

AGENDA
General Faculty Meeting
November 14, 2023 – 3:45 pm, Chapman Auditorium

- I. Call to order**
- II. Approval of the minutes from the October 12, 2023 meeting**
- III. Report from the Executive Committee**
- IV. Report from the Faculty Senate (*See the attachment for complete proposals. See the appendix for supporting materials*).**
 - 1. Proposals from the Department of Biology**
 - A. Modify BIOL 490 restrictions for biology majors
 - B. Modify BIOL 494 restrictions for biology majors
 - C. Modify BIOL 498 restrictions for biology majors
 - D. ADD ENVR 215
 - E. Modify geography electives to include GEOG 215 or ENVR 215
 - F. Modify geography courses GEOG 215 to include/cross list ENVR 215
 - 2. Proposal from the Department of English, Modern Languages, and Philosophy**
 - A. Add ENGL 270
 - 3. Proposals from the School of Business**
 - A. Modify professional development requirements for Bachelor of Business Administration
 - B. Modify pre-requisite for BUSI 305
 - C. Modify Certificate of Healthcare Executive Management program of study
 - 4. Proposals from the School of Education**
 - A. Modify Natural Sciences requirement for Early Childhood Education program
 - B. Modify Natural Sciences requirement for Elementary Education program
 - C. Modify Pre-Professional Education/Professional Education courses
 - D. Modify Language for adding an endorsement to an Elementary Education degree
 - 5. Proposals from the program of African and African American Studies**
 - A. Add GEOG 303 to the list of elective courses for minor
 - B. Add GEOG 303 to the list of elective courses for collateral
 - 6. Joint Proposal from the School of Education, the School of Health Sciences, and the Department of Psychology**
 - A. School of Education
 1. Add new courses
 - a. Add EDUC 429
 - b. Add EDUC 431
 - c. Add EDUC 432

- d. Add EDUC 433
- e. Add EDUC 491

B. School of Health Sciences

- 1. Add new courses
 - a. Add OTD 301
 - b. Add SLP 412

C. Department of Psychology

- 1. Add new courses
 - a. Add PSYC 357
 - b. Add PSYC 367
 - c. Add PSYC 377
 - d. Add PSYC 387
 - e. Add PSYC 397
 - f. Add PSYC 400
 - g. Add PSYC 401

- D. Add Multi-categorical: Autism Studies Program description and course listings
- E. Add Multi-categorical: Autism Studies Program listing in professional education program options
- F. Add Multi-categorical: Autism Studies (B.S., Psychology minor) to School of Education program listings
- G. Modify Education degree major requirements to add Autism Studies Program

V. Approval of Candidates for December Graduation

(Final approval is contingent upon final verification from the Registrar).

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjourn

Attachment to the General Faculty Meeting Agenda –November 14, 2023

IV. Report from the Faculty Senate

1. Proposals from the Department of Biology

- A. **MODIFY:** on page 70 of the current course catalog the restriction prohibiting BIOL 490 from counting toward biology elective hours for biology majors.

FROM:

490 Veterinary Studies Internship (1) or (2) (Prerequisite: Permission of the department). The student gains practical experience working with live animals under the supervision of a trained animal professional. A maximum of 3 semester hours may be earned. Earned hours ~~do not~~ fulfill the requirements of biology electives for a biology major, ~~minor, or collateral.~~

TO:

490 Veterinary Studies Internship (1) or (2) (Prerequisite: Permission of the department). The student gains practical experience working with live animals under the supervision of a trained animal professional. A maximum of 3 semester hours may be earned. Earned hours **may be used** to fulfill the requirements of biology electives for a biology major.

- B. **MODIFY:** on page 71 of the current course catalog the restriction prohibiting BIOL 494 from counting toward biology elective hours for biology majors.

FROM:

494 Pre-Health Program Internship (1:3) (Prerequisite: Permission of the department) Clinical experience under the supervision of a practicing health professional consistent with a student's career goals. Open only to juniors and seniors with a cumulative grade point average of 3.2 or higher. Interested students should register with the Coordinator of Pre-Health Programs. A maximum of 3 semester hours can be earned. Earned hours ~~do not~~ fulfill the requirements of biology electives for a biology major, ~~minor, or collateral.~~

TO:

494 Pre-Health Program Internship (1:3) (Prerequisite: Permission of the department) Clinical experience under the supervision of a practicing health professional consistent with a student's career goals. Open only to juniors and seniors with a cumulative grade point average of 3.2 or higher. Interested students should register with the Coordinator of Pre-Health Programs. A maximum of 3 semester hours can be earned. Earned hours **may be used to** fulfill the requirements of biology electives toward a biology major.

- C. **MODIFY:** on page 71 of the current course catalog the restriction prohibiting BIOL 498 from counting toward biology elective hours for biology majors.

FROM:

498 Biology Internship (1) or (2) (Prerequisite: Permission of the department) Independent work under the direction of a professional biologist which may include teaching, research, or other service. A maximum of 3 semester hours may be earned. Earned hours ~~do not~~ fulfill the requirements of biology electives for a biology major, ~~minor, or collateral.~~

TO:

498 Biology Internship (1) or (2) (Prerequisite: Permission of the department) Independent work under the direction of a professional biologist which may include teaching, research, or other service. A maximum of 3 semester hours may be earned. Earned hours **may be used** to fulfill the requirements of biology electives toward a biology major.

RATIONALE FOR A-C:

The courses BIOL 490, BIOL 494, and BIOL 498 provide students with the opportunity to gain relevant real-life experience in their chosen field of interest - veterinary studies, healthcare, and general biology-based careers. These experiences are integral to the education of these students as they allow students to apply classroom knowledge in real-world situations. The experiences gained from these courses contribute to the educational experience of the student and align with the mission of the biology department by helping train undergraduate students to use critical thinking skills and mastery of biological principles and making students better prepared for a variety of professional careers and graduate programs. Thus, these courses align with the goal of the biology elective courses making it appropriate for them to count as biology elective credit hours.

- D. **ADD:** on page 71 of the current catalog a new course to “ENVIRONMENTAL SCIENCE AND STUDIES COURSES (ENVR)”

215 Introduction to Mapping and GIS (3) (Same as GEOG 215) Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information. Credit cannot be received for both GEOG 215 and ENVR 215.

- E. **MODIFY:** on page 65 of the current catalog to include either GEOG 215 OR ENVR 215

FROM:

Geography Elective – Choose 1 from the following.....3
GEOG 105, **GEOG 215**

TO:

Geography Elective – Choose 1 from the following.....3
GEOG 105, **GEOG 215/ENVR 215**

- F. **MODIFY:** on page 128 of the current catalog under “GEOGRAPHY COURSES (GEOG)”

FROM:

215 Introduction to Mapping and GIS (3) Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS

technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information.

TO:

215 Introduction to Mapping and GIS (3) (Same as ENVR 215) Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information. Credit cannot be received for both GEOG 215 and ENVR 215.

RATIONALE FOR D-F:

This proposal adds a new course ENVR 215, cross listed with GEOG 215. Cross listing is to enable faculty from both Environmental Science and Political Science & Geography to teach the course.

2. Proposals from the Department of English, Modern Languages, and Philosophy

A. **ADD:** on page 88 of current catalog, after description of ENGLISH 252

270 Professions in English (3) (Prerequisite: 102 with a grade of C or higher.)

This course introduces students to the various subfields of English studies and the professions available to students who earn a Bachelor of Arts in English. Students explore the different areas of English studies including literature, critical theory, creative writing, professional and technical communication, and rhetoric and composition; meet with professionals working in publishing, grant writing, content creation, and the non-profit sector; and create a college and career exploration plan. Not applicable toward General Education Requirement (Literature).

RATIONALE for A:

We have found that many students do not fully understand the scope of English studies and the professions available to them after earning a degree in English. This course, like those currently offered in Political Science (POLI 277) and Psychology (PSYC 220), will give students the information they need to make an informed decision about pursuing a degree or minor in English.

3. Proposals from the School of Business

A. **MODIFY:** Requirements for Bachelor of Business Administration on Page 139 of the 2023 – 2024 catalog

FROM:

~~Complete 8 non-academic credits in approved Professional Activities to include.~~

- a. A minimum of 1 credit in Self Evaluation and Career Exploration
- b. A minimum of 1 credit in Business Etiquette
- c. A minimum of 2 credits in Career Preparation

Other Professional Activities must be approved by the School of Business and can count toward the 8 non-academic credits.

TO:

Complete 12 non-academic credits in approved Professional Activities. The number of credits per Professional Activity will be determined by the School of Business.

RATIONALE FOR A:

Currently, our professional activity program offers only one credit regardless of the activity. As our program has evolved, we have been able to offer a variety of opportunities to students including:

- Semester long workshops that end with professional certification
- Semester internships which do not have academic credit.
- Six-hour communication / conflict resolution workshops
- One-hour sessions concerning networking and professional behavior.

The School of Business understands some professional activities require more time and commitment than others. Increasing the number of required professional activity credits while offering varying credits based on the nature of the activity will allow us to reward students who are committed to more immersive experiences.

B. **MODIFY:** pre-requisite for BUSI 305 in page 144 of the 2023 – 2024 catalog

FROM:

305 Applied Statistics for Economics and Business (3) (Prerequisite: Mathematics 134).

TO:

305 Applied Statistics for Economics and Business (3) (Prerequisite: Mathematics 134 or above).

Rationale for B:

We are modifying the pre-requisite to align the catalog to the current practice in the School of Business of providing waivers for Math 134 to students who are placed into a higher Math level than 134. This happens particularly with transfer students who have completed Math 137 and Math 201. They are successful in BUSI 305 without having to take Math 134. This catalog change will align the catalog with current practice in the School of Business.

C. **MODIFY** on page 188 2023-24 catalog (online)

FROM:

Course	Title	Hours
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 710	Business Analytics	3
MBA 720	Contemporary Issues in Business	3
MBA 730	Leadership and Management	3
MBA 740	Applied Corporate Finance	3
APRN 503	Advanced Research and evidence-based Practice	3
APRN 504	Health Policy and Leadership	3
APRN 506	Health Systems and Risk Management	3
APRN 713	Executive Practicum	3

Total **30**

To receive a Certificate of Healthcare Executive Management from FMU, a student must have completed a MBA degree from an AACSB-accredited institution and achieve a minimum average of 3.0 in the following courses: APRN 503, ~~APRN 504~~, ~~APRN 506~~, APRN 713.

TO:

Course	Title	Hours
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 720	Contemporary Issues in Business	3 4
MBA 730	Leadership and Management	3
MBA 740	Applied Corporate Finance	3
APRN 503	Advanced Research and evidence-based Practice	3
DNP 802	Doctoral Health Policy, Finance, and Leadership	3
DNP 803	The Role of Technology and Interprofessional Collaboration	2

Six semester hours from the following: **6**

MBA 710	Business Analytics	3
MBA 715	Systems Design	3
MBA 725	Applied Marketing	3
MBA 735	Operations Management	3
MBA 745	Strategic Planning	3
APRN 713	Executive Practicum	3

Total **30**

To receive a Certificate of Healthcare Executive Management from FMU, a student must have completed a MBA degree from an AACSB-accredited institution and achieve a minimum average of 3.0 in the following courses: APRN 503, ~~DNP 802~~, ~~DNP 803~~ and APRN 713.

Rationale: The changes in the program course requirements are due to the approval of the Health Sciences DNP program curriculum. The APRN 504 and APRN 506 courses are no longer offered. After consultation with the DNP faculty and the MBA faculty, DNP 802 (3 hours) and DNP 803 (2 hour) were identified as reflecting the course information needed for the MBA-HEM program.

Providing the option for students to select 6 semester hours from MBA 710, 715, 725, 735, 745 or APRN 713 allows greater flexibility for the student’s program of study and career goals. The course options for MBA 720 allows a student to earn four hours. Currently, MBA 720 has two options for two hours each. Thus, no new courses are needed to meet the four-hour change. The MBA-HEM program remains 30 hours.

The Certificate of Healthcare Executive Management is only offered to those students who have previously completed a MBA degree from an AACSB-accredited institution.

4. Proposals from the School of Education

EARLY CHILDHOOD EDUCATION

A. **MODIFY:** on p.152 of the current catalog

FROM:

- a. Biology 102** 4
- b. Chemistry, Physics, or Physical Science 4
- c. Astronomy 201 or 202 or Honors 280-289* 4

**To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. ~~Students are strongly encouraged to take Biology 102, Physical Science 150, and Astronomy 201 or 202 or Honors 280-289 to meet these 12 hours.~~

TO:

- a. Biology or Environmental Science..... 4
- b. Chemistry, Physics, or Physical Science 4
- c. Astronomy, Biology, Chemistry, Physics, Physical Science, or Honors 280-289* . . . 4

*To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. **Students are strongly encouraged to take ASTR 201 or 202. Students are also strongly encouraged to take BIO 102.**

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

Rationale for A:

This is to follow the General Education requirements on p. 60 of the catalog. Physical Science 150 is not being offered any longer. Astronomy 201 or 202 are strongly recommended for teacher candidates in the

Early Childhood Education program because of material presented in the PRAXIS Core exam, but it was never the intention of the School of Education to limit student choice to ONLY Astronomy for schedule “c” in natural sciences.

ELEMENTARY EDUCATION

B. **MODIFY** on p.153 of the current catalog

FROM:

- a. Biology **102**** 4
- b. Chemistry, Physics, or Physical Science 4
- c. Astronomy 201 or 202 or Honors 280-289* 4

To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. **Students are strongly encouraged to take Biology 102, Physical Science 150, and Astronomy 201 or 202 or Honors 280-289 to meet these 12 hours.

TO:

- a. Biology **or Environmental Science** 4
- b. Chemistry, Physics, or Physical Science 4
- c. Astronomy, Biology, Chemistry, Physics, Physical Science, or Honors 280-289* . . . 4**

*To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. **Students are strongly encouraged to take ASTR 201 or 202. Students are also strongly encouraged to take BIO 102.**

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

Rationale for B:

This is to follow the General Education requirements on p. 60 of the catalog. Physical Science 150 is not being offered any longer. Astronomy 201 or 202 are strongly recommended for teacher candidates in the Elementary Education program because of material presented in the PRAXIS Core exam, but it was never the intention of the School of Education to limit student choice to ONLY Astronomy for schedule “c” in natural sciences.

C. **MODIFY:** on p. 153 of the catalog.

FROM:

- Pre-Professional Education 6 hours
- Education 190 3
- Education 192 3

Professional Education (Requires Admission to the Program)	34 hours
Education 310	3
Education 311	3
Education 313	2
Education 322	3
Education 324	3
Education 326	3
Education 392	2
Education 411	3
Education 420	3
Elementary Education 315	3
Elementary Education 316	3
Elementary Education 317	3
Student Teaching Block*	15 hours
Education 487	3
Education 490	12
Supporting Courses	15 hours
Art Education 217	3
English 315	3
English 341	3
Mathematics 370	3
Psychology 315	3

TO:

Pre-Professional Education	18 hours
Education 190	3
Education 192	3
Education 310	3
Education 311	3
Education 322	3

Education 420	3
Professional Education (Requires Admission to the Program)	22 hours
Education 313	2
Education 324	3
Education 326	3
Education 392	2
Education 411	3
Elementary Education 315	3
Elementary Education 316	3
Elementary Education 317	3
Student Teaching Block*	15 hours
Education 487	3
Education 490	12
Supporting Courses	15 hours
Art Education 217	3
English 315	3
English 341	3
Mathematics 370	3
Psychology 315	3

RATIONALE:

EDUC 310, 311, 322, and 420 are no longer part of the Professional Education courses. They are Pre Professional Education classes.

D. MODIFY: on p. 153 of the catalog.

FROM:

ADDING AN ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual. <https://www.ed.sc.gov/agency/sc/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

TO:

ADDING AN ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services (<https://www.ed.sc.gov/educators/certification/>)

RATIONALE:

The website, email, and phone number at the State Department of Education periodically change. This prevents the catalog from being out of date.

5. Proposals from the program of African and African American Studies

- A. **ADD:** under MINOR, GEOG 303: Geography of Latin America to the list of elective courses on page 175 of the current catalog:
- II. Complete 9 semester hours from the following (no more than one course from any one discipline)
- ARTH 360: Islamic and African Art
 - ECON 323: Urban and Regional Economics
 - ECON 410: Labor Economics
 - ENG 384: African-American Film History
 - ENG 448: Advanced Study in African-American Literature
 - GEOG 205: Geography of South Carolina
 - GEOG 303: Geography of Latin America**
 - GEOG 306: Geography of Subsaharan Africa
 - GEOG 307: Geography of the Middle East and North Africa
 - HIST 310: Representations of Race
 - HIST 311: History of Black America to 1865
 - HIST 312: History of Black America since 1865
 - HIST 313: The American Civil Rights Movement
 - HIST 316: South Carolina History
 - HIST 339: The Atlantic World
 - HIST 344: The Old South, 1660 to 1865
 - HIST 345: The New South, 1865 to the present
 - HIST 346: Civil War America
 - HIST 370: African History
 - HIST 420: Archaeology in South Carolina
 - POLI 311: Southern Politics
 - POLI 322: Civil Rights and Civil Liberties
 - PSYC 319: Social Psychology
 - SOCI 306: Social Problems
 - SOCI 310: Race and Society
 - SOCI 331: Environment and Society
 - SOCI 333: Urban Sociology

- SOCI 334: Population and Society
- SOCI 349: Hate Crimes and Terrorism
- SOCI 382: Sociology of Families

B. **ADD:** under COLLATERAL, GEOG 303: Geography of Latin America to the list of elective courses on page 175 of the current catalog:

II. Complete 6 semester hours from the following (no more than one course from any one discipline)

- ARTH 360: Islamic and African Art
- ECON 323: Urban and Regional Economics
- ECON 410: Labor Economics
- ENG 348: African-American Literature
- ENG 384: African-American Film History
- ENG 448: Advanced Study in African-American Literature
- GEOG 205: Geography of South Carolina
- GEOG 303: Geography of Latin America**
- GEOG 306: Geography of Subsaharan Africa
- GEOG 307: Geography of the Middle East and North Africa
- HIST 310: Representations of Race
- HIST 311: History of Black America to 1865
- HIST 312: History of Black America since 1865
- HIST 313: The American Civil Rights Movement
- HIST 316: South Carolina History
- HIST 339: The Atlantic World
- HIST 344: The Old South, 1660 to 1865
- HIST 345: The New South, 1865 to the present
- HIST 346: Civil War America
- HIST 370: African History
- HIST 420: Archaeology in South Carolina
- POLI 311: Southern Politics
- POLI 322: Civil Rights and Civil Liberties
- PSYC 319: Social Psychology
- SOCI 306: Social Problems
- SOCI 310: Race and Society
- SOCI 331: Environment and Society
- SOCI 333: Urban Sociology
- SOCI 334: Population and Society
- SOCI 349: Hate Crimes and Terrorism
- SOCI 382: Sociology of Families

Rationale for A and B: The proposed changes will update the list of elective courses that count toward the minor or collateral for the African and African American Studies (AAAS) program. This change will reflect the approval of adding Geography 303: Geography of Latin America to our list of offerings. Geography of Latin America is a standing course in the Department of Political Science and Geography and offers students an additional experience in understanding the influence of African peoples and culture around the world.

6. Joint Proposal from the School of Education, the School of Health Sciences, and the Department of Psychology

A. School of Education

1. Add New Courses
 - a. **ADD:** on page 156, following EDUC 428 course

429: Introduction to Multi-Categorical Disabilities (3) This course is designed to provide prospective teachers with a background of learners with multi-categorical disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who have been identified with learning disabilities (LD), intellectual disabilities (ID), and/or emotional/behavioral disabilities (EBD). Participants will learn characteristics and the impact of varied social/emotional and learning needs to examine effective instructional strategies to reach the needs of students with the above disabilities. The course will highlight relevant special education laws, screening, identification, measurement, and assessment to allow for teachers to implement data-based instruction in their classrooms.

Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence-based practices and interventions. This course cannot be used as a substitute for EDUC 420.

RATIONALE for a:

This course was developed so students can be introduced to multi-categorical disabilities, including learning (LD), intellectual (ID), and emotional/behavioral (EBD). This course will provide teachers with valuable information when working with individuals with autism.

- b. **ADD:** on page 156, following EDUC 430 course

431 Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades PreK – 2 (3) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades PreK-2. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to

support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades PreK-2. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the early childhood years, including identification and early intervention, teaming with families, and Read to Succeed requirements will be embedded into this course.

RATIONALE for b:

This course was developed so students can be introduced to instructional strategies to better meet the academic and behavioral needs of children grades preK-2. This course will provide teachers with valuable information when working with individuals with autism.

c. **ADD:** on page 156, following EDUC 431 course

432 Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades 3 – 7 (3) (Prerequisite: EDUC 431)

This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades 3-7. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 3-7. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the school years, including

methods for promoting social competence, collaboration and consultation, and Read to Succeed requirements will be embedded into this course.

RATIONALE for c:

This course was developed so students can be introduced to instructional strategies to better meet the academic and behavioral needs of children grades 3-7. This course will provide teachers with valuable information when working with individuals with autism.

d. **ADD:** on page 156, following EDUC 432 course

433 Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades 8 – 12 (3) (Prerequisites: EDUC 431 and 432) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades 8-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 8-12. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for moving from school to adult life, including fostering self-determination, transition to adulthood, and Read to Succeed requirements will be embedded into this course.

RATIONALE for d:

This course was developed so students can be introduced to instructional strategies to better meet the academic and behavioral needs of children grades 8-12. This course will provide teachers with valuable information when working with individuals with autism.

e. **ADD:** on page 157, following EDUC 490 course

491 Directed Teaching in Multi-Categorical: Autism Studies (12)
(Prerequisites: All Praxis exams must be passed, and all undergraduate coursework completed. All students must be cleared by the South Carolina Department of Education to student teach in a public school setting; a current SLED check and Tuberculosis (TB) test will be required prior to field placement in any public-school setting. Corequisites: PSYC 401, EDUC 487). This course is a supervised directed teaching experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental 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 include making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

The internship is a planned sequence of experiences in the Multi-Categorical: Autism Studies undergraduate program. It is conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During the directed teaching semester, the student must demonstrate the competencies identified for the multi-categorical teaching field in an appropriate PK-12 grade level setting. Supervised, field-based experiences in observation, instruction, and administration of programs for students who have been identified as having multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. In addition, the student participates in 2-3 seminars scheduled throughout the semester.

RATIONALE for e:

This course was developed so students have a supervised, directed teaching experience specific to students with multi-categorical disabilities. This course will provide teachers with valuable information when working with individuals with autism.

B. School of Health Sciences

1. Add New Courses

a. **ADD:** on page 168 of the catalog, before the Speech-Language Pathology Heading

OCCUPATIONAL THERAPY (large heading like SLP)
Autism Specialty Courses

301 The Sensory Experience and Differences with Processing (3) This course offers strategies for educators to use in the classroom, on the playground, and to work with parents and caregivers to develop and enhance students' sensory experiences, in particular, those that struggle with sensory processing and sensory integration. An overview of the nervous system, neurodevelopment, neuroplasticity, how the developing child processes ordinary sensations, difficulties with processing information received from the eight senses, and types of sensory disabilities will be addressed. Emotional regulation, psychosocial development, play, and interprofessional collaboration will also be addressed through an analysis of implications for practice.

RATIONALE for a:

This course was developed so students have an introduction to enhancing students' sensory experiences. This course will provide teachers with valuable information when working with individuals with autism.

b. ADD: on page 168 of the catalog, following the Speech-Language Pathology Minor information

Autism Specialty Courses

412 Assistive Technology (3) This course is an overview of assistive technology, including augmentative and alternative communication, and its use in schools. Students will be introduced to types of assistive technology and augmentative and alternative communication modalities and principles of how to integrate assistive technology and augmentative and alternative communication into the classroom to support participation and learning.

RATIONALE for b:

This course was developed so students have an introduction to assistive technology that enhances communication. This course will provide teachers with valuable information when working with individuals with autism.

C. Department of Psychology

1. Add New Courses

a. ADD: on page 133 of the catalog, following PSYC 350 course

357 Conceptual Foundations of Behavior Analysis (3) This course reviews the conceptual and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice). The course also reviews the dimensions of applied behavior analysis and how the field is demarcated from other applied psychologies. An emphasis is placed on ensuring students understand the goals of a scientific study of behavior (description, prediction, and control) and associated philosophical underpinnings and assumptions (e.g.,

selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). Course content is drawn from a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior.

RATIONALE for a:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

b. **ADD:** on page 133 of the catalog, following PSYC 357 course

367 Behavioral Measurement and Data-Based Intervention Development (3)

This course introduces students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating behavior analytic research. Further, this course will cover the use of ongoing data to develop, individualize, and optimize interventions for challenging behavior and skill deficits. Specific subject matter in this course includes observational data collection, response class definitions, operational definitions, experimental design, single-case research methodology, and graphic display / analysis of data.

RATIONALE for b:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

c. **ADD:** on page 133 of the catalog, following PSYC 370 course

377 Applied Behavior Analysis Skills Assessments and Interventions (3)

(Prerequisites: 357 and 367) This course reviews seminal and current research on the assessment of skill deficits and developing individualized interventions to address skill deficits identified through assessment. A particular emphasis is placed on the use of criteria-referenced assessments of skill deficits with respect to verbal behavior, daily living, and social interaction. In addition to skills assessments, this course will also cover the development of evidence-based curriculums and individualized interventions employed to address skills deficits and the use of ongoing data collection to evaluate intervention effectiveness.

RATIONALE for c:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

d. **ADD:** on page 133 of the catalog, following PSYC 377 course

387 Functional Assessment and Function Based Treatment (3) (Prerequisites: 357 and 367) This course reviews seminal and current research concerned with identification of the environmental variables that contribute to the occurrence of challenging behavior. An emphasis is placed on research concerning indirect assessment, descriptive assessment, and experimental functional analysis. Further, this course will review variations in functional analysis methodology across school, clinical, and home settings and as applied to different clinical populations. The course will also cover research concerned with the development and evaluation of treatments for challenging behavior based on the results of functional analysis / functional assessment with a focus on empirically supported treatment approaches. Additionally, the course will review empirically supported approaches to training and supervision of staff and students concerning conducting functional analysis / assessment of challenging behavior and treatment implementation.

RATIONALE for d:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

e. **ADD:** on page 133 of the catalog, following PSYC 390 course

397 Applied Behavior Analysis Ethics and Supervision (3) (Prerequisites: 357 and 367) This course reviews ethical practices relevant to providing Applied Behavior Analytic services along with evidence-based staff training and supervision practices. Ethics content for this course is drawn from the most recent Ethics Code for Behavior Analysts and Code-Enforcement Procedures as published by the Behavior Analysis Certification Board. Content on evidence-based staff training and supervision practices comes from recent peer reviewed publications and an organizational behavior management textbook.

RATIONALE for e:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

f. **ADD**: on page 133 of the catalog, following PSYC 397 course

400 Board Certified Assistant Behavior Analyst® Internship (1)

(Prerequisites: 357 and 367) This course is comprised of an internship designed to develop professional behavior and clinical skills relevant to providing applied behavior analytic services. Students taking this course will be provided supervised experience that will contribute towards meeting the supervision requirements for certification as a Board Certified Assistant Behavior Analyst® (BCaBA®). Students taking the course will gain practical experience utilizing applied behavior analysis for a diverse array of problems with focus on serving individuals diagnosed with Autism Spectrum Disorder and / or other neurodevelopmental disabilities. All supervised experiences will occur in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst® (BCBA®) that has completed the supervision training requirements as provided by the Behavior Analysis Certification Board. This course may be taken multiple times for course credit.

RATIONALE for f:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

g. **ADD** on page 133 of the catalog, following PSYC 400 course

401 Board Certified Assistant Behavior Analyst® Internship (2)

(Prerequisites: 357 and 367) This course is comprised of an internship designed to develop professional behavior and clinical skills relevant to providing applied behavior analytic services. Students taking this course will be provided supervised experience that will contribute towards meeting the supervision requirements for certification as a Board Certified Assistant Behavior Analyst® (BCaBA®). Students taking the course will gain practical experience utilizing applied behavior analysis for a diverse array of problems with focus on serving individuals diagnosed with Autism Spectrum Disorder and / or other neurodevelopmental disabilities. All supervised experiences will occur in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst® (BCBA®) that has completed the supervision training requirements as provided by the Behavior Analysis Certification Board. This course may be taken multiple times for course credit.

RATIONALE for g:

This course was developed as a required course in the autism plan of study so that students can meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification. This course will provide teachers with valuable information when working with individuals with autism.

- D. **ADD:** on page 153 of the catalog, following the Secondary Education section, before the Early Childhood Education Courses

MULTI-CATEGORICAL: AUTISM STUDIES (large heading like Early Childhood Education)

Coordinator: TBA

Grades: PreK-12

This multidisciplinary degree program focuses on autism spectrum disorders and neurodevelopmental disabilities. Specialty courses come from the disciplines of education, psychology, occupational therapy, and speech-language pathology.

This program will meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification; graduates will have additionally earned a minor in Psychology. Course descriptions for the specialty courses can be found in the discipline-specific sections in the undergraduate catalog.

A Bachelor of Science degree in Multi-Categorical Special Education with a focus on Autism Studies requires the following:

General Education.....	48 or 49 hours
Communication.....	9 or 10 hours
English 101 or English 101E/101L.....	3 or 4
English 102.....	3
Speech Communication 101.....	3
Social Sciences.....	9 hours
Political Science 101 or 103.....	3
Geography.....	3
Sociology 201.....	3
Humanities.....	12 hours
Literature.....	3
History.....	3
Art 101, Music 101, or Theatre 101.....	6
Mathematics.....	6 hours
Mathematics 170.....	3
Mathematics 270.....	3
Natural Sciences.....	12 hours
Biology 102.....	4

Chemistry 111/111L.....	4
Biology 105/115.....	4

Supporting Courses.....	12 hours
English 313 or 315.....	3
English 341.....	3
Psychology 206.....	3
Psychology 315.....	3

Pre-Professional Education.....	9 hours
Education 190.....	3
Education 420.....	3
Education 429.....	3

Students must be admitted to the program to take the following courses:

Professional Education.....	27 hours
Education 426.....	1
Education 428.....	2
Education 431.....	3
Education 432.....	3
Education 433.....	3
Education 487.....	3
Education 491.....	12

Specialty Courses.....	30 hours
Occupational Therapy 301.....	3
Psychology 357.....	3
Psychology 367.....	3
Psychology 377.....	3
Psychology 387.....	3
Psychology 397.....	3
Psychology 400.....	1
Psychology 401.....	2
Speech-Language Pathology 404.....	3
Speech-Language Pathology 407.....	3
Speech-Language Pathology 412.....	3

Minimum hours required for graduation.....	126 hours
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RATIONALE for D:

The School of Education, School of Health Sciences, and Department of Psychology are proposing a new Bachelor of Science program in Multi-Categorical: Autism Studies, to address the continuing need for teachers with the necessary training to instruct autistic school-age individuals. Frequent requests from districts, both locally and across the state for teachers in the field of Autism Spectrum Disorder/Neurodevelopmental Disabilities

(ASD/ND), shows an ongoing demand to meet the needs of students with ASD/ND in today’s classroom. While the Pee Dee region is the main area of focus for potential FMU students, we hope this unique, interdisciplinary undergraduate program will attract competent and caring teacher candidates from across the state. This undergraduate program will include coursework from a variety of disciplines, including education, occupational therapy, psychology, and speech-language pathology in order to broadly prepare teacher candidates to work with ASD students in grades PreK-12. Students graduating from this proposed program will earn initial S.C. certification in the field of multi-categorical special education for grades PreK-12. Students in the program will learn and understand how to implement the S.C. College and Career Readiness Standards. State requirements also include completing student teaching and practicums within the state of South Carolina.

In addition, these students will meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification and will be prepared to sit for the BCaBA examination for certification. Graduates will additionally earn a minor in Psychology.

E. ADD: on page 61 of the catalog, bottom right column

The professional education programs approved and available at FMU are those listed below. Major requirements for these professional education programs are listed in their respective sections of this catalog.

Licensure Area	Grade Levels
Art Education	K-12
Biology	9-12
Early Childhood Education	Pre K-3
Elementary Education	2-6
Middle Level Education	5-8
English	9-12
History	9-12
Mathematics	9-12
Multi-categorical: Autism Studies.....	PreK-12

RATIONALE for E:

This adds the new program to the listing of professional education programs in the catalog.

F. ADD: on page 62 of the catalog, under School of Education

SCHOOL OF EDUCATION

- Education (minor)
- Early Childhood Education (B.S., no minor or collateral)
- Education-Secondary (No undergraduate major, minor or collateral)

Elementary Education (B.S., no minor or collateral)
Health (Courses only: no major, minor, or collateral)
Instructional Accommodation (M.Ed., no minor or collateral)
Learning Disabilities (M.A.T., M.Ed., no minor or collateral)
Middle Level Education (B.S., no minor or collateral; two specialty areas)
Multi-categorical: Autism Studies (B.S., Psychology minor)
Physical Education (Courses only: no major, minor, or collateral)

RATIONALE for F:

This adds the new program to the listing of programs in the School of Education section of the catalog.

G. **MODIFY:** on page 151 of the catalog, under School of Education

FROM:

MAJOR

Students seeking an Education degree enter as Pre-Education students in one of the six majors (Early Childhood, Elementary, PreK-12Art, Secondary Biology, Secondary History, Secondary English, or Secondary Math). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program. Students who are interested in teaching at the Middle Level are encouraged to major in a Secondary subject area (Biology, History, English, or Math) or Elementary Education and earn the Middle Level add-on certification for the desired Middle Level Education subject (English, Math, Science, Social Studies) outlined by the South Carolina Department of Education

Admission to the professional education program is a prerequisite for enrollment in any education course, as well as any Early Childhood (ECE), Elementary (ELE), and Middle Level (MLE) courses, excluding EDUC 190, 192, 310, 311, 322, 420, 421, 423, 425.

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190 and Education 192 with a grade of C or better.

TO:

MAJOR

Students seeking an Education degree enter as Pre-Education students in one of the eight majors (Early Childhood, Elementary, PreK-12Art, Secondary Biology, Secondary History, Secondary English, Secondary Math, or Multi-categorical: Autism Studies). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program. Students

who are interested in teaching at the Middle Level are encouraged to major in a Secondary subject area (Biology, History, English, or Math) or Elementary Education and earn the Middle Level add-on certification for the desired Middle Level Education subject (English, Math, Science, Social Studies) outlined by the South Carolina Department of Education

Admission to the professional education program is a prerequisite for enrollment in any education course, as well as any Early Childhood (ECE), Elementary (ELE), Middle Level (MLE), and Multi-categorical: Autism Studies courses, excluding EDUC 190, 192, 310, 311, 322, 420, 421, 423, 425, 429.

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190 and Education 192 with a grade of C or better. (For students enrolled as majors in the Multi-categorical: Autism Studies program, only completion of Education 190 is required with a grade of C or better).

RATIONALE for G:

This updates the major section in the School of Education to add the Multi-categorical: Autism Studies program.