Mental Health Nurse Practitioner degree program several years ago, we have fielded many inquiries from current Nurse Practitioners who desire to change or expand their expertise to include diagnosis and treatment of mental illness. Priority admission will be given to students who want to pursue the MSN degree, but this certificate will also provide an opportunity for students who have already earned a Master's degree. Since current enrollment in the degree program is expanding but not at maximum, this

certificate provides an opportunity to enhance enrollment without requiring additional full-time faculty.

E. MODIFY on page 204 of the catalog, second column, second paragraph

FROM:

Enrollment in the MSN/PMHNP program option is limited. Students must be accepted as graduate degree students. Courses in the MSN program options are offered one day a week, but practicum hours will generally occur during business hours at the primary care facility where the learner's clinical is scheduled. Courses are delivered in hybrid format using both traditional classroom instruction and online components. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

TO:

Enrollment in the MSN/PMHNP program option is limited. Students must be accepted as graduate degree students. MSN/PMHNP courses are delivered in either an online or hybrid format. Hybrid courses require travel to campus for learning intensives and objective structured clinical evaluations a maximum of 1-2 times per semester. Clinical courses require practicum hours generally occurring during business hours at outpatient clinics or inpatient units. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

RATIONALE FOR E:

Since the MSN curricula no long require students to attend weekly face-to-face classes, the language has been changed to reflect the requirements for courses designated as hybrid.

F. MODIFY on page 204 of the catalog, first column, second paragraph

FROM:

Enrollment in the MSN/FNP program track is limited. Students must be accepted as graduate degree students. Courses in the MSN/FNP track are offered one day a week, but practicum hours will generally occur during business hours at the primary care facility where the learner's clinical is scheduled. Courses are delivered in hybrid format using both traditional classroom instruction and online components. Practicum hours are extensive, and students should plan to allocate

sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

TO:

Enrollment in the MSN/PMHNP program option is limited. Students must be accepted as graduate degree students. MSN/FNP courses are delivered in either an online or hybrid format. Hybrid courses require travel to campus for learning intensives and objective structured clinical evaluations a maximum of 1-2 times per semester. Clinical courses require practicum hours generally occurring during business hours at primary care facilities. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

RATIONALE FOR F:
Since the MSN curricula no long require students to attend weekly face-to-face classes, the language has been changed to reflect the requirements for courses designated as hybrid.

G. MODIFY on page 205 of the catalog, first column, near top

FROM:

d) Doctoral Content……..8 Hours

DNP 800	Doctoral Knowledge Development
DNP 802	Doctoral Health Policy and Leadership
DNP 803	The Role of Technology and Interprofessional Collaboration

TO:

d) Doctoral Content……..8 Hours

DNP 800	Doctoral Knowledge Development
DNP 802	Doctoral Health Policy, Finance, and Leadership
DNP 803	The Role of Technology and Interprofessional Collaboration

RATIONALE FOR G:
When this course title was modified previously, we missed modifying it in this section. The only change is the addition of the word *Finance*.

H. MODIFY on page 204 of the catalog, first column, near bottom

FROM:

d) Doctoral Content……..8 Hours

DNP 800	Doctoral Knowledge Development
DNP 802	Doctoral Health Policy and Leadership
DNP 803	The Role of Technology and Interprofessional Collaboration

TO:

d) Doctoral Content……..8 Hours

DNP 800	Doctoral Knowledge Development
DNP 802	Doctoral Health Policy, Finance, and Leadership
DNP 803	The Role of Technology and Interprofessional Collaboration

RATIONALE FOR H:
When this course title was modified previously, we missed modifying it in this section. The only change is the addition of the word *Finance*.

I. MODIFY on page 205 of the catalog, second column, near top

FROM:

c) Doctoral Content……..8 Hours

DNP 800	Doctoral Knowledge Development
DNP 802	Doctoral Health Policy and Leadership

TO:

d) Doctoral Content……..8 Hours

DNP 800	Doctoral Knowledge Development
DNP 802	Doctoral Health Policy, Finance, and Leadership

RATIONALE FOR I:
When this course title was modified previously, we missed modifying it in this section. The only change is the addition of the word *Finance*.

J. MODIFY on page 208 of the catalog, first column, near top under Doctor of Nursing Practice Programs heading

FROM:

Director: Dr. Deborah Hopla

TO:

Director of BSN to DNP/FNP and MSN to DNP Programs: Dr. Deborah Hopla
Coordinator of BSN to DNP/PMHNP Program: Dr. Tiffany Pressley

RATIONALE FOR J:
This provides clarification for accreditation that a faculty with the same certification is the director/coordinator over the corresponding degree program with the same focus population.

7. Proposals from the School of Education

A. Delete on page 182 of the current catalog

FROM:

The graduate academic programs at FMU are offered through the following schools and department: **School of Business**
Master of Business Administration in Business Administration [MBA]
Master of Business Administration in Healthcare Executive Management [MBA-HEM]
School of Education
Accelerated Master's Program (Master of Arts in Teaching in ~~Montessori~~ Early Childhood Education) Accelerated Master's Program (Master of Arts in Teaching in ~~Montessori~~ Elementary Education) ~~Master of Education: Montessori Education Concentration~~
Master of Education: Montessori Early Childhood Education
Master of Education: Montessori Elementary Education
Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])
Multi-Categorical Special Education (Master of Arts in Teaching [M.A.T]
Teaching and Learning (Master of Education (M.Ed.)

TO:

The graduate academic programs at FMU are offered through the following schools and department: **School of Business**
Master of Business Administration in Business Administration [MBA]
Master of Business Administration in Healthcare Executive Management [MBA-HEM]
School of Education
Accelerated Master's Program (Master of Arts in Teaching in Early Childhood Education)
Accelerated Master's Program (Master of Arts in Teaching in Elementary Education)
Master of Education: Montessori Early Childhood Education
Master of Education: Montessori Elementary Education
Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])
Multi-Categorical Special Education (Master of Arts in Teaching [M.A.T]

Teaching and Learning (Master of Education (M.Ed.)

Rationale for A: The Master of Education: Montessori Education Concentration was never submitted to CHE for approval and therefore, not approved as a degree program.

B. Delete on page 189 of the current catalog

FROM:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK
The Francis Marion University School of Education prepares competent and caring teachers.
The School of Education offers the following degree programs: Master of Education (M.Ed.):
~~Master of Education: Montessori Education Concentration~~
Master of Education: Montessori Early Childhood Education
Master of Education: Montessori Elementary Education Teaching and Learning
Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.
Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities OR Multi-Categorical Special Education:
Early Childhood Education (Accelerated Master's Program)
Elementary Education (Accelerated Master's Program)
~~Accelerated Master's Program (Master of Arts in Teaching in Montessori Early Childhood Education)~~
~~Accelerated Master's Program (Master of Arts in Teaching in Montessori Elementary Education)~~
Learning Disabilities Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

TO:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK
The Francis Marion University School of Education prepares competent and caring teachers.
The School of Education offers the following degree programs: Master of Education (M.Ed.):
Master of Education: Montessori Early Childhood Education
Master of Education: Montessori Elementary Education Teaching and Learning
Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.
Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities OR Multi-Categorical Special Education:
Early Childhood Education (Accelerated Master's Program)
Elementary Education (Accelerated Master's Program)
Learning Disabilities Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

Rationale for B: The Master of Education: Montessori Education Concentration was never submitted to CHE for approval and therefore, not approved as a degree program.

C. Delete on page 192 of the current catalog
~~**MASTER OF EDUCATION: MONTESSORI EDUCATION CONCENTRATION**~~
~~Coordinator: Dr. Cynthia Nixon Student must complete 30 hours.~~

~~**PROGRAM DESCRIPTION**: The Master of Education (MEd): Montessori Education Concentration is a graduate program where the student completes 30 hours to lead to Montessori add-on certification. This program is designed for students who already hold a teaching degree AND Montessori certification and would like to acquire a Master's degree in Montessori Education. The program includes courses in Project-Based Learning, Classroom Leadership and Philosophy, Creating a Learner Friendly Environment for all Learners, Methods for Teaching Culturally and Linguistically Diverse Students, Teaching Children of Poverty, etc. This program is designed for current in-service teachers and can be completed in five semesters including summer semesters.~~
~~APPLICATION~~
~~Master of Education: Montessori Education Concentration~~
~~Admission Criteria: Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:~~
~~• Master of Education: Montessori Education Concentration Program Application~~
~~• Official undergraduate transcript/s~~
~~• A copy of Montessori Endorsement/Certificate~~
~~• A copy of current South Carolina Teaching Certificate~~
~~• Two letters of recommendation~~
~~• A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)~~
~~Montessori Courses (Summer only) .....12 hours~~
~~EDUC 531 Philosophy/Classroom Leadership (3)~~
~~EDUC 560 Introduction to Project-Based Learning (3)~~
~~EDUC 537 Applications of Project-Based Learning in Curriculum and Instruction (3)~~
~~EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (3)~~
~~Montessori Electives .....Choose 18 hours (6 classes)~~
~~EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)~~
~~EDUC 562 Practicum in Project-Based Learning (3)~~
~~EDUC 555 Introduction to Educational Programs for Children of Poverty (3)~~
~~EDUC 621 Understanding Learning Differences (3)~~
~~EDUC 648 Educational Research (3)~~
~~EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)~~
~~EDUC 761 Learning Disabilities: Characteristics, Identification & Placement (3)~~
~~** Program can be completed in 5 semesters (includes summer school).~~

Rationale for C: The Master of Education: Montessori Education Concentration was never submitted to CHE for approval and therefore, not approved as a degree program.

D. MODIFY on page 191-192 of the current catalog

FROM:

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN MULTI-CATEGORICAL SPECIAL EDUCATION

(Coordinator: Dr. Cynthia Nixon
Students must complete 51 graduate hours Education Foundation Core . . . . . 6 hours
PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
EDUC 624 Behavior Management of Students with Disabilities (3)

Literacy Preparation . . . . . 10 hours
EDUC 638 Assessment of Reading (3)
EDUC 639 Practicum: Assessment of Reading (1)
EDUC 737 Content Area Reading and Writing (3)
EDUC 745 Teaching Reading and Written Language to Exceptional Learners (3)

Multi-Categorical Professional Preparation . . . . . 35 hours
EDUC 759 IEP Development & Transition for Students with Disabilities (3)
EDUC 760 Introduction to Exceptionalities and Legal Foundations (3)
EDUC 761 Learning Disabilities: Foundations, Characteristics and Effective Strategies (3)
EDUC 702 Emotional and Behavioral Disabilities: Foundations, Characteristics and Effective Strategies (3)
EDUC 703 Intellectual and Developmental Disabilities: Foundations, Characteristics and Effective Strategies (3)
EDUC 762 Instructional Planning and IEP Implementation for Students with Disabilities (3)
~~EDUC 763 Teaching Mathematics to Students with Exceptionalities (3)~~
EDUC 712 Methods for Mild/Moderate Disabilities, Grades K-6 (3)
EDUC 713 Practicum: Methods for Mild/Moderate Disabilities, Grades K-6 (1)
EDUC 718 Methods for Mild/Moderate Disabilities, Grades 7-12 (3)
EDUC 719 Practicum: Methods for Mild/Moderate Disabilities, Grades 7-12 (1)
EDUC 772 Multi-Categorical Special Education:

TO:

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN MULTI-CATEGORICAL SPECIAL EDUCATION
(Coordinator: Dr. Cynthia Nixon
Students must complete 51 graduate hours
Education Foundation Core . . . . . 6 hours
PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
EDUC 624 Behavior Management of Students with Disabilities (3)
Literacy Preparation . . . . . 13 hours
EDUC 637 Foundations of Reading (3)
EDUC 638 Assessment of Reading (3)
EDUC 639 Practicum: Assessment of Reading (1)
EDUC 737 Content Area Reading and Writing (3)
EDUC 745 Teaching Reading and Written Language to Exceptional Learners (3)

Multi-Categorical Professional Preparation . . …… . . . . . 32 hours
EDUC 759 IEP Development & Transition for Students with Disabilities (3)
EDUC 760 Introduction to Exceptionalities and Legal Foundations (3)
EDUC 761 Learning Disabilities: Foundations, Characteristics and Effective Strategies (3)
EDUC 702 Emotional and Behavioral Disabilities: Foundations, Characteristics and Effective Strategies (3)
EDUC 703 Intellectual and Developmental Disabilities: Foundations, Characteristics and Effective Strategies (3)
EDUC 762 Instructional Planning and IEP Implementation for Students with Disabilities (3)
EDUC 712 Methods for Mild/Moderate Disabilities, Grades K-6 (3)
EDUC 713 Practicum: Methods for Mild/Moderate Disabilities, Grades K-6 (1)
EDUC 718 Methods for Mild/Moderate Disabilities, Grades 7-12 (3)
EDUC 719 Practicum: Methods for Mild/Moderate Disabilities, Grades 7-12 (1)
EDUC 772 Multi-Categorical Special Education: Directed Teaching (6)

Rationale for D: As per the S.C. Department of Education has stated that all initial certification programs must provide Read-To-Succeed courses. EDUC 637 had to be added back to the MAT-Multi-Categorical Program. In order to keep the total program hours at 51, EDUC 763 was removed as it is not a required course for initial certification.

E. Modify on page 199 of the current catalog:

FROM:

759 IEP Development and Transition for Students with Disabilities (3) (Corequisite: EDUC 762; Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of IEP development and transition practices for teaching students with disabilities which will include interpreting psycho-educational reports to develop appropriate goals and objectives for IEP development; understanding how differentiated instruction and best practices relate to IEP development and goal mastery for students with disabilities; creating and adapting appropriate student performance assessments for IEP goals; understanding how Universal Design for Learning relates to successful IEP goal mastery as a method of accommodating and modifying instructional strategies for teaching students with disabilities; and introducing common transition practices for students with disabilities.

762 Instructional Planning and IEP Implementation for Students with Disabilities (3) (Co-Requisite: EDUC 759; Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of instructional design as a part of IEP implementation for students with disabilities. With primary focus on the development of lesson plans and instructional units for both individual and group instruction, participants will learn to design instruction that targets both students' needs, as indicated by IEP goals, and state content standards for progress within the general education curriculum; use progress monitoring assessment results and data-based decision-making to guide instruction; and select, implement, and individualize appropriate instructional strategies for accelerating progress and improving learning outcomes of students with disabilities.

TO:

759 IEP Development and Transition for Students with Disabilities (3) (Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of IEP development and transition practices for teaching students with disabilities which will include interpreting psycho-educational reports to develop appropriate goals and objectives for IEP development; understanding how differentiated instruction and best practices relate to IEP development and goal mastery for students with disabilities; creating and adapting appropriate student performance assessments for IEP goals; understanding how Universal Design for Learning relates to successful IEP goal mastery as a method of accommodating and modifying instructional strategies for teaching students with disabilities; and introducing common transition practices for students with disabilities.

762 Instructional Planning and IEP Implementation for Students with Disabilities (3) (Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of instructional design as a part of IEP implementation for students with disabilities. With primary focus on the development of lesson plans and instructional units for both individual and group instruction, participants will learn to design instruction that targets both students' needs, as indicated by IEP goals, and state content standards for progress within the general education curriculum; use progress monitoring assessment results and data-based decision-making to guide instruction; and select, implement, and individualize appropriate instructional strategies for accelerating progress and improving learning outcomes of students with disabilities.

Rationale for E: EDUC 759 and EDUC 762 are not Corequisites so this is being removed from the catalog.

F. MODIFY on page 200 of the current catalog

FROM:

770 Learning Disabilities: Clinical Experience Internship (6)

(Prerequisites: all required courses for the M.A.T. in Learning Disabilities and an overall GPA of 3.0 in the MAT-LD program) F, S. This course is a supervised clinical experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

TO:

770 Learning Disabilities: Directed Teaching (6)

(Prerequisites: all required courses for the M.A.T. in Learning Disabilities and an overall GPA of 3.0 in the MAT-LD program) F, S. This course is a supervised clinical experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

Rational for F: The term Clinical Experience Internship is being changed to Directed Teaching as this provides consistency across the undergraduate and graduate student teaching semester.

G. Modify on page 195 on the current catalog

From:

Course Number: EDUC 530
Course Title: Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom

This course is designed to introduce students to concepts and strategies that will prepare them to meet the unique needs of culturally and linguistically diverse (CLD) students in the mainstream classroom. Participants in this course will study second language acquisition and development, models of teaching (including sheltering and scaffolding) and assessing ELLs, principles of culturally and linguistically responsive teaching, and strategies for engaging families of (CLD) students. Emphasis will be on developing a repertoire of practical, evidence-based, pedagogical strategies for teaching (CLD) students in the mainstream classroom through differentiation of instruction to accommodate the educational needs of (CLD) students.

To:

Course Number: EDUC 530
Course Title: Methods for Teaching and Assessing Multilingual Learners

This course is designed to introduce students to concepts and strategies that will prepare them to meet the unique needs of multilingual learners. Participants in this course will study second language acquisition and development, models of teaching (including sheltering and scaffolding) and assessing multilingual learners, principles of culturally and linguistically responsive teaching, and strategies for engaging families of these students. Emphasis will be on developing a repertoire of practical, evidence-based, pedagogical strategies for teaching multilingual students through differentiation of instruction to accommodate the educational needs of the ML students.

Rationale for G: The course title and course description was modified to better reflect the course content and language that educators need in working with multilingual students.

H. Modify on page 198 of the current catalog

FROM:

649 Accelerated Master's Program Capstone (3) The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students. In this course students demonstrate how the knowledge and skills learned in their accelerated master's program can be applied directly to improving student achievement. Students will demonstrate this competence through preparation of a Student Learning Objective (SLO).

TO:

649 Master's Program Capstone (3) The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students. In this course students demonstrate how the knowledge and skills learned in their master's program can be applied directly to improving student achievement. Students will demonstrate this competence through preparation of a Student Learning Objective (SLO) or other model for teacher-designed action research.

Rationale for H: This course was originally added for just the students that are enrolled in the MAT Accelerated programs. Removing the term Accelerated will allow other students in the M.Ed. Teaching and Learning program to access this class as part of their master's program. The description was changed to reflect additional research models, i.e. action research.

I. **Modify** on page 192 of the current catalog

FROM:

PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING
Coordinator: Dr. Cynthia Nixon

Students must complete 30 graduate hours.
Education Foundation Core..... 15 Hours
Education 611 Solving Instructional Problems Using Technology (3)
Education 621 Understanding Learning Differences (3)
Education 622 Assessment of Learning and Behavior (3)
~~Education 624 Behavior Management (3)~~
Education 648 Educational Research (3)

Literacy Preparation ..... 6 Hours
~~Education 637 Foundations of Reading (3)~~
Education 737 Content Area Reading and Writing (3)

Pedagogical Preparation..... 9 Hours

Education 626 Concepts and Methods in Education (3)
Education 628 Planning for Teachers (3)
Education 629 Classroom Management and Supervision (3)

TO:

PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING
Coordinator: Dr. Cynthia Nixon

Students must complete 30 graduate hours.
Education Foundation Core..... 15 Hours
EDUC 611 Solving Instructional Problems Using Technology (3)
EDUC 621 Understanding Learning Differences (3)
EDUC 622 Assessment of Learning and Behavior (3)
EDUC 648 Educational Research (3)
EDUC 649 Master's Program Capstone (3)

Literacy Preparation ..... 3 Hours
EDUC 737 Content Area Reading and Writing (3)

Pedagogical Preparation..... 12 Hours
EDUC 530 Methods for Teaching and Assessing Multilingual Learners (3)
EDUC 626 Concepts and Methods in Education (3)
EDUC 628 Planning for Teachers (3)
EDUC 629 Classroom Management and Supervision (3)

Rationale for I: EDUC 624 was removed as it focuses on behavior management for special education students in the public-school setting. EDUC 629 better addresses overall classroom management for the students that are working toward the M.Ed. degree. EDUC 637 was removed as this degree program does not provide initial certification and the S.C. Department of Education has stated that if a program does not provide initial certification, Read-to-Succeed classes are not required. EDUC 649 was added to the Education Foundation Core to allow the students to implement action research as part of their program of study. EDUC 530 was added to the Pedagogical Preparation as it better reflects the methodology and strategies students need to work in public school settings.