FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: School of Health Sciences: Healthcare Administration Department  Date: 10/28/2021

Course No. or Level: IPHC 400  Title: Interprofessional Healthcare Internship

Semester hours: 3  Clock hours: Lecture: 1  Laboratory: 0  Internship: 2 (90 hours total)

Prerequisites: Student must be Junior or Senior status and enrolled in Healthcare Administration major

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification  
(proposed change in course title, course description, course content or method of instruction)

Substitute  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate  X (elective course for students in the HCA major)  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Sarah H. Kershner

Department Chairperson's/Dean's Signature  

Provost's Signature  

Date of Implementation  Fall 2022

Date of School/Department approval  October 28, 2021

Catalog description:
400 Interprofessional Healthcare Internship (3) (Must be Junior or Senior status and enrolled in the Healthcare Administration major). This course is designed to provide opportunities for students to interact with public health professionals, participate in activities related to community health, and improve understanding of public health theory and application in real world scenarios. Students will gain experience using relevant technology in healthcare and increase understanding of cultural competency, confidentiality, and diversity in healthcare. Students will be required to complete 90 hours during the internship period.

Purpose:  1. For Whom (generally?)  Student must be Junior or Senior status and enrolled in Healthcare Administration major.

2. What should the course do for the student?  This course will fulfill a need for real-world experience and supervised learning in the public health field to prepare alumni for employment in traditional public health sites such as a hospital, community health organization and/or federally qualified health center. Students will gain experience using relevant technology in healthcare, increase understanding of cultural competency, confidentiality, and diversity in healthcare, and enhance knowledge of public health strategies.
Teaching method planned: On-the-job work experience, discussions, and student presentations.

Textbook and/or materials planned (including electronic/multimedia):
Students will use employer based manuals and or handbooks, etc. as appropriate.

Course Content:
- Students review existing internship sites and/or seek additional sites for internship.
- Students submit application indicating preference for internship site, department, and research topic.
- Students are notified of internship placement and receive pre-hire paperwork (if required by the site) and complete requirements to include but not limited to background check, COVID testing, drug screening, driver’s license check, orientation, etc.
- Students participate in onboarding process and/or internship orientation at identified site.
- Students participate in internship in relevant department with an expectation to complete 90 hours during the internship period.
- Students will receive course grade based on the following assignments:
  - **Site Supervisor Assessment:** Respective site supervisors will complete an assessment of each assigned intern at the specific site. Site Supervisors will indicate satisfaction with student engagement with site staff and clients, satisfaction with student performance, satisfaction with student professionalism including behavior, appearance, and attitude. Site Supervisor will also indicate whether the student would be offered a position post-internship if a position was available. Feedback about the internship process will also be gathered for process improvement.
  - **Intern Self-Evaluation Assessment:** Students will complete self-assessment about their own perception and satisfaction of engagement with site staff and clients, satisfaction with performance, satisfaction with professionalism including behavior, appearance, and attitude. Students will also indicate whether they feel they positively contributed to the site and whether they would expect a job offer after the internship experience if one was available. Feedback about the internship process will also be gathered to better improve the process for future student experiences.
  - **Zoom Debrief and Discussion Sessions:** The student will be evaluated on the quality of contributions, insights, and contributions to the virtual debrief and discussion group. Virtual discussion group will be scheduled for groups of 5 students at a time so students can choose one of the four time slots offered for each discussion group. Each discussion group will last approximately 30 mins. Students will be expected to actively participate one virtual discussion group with the course faculty and peers.
  - **Final Presentation:** Students will be required to present comprehensive internship experience through a PowerPoint presentation with audio voiceover to be shared with internship site, classmates, peers, and future internship students. This presentation will include the site information, internship expectations, outcome measures and any projects completed during the internship experience.
  - **Faculty Site Visits:** The faculty supervisor will make one or more site visits (as warranted) during each internship period to confer with the student and site supervisor jointly or with each on a private basis. The meetings will address areas relative to student's overall performances, attendance, and evaluation thereof, student's abilities and capabilities, student's personal educational strengths and weaknesses, evaluation of internship experience, suggestions for student improvement, suggestions for program improvement, etc. The faculty supervisor will provide, in advance, each preceptor and student, with a schedule indicating the time and date of site visits. Other faculty visits may occur at unscheduled times as surprise visits if needed.

*See attached syllabus for course outline.*

*When completed, forward to the Office of the Provost.*
School of Health Sciences
Healthcare Administration (HCA)

Course Title: Interprofessional Healthcare Internship
Course Number: IPHC 400
Credit Hours: 3
Semester: Fall 2022
Prerequisites: Student must be Junior or Senior status and enrolled in Healthcare Administration major. Course to be capped at 20 students to allow students to be adequately matched to internship sites.
Faculty: Sarah H. Kershner, MPH, PhD
Office Number: LNB #128
Office Phone: 843-661-1694
Cell Phone: 843-424-3721; call or text M-F between 8am-5pm
E-mail: skershner@fmarion.edu
Office Hours: Tuesday and Wednesday, 9am – 11am

Catalog description: (Must be Junior or Senior status and enrolled in the Healthcare Administration major). This course is designed to provide opportunities for students to interact with public health professionals, participate in activities related to community health, and improve understanding of public health theory and application in real world scenarios. Students will gain experience using relevant technology in healthcare and increase understanding of cultural competency, confidentiality, and diversity in healthcare. Students will be required to complete 90 hours during the internship period.

Program Outcomes:
The Bachelors of Science in Healthcare Administration prepares the graduate to:
1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.

7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.

9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Course Outcomes: At the completion of this course, the student will be able to:

1. Gain an understanding of the roles, duties, and the responsibilities of full-time professionals in community health, health promotion and health education.

2. Describe the organizational structure and functions at the assigned site.

3. Gain skills in establishing and maintaining relationships with site staff and clients, including persons of different cultural, racial and ethnic backgrounds.

4. Apply understanding of public health theory and practical applications to improve the health needs of a community.

5. Describe interrelationships among different components of the public health system.

6. Gain experience in the monitoring, assessing and/or evaluation of public health programs.

7. Develop and foster new professional contacts and relationships.

8. Explain how various occupations, professions, and careers contribute to carrying out public health’s core functions and essential services.

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to https://blackboard@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: On-the-job work experience, discussions, and student presentations.

Textbook(s): Students will use employer based manuals and or handbooks, etc. as appropriate.

Methods of Evaluation: In order to progress in the Bachelor of Science in Healthcare Administration program, the student must receive a grade of “D” (1.0 on a 4.0 scale) to receive credit for the course.
Course Evaluation Methods:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Intern Self-Evaluation Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Zoom Debrief and Discussion Sessions (2 x 10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>50%</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Alphabetic</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>B+</td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>83-86</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
</tr>
<tr>
<td>D+</td>
<td>76-79</td>
</tr>
<tr>
<td>D</td>
<td>73-75</td>
</tr>
<tr>
<td>F</td>
<td>72 or below</td>
</tr>
</tbody>
</table>

NOTE: Only FINAL course grades will be rounded. Final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 72.5, rounded to a 73. Individual assignment scores will not be rounded and will be entered in Blackboard to the nearest hundredth of a percent.

Site Information: Students will be matched with a relevant site based on preference, availability and research interests and will participate in one or more of the following components: monitoring health problems in a population or community, establish health objectives and goals, conduct research on population-based health problems, develop or implement policies and/or strategies to meet public health needs, or study behavioral trends through review of relevant data. Students will be required to complete 90 hours during the internship period (approximately 8-10 hours per week for 12 weeks).

Site Requirements: Some sites may require additional paperwork to be completed. Additional tasks may include criminal background checks, physical screenings and/or vaccinations and other site approvals before the student can begin the internship. It is the student’s responsibility to ask the site preceptor if additional paperwork or any of the additional tasks are required. Being prepared ahead of time is very important and will help ensure that your internship or field experience can begin on time. Students are required to:
- Attend all scheduled internship workdays.
- Arrive on time and stay the entire time to all scheduled workdays.
- Notify the site preceptor and professor prior to any absence.
- Dress professionally according to site requirements.
- Maintain appropriate demeanor (e.g., shows respect; maintains positive attitude toward learning; abides by ethical principles, returns from breaks on time; stays awake; no personal cell phone use while working).
- Seek assistance and guidance when needed.
- Identify personal strengths and limitations.
- Complete all assigned learning activities or assignments by posted dates.
Online Attendance Policy: To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates’ learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33% of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be “W”. After the completion of 33% of a course, a faculty member may still withdraw a student from a course for violation of the stated attendance policy but the grade recorded will be “F” or “W” based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Student’s Form, obtains the signature of the Dean of the School of Health Sciences, and delivers the form to the Registrar’s Office.

Assignment Explanations: The student will find detailed descriptions and explanations for all assignments within Bb. An overview of assignments is included below:

I. Site Supervisor Assessment: Respective site supervisors will complete an assessment of each assigned intern at the specific site. Site Supervisors will indicate satisfaction with student engagement with site staff and clients, satisfaction with student performance, satisfaction with student professionalism including behavior, appearance and attitude. Site Supervisor will also indicate whether the student would be offered a position post-internship if a position was available. Feedback about the internship process will also be gathered for process improvement.

II. Intern Self-Evaluation Assessment: Students will complete self-assessment about their own perception and satisfaction of engagement with site staff and clients, satisfaction with performance, satisfaction with professionalism including behavior, appearance and attitude. Students will also indicate whether they feel they positively contributed to the site and whether they would expect a job offer after the internship experience if one was available. Feedback about the internship process will also be gathered to better improve the process for future student experiences.

III. Zoom Debrief and Discussion Sessions: The student will be evaluated on the quality of contributions, insights, and contributions to the virtual debrief and discussion group. Virtual discussion group will be scheduled for groups of 5 students at a time so students can choose one of the four time slots offered for each discussion group. Each discussion group will last approximately 30 mins. Students will be expected to actively participate one virtual discussion group with the course faculty and peers, and follow the below guidelines:

- Students must sign-on to the Zoom discussion group at the time they signed up for (using WiKi table in Bb);
- Students must have a webcam or phone camera to virtually participate in the session;
- Appropriate dress is required (no pajamas or revealing clothing);
• Make appropriate eye contact during conversation;
• Be sure you have a quiet environment to participate in session - no kids or friends in background, no pets in background and no music in background, etc.;
• Sign-in on time and stay duration of the session;
• Verbally introduce yourself during session;
• Do not use the phone or engage in other activities during session;
• Actively engage in conversation as appropriate;
• Do not interrupt other students or faculty.

IV. Final Presentation: Students will be required to present comprehensive internship experience through a PowerPoint presentation with audio voiceover to be shared with internship site, classmates, peers and future internship students. This presentation will include the site information, internship expectations, outcome measures and any projects completed during the internship experience.

Faculty Site Visits: The faculty supervisor will make one or more site visits (as warranted) during each internship period to confer with the student and site supervisor jointly or with each on a private basis. The meetings will address areas relative to student's overall performances, attendance and evaluation thereof, student's abilities and capabilities, student's personal educational strengths and weaknesses, evaluation of internship experience, suggestions for student improvement, suggestions for program improvement, etc. The faculty supervisor will provide, in advance, each preceptor and student, with a schedule indicating the time and date of site visits. Other faculty visits may occur at unscheduled times as surprise visits if needed.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:
• Students are expected to check their email daily and discussion board at least every two days for student posts and faculty updates.
• Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone in online communication.
• Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.
• Students should not dominate the discussion. If a student has something to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
• Abusive comments will not be tolerated. The student may lose points or this may be grounds for being asked to leave the course. If the student is dealing with a sensitive or controversial topic, take time to reflect and write the response in WORD first before posting so there is no regret later.
• Typing in WORD before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered “shouting” online.
• Reference all information used in a post that is not the student’s own knowledge.
• Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
• Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

**Definition of Unprofessional Behavior:** Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

• Shouting or using vulgar, profane or abusive language
• Abusive behavior
• Physical assault or threat thereof
• Intimidating behavior
• Refusal to cooperate with others
• Conduct that constitutes sexual harassment
• Refusal to adhere to School of Health Sciences policies
• Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
• Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
• Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
• Making or threatening reprisals for reporting disruptive or inappropriate behavior
• Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

**Disciplinary Action for Unprofessional Behavior:** Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator. Student violations will warrant a warning for unprofessional behavior.

2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook.*
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

**Written Paper Requirements:**
- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered self-plagiarism and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered plagiarism. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).

**Grading Rubrics:** Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

**Work Turned in Late:** Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10 point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted.

**Feedback on submitted assignments:** The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and powerpoint presentations, but this will be communicated with the students when necessary.

**Disclaimer:** Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

**ACADEMIC INFORMATION**

**Americans with Disabilities Act (ADA):** If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and...
Testing Center (*Francis Marion University Student Handbook, current edition*).
Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to all course instructors of classes in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

**Student Responsibilities:** Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

**Grievance Procedure:** The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

**Academic Dishonesty:** See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

**Email:** Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected within 24 business hours. In return, faculty will email students within 24 business hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.”
**Phone Usage and Messaging:** Students are only to call faculty or text faculty in an emergency situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students.

**Social Network/Photo Policy:** Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and/or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUNursing. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**FMU Non-Discrimination Policy:** Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu).

**Computer Use:** Every healthcare student is required to have his or her own laptop or portable computer. The minimum configuration should include: updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint, Wireless Internet access, and other hardware specifications consistent with the Internet provider.

**Computer Access on Campus:** FMU’s Academic Computer Center and the Computer/Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

**Acceptable Uses of the Internet:** Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

**Printing:** Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

**ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

- Sidney Coker, Nursing Administrative Assistant (843) 661-1690
- Rogers Library (843) 661-1310
- Counseling and Testing Center (843) 662-8263
- Technical Support (843) 661-1111
- Writing Center (843) 661-1654
Criteria for Internship Site Participation

Currently there are 10 sites offering 33 internship positions. Students may secure additional internship sites not listed but a contract must be executed prior to internship period.

<table>
<thead>
<tr>
<th>Available Sites</th>
<th>Internships Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC (Florence, Marion)</td>
<td>10</td>
</tr>
<tr>
<td>McLeod &amp; Pee Dee AHEC (Florence)</td>
<td>6</td>
</tr>
<tr>
<td>HopeHealth (Florence)</td>
<td>5</td>
</tr>
<tr>
<td>CareSouth (Darlington and Hartsville)</td>
<td>5</td>
</tr>
<tr>
<td>Naomi Project (Florence)</td>
<td>2</td>
</tr>
<tr>
<td>Darlington Free Medical Clinic (Darlington)</td>
<td>1</td>
</tr>
<tr>
<td>Dillon Free Medical Clinic (Dillon)</td>
<td>1</td>
</tr>
<tr>
<td>Genesis Healthcare (Darlington)</td>
<td>1</td>
</tr>
<tr>
<td>Empowered to Heal (Florence)</td>
<td>1</td>
</tr>
<tr>
<td>A Father's Place (Conway)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Internships Available** 33

Further, the internship site must be prepared to perform the following:

1. Execute contract with the University allowing students to participate in educational learning experiences on site.
2. Be committed to contributing to the educational preparation of health care administration students.
3. Provide the operational environment necessary for the student to demonstrate application of acquired knowledge, competence, and opportunity to acquire and refine managerial skills.
4. Assign an appropriate individual who is both educationally and experientially qualified to function as a site supervisor for the student.
5. Evaluate the student using the educational objectives and performance criteria as described in the course objectives.
6. Review student progress and confirm an outcome of the student’s learning process.
7. Participate in meetings and site visits relative to the internship program.
8. Conform to the University statement of compliance in that no discrimination shall take place on the basis of age, race, color, religion, sex, national origin, or disability.
## Course Content Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Covered</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> Aug 24 - 30</td>
<td>Students review existing internship sites and/or seek additional sites for internship</td>
<td>Post introduction in discussion board</td>
</tr>
</tbody>
</table>
| **Week 2:** Aug 31 – Sep 6 | Application link posted online: https://forms.gle/nZfje712mV8w3wqf9 Students submit application form indicating preference for internship site, department and research topic | **Due Tuesday, August 31 by midnight:**  
  - Internship Application |
| **Week 3:** Sep 7 – 13 | Students are notified of internship placement and receive pre-hire paperwork (if required by the site) and complete requirements to include but not limited to background check, COVID testing, drug screening, driver's license check, orientation, etc. Internship orientation. If orientation is not required, students may begin internships starting September 13. | Complete pre-hire paperwork and other requirements as stated by site. Complete Internship Orientation prior to internship period. |
| **Week 4:** Sep 14 - 20 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | |
| **Week 5:** Sep 21 - 27 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | **Due Tuesday, September 21 by midnight:**  
  - Zoom Debrief Discussion Groups |
| **Week 6:** Sep 28 – Oct 4 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | |
| **Week 7:** Oct 5 – 11 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | |
| **Week 8:** Oct 12 - 18 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | |
| **Week 9:** Oct 19 - 25 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | **Due Tuesday, October 19 by midnight:**  
  - Mid-point site visit by faculty |
| **Week 10:** Oct 26 – Nov 1 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | **Due Tuesday, October 26 by midnight:**  
  - Mid-point site visit by faculty |
| **Week 11:** Nov 2 - 8 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | |
| **Week 12:** Nov 9 - 15 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | **Due Tuesday, November 12 by midnight:**  
  - Zoom Debrief Discussion Groups |
| **Week 13:** Nov 16 - 22 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | **Due Tuesday, November 16 by midnight:**  
  - Final presentation  
  - Final deliverables submitted to internship site |
| **Week 14:** Nov 23 – Nov 29 | Students participate in internship in relevant department with an expectation to work 8-10 hours per week to complete a total of 90 hours during the internship period. | **Due Tuesday, November 23 by midnight:**  
  - Site Supervisor Assessment  
  - Intern Self-Evaluation Assessment |
| **Week 15:** Nov 30 – Dec 6 | | *Course ends Monday, December 6. There will be no final exam in this course.* |
Date of School/Department approval: 1/5/2022

Catalog description: This course addresses the theory and evidence associated with the development of phonology, morphology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in children.

Purpose:
1. Undergraduate students with a Speech-Language Pathology minor
2. This course addresses theory and evidence associated with speech and language development.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussions.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: This course will provide content that addresses language acquisition, cognitive development, speech sound development, language analysis, and cultural variations in speech and language development.

When completed, forward to the Office of the Provost. 9/03
This syllabus is a guide not a contract and may be altered throughout the course.

Welcome! In this syllabus I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you don’t fall behind. Secondly, make sure you note the due dates of all assignments, activities, quizzes, etc., so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. My office hours are Wednesday 10-12 and 3-5. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

COURSE DESCRIPTION:
This course addresses the theory and evidence associated with the development of phonology, morphology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in children.

TEXTBOOK(S) & MATERIALS
Required
Additional readings will be assigned throughout the course by the instructor.

COURSE OBJECTIVES:
https://www.asha.org/certification/2020-slp-certification-standards/

Standard IV: Knowledge Outcomes

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

1. Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
2. Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
3. Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
4. Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required knowledge, skills, and standards of the American Speech Language Hearing Association (2020). This course addresses Standard IV-B, C; Standard V-A

Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge of the theories, foundation, and principles of speech and language development
2. Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates
3. Demonstrate knowledge and skills of the principles and methods of prevention of speech and language disorders
4. Demonstrate knowledge and skills of the principles and methods of assessment of speech and language development
5. Demonstrate knowledge and skills of the principles and methods of management and/or intervention of speech and language development
6. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders
7. Demonstrate knowledge and use of evidence-based practices including evaluation of relevant research
8. Demonstrate knowledge and skills of documentation and report writing.

COURSE PLAN:

ASSIGNMENTS
Describe assignments here with deadlines, due dates, and criteria. Show which objectives are measured by the course assignments. DELETE RED TEXT.

FORMATIVE/SUMMATIVE ASSESSMENTS:
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, and examinations. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class. Describe assessments and criteria/value below. DELETE RED TEXT.

GRADING SCALE:
The final grade will be based upon points earned for all course assignments.
A  = 90-100%
B+ = 85-89%
B  = 80-84%
C+ = 75-79%
C  = 70-74%
F  = 69% and below
COURSE EVALUATION
Describe the point or percentage values used to determine grades.

TEACHING/LEARNING STRATEGIES

Mindfulness
Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:


Formal Practices
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

Guided Formal Practices
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
- USCD: https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx
- Bangor: https://www.bangor.ac.uk/mindfulness/audio/index.php.en
- Free Mindfulness: http://www.freemindfulness.org/download

Informal Practices
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral

Lectures
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequence lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

POLICIES

Mask Requirement

- Effective 8/18/21, FMU is requiring that masks or face coverings be worn by everyone – vaccinated and unvaccinated – in indoor, public areas. This policy applies to all campus facilities and includes classrooms, hallways, laboratories, the library, and other communal spaces. Masks are not required in personal offices or work spaces, individual residence rooms, or while eating or drinking in the various dining venues across campus.

Class Requirements

- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be respectful, truthful, and relevant.
- HANDWRITTEN ASSIGNMENTS ARE UNACCEPTABLE!

Attendance

- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence.
- If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, will have 5 points deducted from final grade.
- Excused Absences should be discussed with Instructor in advance (if possible) and verified with tangible evidence. It is the student's responsibility to make
arrangements for missed work. It is the instructor’s discretion to accept assignments and to make up examinations.

- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

**Participation**

- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- You will not be allowed to use your mobile phone unless instructed to do so.
- No food or drink is allowed in the class or when participating in clinic.

**Computer/ Technology Requirements**

- Access to a word processing program for completing course assignments.
- Access to internet to obtain additional information useful in completing course assignments.
- Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
- Students are also expected to check their FMU email address several time daily for any official communication.

**Late Assignments**

- Late assignments will not be accepted.
- Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a "0."

**Exam Policy**

- Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
- Your instructor will not discuss grades over the phone, by email, or text message for any reason.
- Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

**Professional Conduct**
• Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
• It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
• It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
• It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

**Intervention/Remediation**
• It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, supervising speech-language pathologist, and the Graduate Studies Coordinator.
• Remediation does not change the grade earned on an assignment, examination, or in a course.
• A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
• The remediation plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

**Academic Integrity**
• Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the University community expects that students will not tolerate the aforementioned
behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)

- **The Honor Pledge** — "As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it."

- All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  - Cheating (including copying other's work)
  - Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  - Falsification of documents
  - Disclosure of test or other assignment content to another student
  - Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  - Unauthorized academic collaboration with others
  - Conspiracy to engage in academic misconduct

- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.

- If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."

- Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Services for Students with Disabilities**

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.

- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.

- **Address:** Francis Marion University Office of Counseling and Testing
  121 S. Evander Drive
  Florence, SC 29506
  Francis Marion University

- **Phone:** (843) 661-1841
• Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA
• The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
• It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to speech and language</td>
<td>Chapter 1&lt;br&gt;Chapter 2&lt;br&gt;Chapter 10: pp 408-413</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Language Acquisition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The Brain: The Computer Center for Speech and Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Cognitive development and language acquisition theories</td>
<td>Chapter 3&lt;br&gt;Chapter 4 pp. 113-179</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>In the Beginning: Communication development from birth to 2 year</td>
<td></td>
<td>Midterm Exams</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Language development through the preschool years</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Taking language from home to school</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Speech sound development</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Cultural variations in speech and Language Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Language sample transcription/ analysis</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Language analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>ASHA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>No Class 11/24-26&lt;br&gt; Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Speech and language disorders</td>
<td>Chapter 9, 10</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Speech-Language Pathology Date: 01/06/2022

Course No. or Level 415 Title: Phonetics

Semester hours: 3  Clock hours: 0  Lecture: 3  Laboratory N/A

Prerequisites: N/A

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Michele Norman

Department Chairperson's/Dean's Signature: [Signature]

Provost's Signature: [Signature]

Date of Implementation: Fall 2022
Date of School/Department approval: 1/5/2022

Catalog description: This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet.

Purpose: 1. Undergraduate students with a Speech-Language Pathology minor 2. This course provides an introduction to the International Phonetic Alphabet.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussions.

Textbook and/or materials planned (including electronic/multimedia):


Course Content: Students will be able to 1) demonstrate knowledge of theories, foundation, and principles of human speech production, and 2) demonstrate knowledge and skills of the principles of using the International Alphabet to complete broad and narrow phonetic transcriptions.

When completed, forward to the Office of the Provost. 9/03
Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Minor Courses  
Tentative Syllabus

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Phonetics</th>
<th>COURSE NUMBER:</th>
<th>SLP 415</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULE:</td>
<td>MEETING:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER:</td>
<td>LEVEL: Prerequisite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CREDITS: 3</td>
<td>COURSE PREREQUISITES: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTOR:</td>
<td>LABORATORY COMPONENTS: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-MAIL:</td>
<td>PHONE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>OFFICE:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This syllabus is a guide not a contract and may be altered throughout the course.*

Welcome! In this syllabus I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you don’t fall behind. Secondly, make sure you note the due dates of all homework, assignments, and tests so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. My office hours are Mondays 2:30-4:30 and Wednesdays 10:00-12:00. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

Sincerely, Dr. Wada

COURSE DESCRIPTION:
This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet.

TEXTBOOK(S) & MATERIALS

Required

Additional readings will be assigned throughout the course by the instructor.

COURSE OBJECTIVES:

https://www.asha.org/certification/2020-slp-certification-standards/

Standard IV: Knowledge Outcomes

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

1. Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required knowledge, skills, and standards of the American Speech Language Hearing Association (2020). This course addresses
**Standard IV-B; Standard IV-C; Standard V-A**

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of the theories, foundation, and principles of human speech production.
2. Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of speech sound production and reception.
3. Demonstrate knowledge and skills of the principles of using the International Phonetic Alphabet to complete broad and narrow phonetic transcriptions.
4. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders and its effects on speech sound production and transcription using the International Phonetic Alphabet.

**COURSE PLAN:**

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Homework</th>
<th>10% of course grade</th>
<th>14 points total</th>
</tr>
</thead>
</table>

13 homework assignments will be assigned throughout the course of the semester. Homework is to be turned in at the beginning of class on the due date. See the course schedule for all homework due dates for the semester. Submitted homework will be graded for completion. If a homework assignment is submitted with all questions answered, full points will be received for that assignment.

**Transcription Quizzes**

<table>
<thead>
<tr>
<th>Transcription Quizzes</th>
<th>20% of course grade</th>
<th>28 points total (2 quizzes x 14 points each)</th>
</tr>
</thead>
</table>

Two transcription quizzes will occur throughout the semester. Transcription quizzes will be used to evaluate students’ ability to transcribe audio speech samples in real time. Transcription quizzes will occur at the beginning of the class period on the assigned day. See the course schedule for details about when each transcription quiz will occur.

**Transcription Project – Due 12/6**

<table>
<thead>
<tr>
<th>Transcription Project – Due 12/6</th>
<th>15% of course grade</th>
<th>21 points</th>
</tr>
</thead>
</table>

Students will obtain a 5–10-minute audio sample from a child or an adult. Students will transcribe the audio sample and provide a short-written report describing the speech sample including any cultural or linguistic factors that affected the speech sample. A rubric will be provided.
FORMATIVE/SUMMATIVE ASSESSMENTS:
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, and examinations. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

Midterm

| 25% of course grade | 35 points |

The cumulative midterm exam will cover information from weeks 1 – 6 of the course. More information will be provided prior to the midterm.

Final

| 25% of course grade | 35 points |

The cumulative final exam will cover information from the entire course with an emphasis on the information from weeks 8 – 16. More information will be provided prior to the final exam.

GRADING SCALE:
The final grade will be based upon points earned for all course assignments.

A  = 90-100%
B+ = 85-89%
B  = 80-84%
C+ = 75-79%
C  = 70-74%
F  = 69% and below

COURSE EVALUATION

Students must earn 80% or higher to successfully complete each SLO. Students performing below this expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator to develop an intervention.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Measured by:</th>
<th>Point/Percentage Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the theories, foundation, and principles of human speech production.</td>
<td>Midterm Examination</td>
<td>35 points/25%</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics,</td>
<td>Homework Final Examination</td>
<td>14 points/10% 35 points/25%</td>
</tr>
</tbody>
</table>
3. Demonstrate knowledge and skills of the principles of using the International Phonetic Alphabet to complete broad and narrow phonetic transcriptions.

<table>
<thead>
<tr>
<th>Homework</th>
<th>14 points/10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription Quizzes</td>
<td>28 points/20%</td>
</tr>
<tr>
<td>Transcription Project</td>
<td>21 points/15%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>35 points/25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35 points/25%</td>
</tr>
</tbody>
</table>

4. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders and its effects on speech sound production and transcription using the International Phonetic Alphabet.

<table>
<thead>
<tr>
<th>Homework</th>
<th>14 points/10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription Project</td>
<td>21 points/15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35 points/25%</td>
</tr>
</tbody>
</table>

TEACHING/LEARNING STRATEGIES

Mindfulness

Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:


Formal Practices
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

Guided Formal Practices
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
- USCD: [https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx](https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx)
- Bangor: [https://www.bangor.ac.uk/mindfulness/audio/index.php.en](https://www.bangor.ac.uk/mindfulness/audio/index.php.en)
- Free Mindfulness: [http://www.freemindfulness.org/download](http://www.freemindfulness.org/download)

Informal Practices
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral
Lectures
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

POLICIES

Diversity
- We, the faculty and staff of the Department of Speech-Language Pathology believe, that freedom of thought; innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, we have a special responsibility to seek cultural diversity; to instill a global perspective in our students; and to nurture sensitivity, tolerance, and mutual respect. Discrimination against or harassment of individuals on the basis of ethnicity, sex, religion, race or disability is inconsistent with the purposes of the Department and University.


Class Requirements
- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be respectful, truthful, and relevant.

Attendance
• Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
• Students are expected to be present and prepared prior to the start time as indicated for all classes.
• Arriving 15 minutes late to class counts as an unexcused absence.
• If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a 5% decrease in the final grade will occur.
• **Excused Absences** should be discussed with Instructor in advance (if possible) and verified with tangible evidence. It is the student's responsibility to make arrangements for missed work. It is the instructor's discretion to accept assignments and to make up examinations.
• The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

**Participation**
• Class participation is important not only for the student but the classmates of the student.
• Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.
• You will not be allowed to use your mobile phone unless instructed to do so.
• No food or drink is allowed in the class or when participating in clinic.

**Computer/ Technology Requirements**
• Access to a word processing program for completing course assignments.
• Access to internet to obtain additional information useful in completing course assignments.
• Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
• Students are also expected to check their FMU email address several times daily for any official communication.

**Late Assignments**
• Assignments handed in after the due date are late and 5 points will be deducted for each day overdue.
• Assignments over 1 week late will not be accepted and students will receive a 0 for the assignment.

Exam Policy
• Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
• Your instructor will not discuss grades over the phone, by email, or text message for any reason.
• Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

Professional Conduct
• Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
• It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
• It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
• It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

Intervention/Remediation
• An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met
  • Intervention is a type of remediation.
• It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator.
• Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
• A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written chapter reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
• The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

**Academic Integrity**

• Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)

• **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”

• All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  o Cheating (including copying other's work)
  o Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  o Falsification of documents
  o Disclosure of test or other assignment content to another student
  o Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  o Unauthorized academic collaboration with others
  o Conspiracy to engage in academic misconduct

• Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.

• If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."

• Note that repeated acts of academic misconduct will lead to expulsion from the University.
Services for Students with Disabilities

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
- Address: 121 S. Evander Drive
  Florence, SC 29506
  Office of Counseling and Testing
  Francis Marion University
  Phone: (843) 661-1841
- Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA

- The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Homework*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/24 – 8/29</td>
<td>Phonetic Transcription of English</td>
<td>Chapter 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Week 2: 8/30 – 9/5</td>
<td>Production of Speech</td>
<td>Chapter 3</td>
<td>2-1, 2-2</td>
</tr>
<tr>
<td>Week 3: 9/6 – 9/12</td>
<td>Consonants Pt. 1</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>Week 4: 9/13 - 9/19</td>
<td>Consonants Pt. 2</td>
<td>Chapter 5</td>
<td>5-3</td>
</tr>
<tr>
<td>Week 5: 9/20 – 9/26</td>
<td><strong>Transcription Quiz 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vowels Pt. 1</td>
<td>Chapter 4</td>
<td>5-5</td>
</tr>
<tr>
<td>Week 6: 9/27 – 10/3</td>
<td>Vowels Pt. 2</td>
<td>Chapter 4</td>
<td>4-2</td>
</tr>
<tr>
<td>Week 7: 10/4 – 10/10</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8: 10/11 – 10/17</td>
<td><strong>Fall Break: No Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9: 10/18 – 10/24</td>
<td>Acoustic Characteristics</td>
<td>Chapter 6</td>
<td>4-4</td>
</tr>
<tr>
<td>Week 10: 10/25 – 10/31</td>
<td>Connected Speech Pt. 1</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Week 11: 11/1 - 11/7</td>
<td>Connected Speech Pt. 2</td>
<td>Chapter 7</td>
<td>7-1, 7-2</td>
</tr>
<tr>
<td>Week 12: 11/8 – 11/14</td>
<td><strong>Transcription Quiz 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialects</td>
<td>Chapter 9</td>
<td>7-3, 7-4</td>
</tr>
<tr>
<td>Week 13: 11/15 – 11/21</td>
<td>Phonological Processes</td>
<td>Chapter 8</td>
<td>9-1**</td>
</tr>
<tr>
<td>Week 14: 11/22 - 11/28</td>
<td>Transcribing SSDs</td>
<td>Chapter 8</td>
<td>8-1, 8-2</td>
</tr>
<tr>
<td>Week 15: 11/29 - 12/5</td>
<td>Review for Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16: 12/6 – 12/14</td>
<td><strong>Final Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project Due 12/6</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Homework is due at the beginning of class.

** Pick 2 exercises to complete and turn in
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Speech-Language Pathology  Date: 01/06/2022

Course No. or Level 410  Title: Introduction to Communication Disorders

Semester hours: 3  Clock hours: 0  Lecture: 3  Laboratory N/A

Prerequisites: N/A

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Michele Norman

Department Chairperson's/Dean's Signature: 

Provost's Signature: 

Date of Implementation: Fall 2022
Date of School/Department approval: 1/5/2022

Catalog description: This course is an introduction to various disorders of speech, language, cognition, hearing, and swallowing in pediatric and adult populations. Students will gain knowledge of the speech-language pathologists' scope of practice.

Purpose:
1. Undergraduate students with a Speech-Language Pathology minor
2. This course provides an introduction to speech, language, cognitive, and swallowing disorders in the pediatric and adult populations.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussions.

Textbook and/or materials planned (including electronic/multimedia):


Course Content: Students will be able to demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

When completed, forward to the Office of the Provost. 9/03
Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Minor Courses  
Tentative Syllabus

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>COURSE NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Communication Disorders</td>
<td>SLP 410</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE SCHEDULE:</th>
<th>MEETING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER:</th>
<th>LEVEL:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREDITS:</th>
<th>COURSE PREREQUISITES:</th>
<th>LABORATORY COMPONENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>PHONE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-MAIL:</th>
<th>OFFICE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| OFFICE HOURS: | |
|---------------||
|               | |

*This syllabus is a guide not a contract and may be altered throughout the course.*

Welcome! In this syllabus, I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you do not fall behind. Secondly, make sure you note the due dates of all assignments, activities, quizzes, etc., so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. My office hours are Wednesdays from 9 am to noon. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center [https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode](https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode)

Sincerely,

Afua Agyapong
COURSE DESCRIPTION:
This course is an introduction to various disorders of speech, language, cognition, hearing, and swallowing in pediatric and adult populations. Students will gain knowledge of the speech-language pathologists’ scope of practice.

TEXTBOOK(S) & MATERIALS
Required
Robb, M. P. (2020) *Intro: A guide to communication sciences and disorders*
*Additional readings will be assigned throughout the course by the instructor.*

COURSE OBJECTIVES:
ASHA Certification Standards can be found at: [https://www.asha.org/certification/2020-slp-certification-standards/](https://www.asha.org/certification/2020-slp-certification-standards/)

Standard IV: Knowledge Outcomes

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech-Language Hearing Association (2017). This course addresses Standard IV-B

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates *(Standard-IV-B)*

Assessment of SLO: Guest speaker reflection papers; Research Presentation; Cultural competence discussions; In-class discussions of readings; Examinations and Quizzes
2. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders (Standard-IV-B)

**Assessment of SLO:** Research presentation; Counseling webinar report; Cultural competence discussions; In-class discussions of readings; Guest lecture reflection papers; Examinations and Quizzes

3. Demonstrate knowledge and use of evidence-based practices including evaluation of relevant research (Standard-IV-B)

**Assessment of SLO:** Guest speaker reflection papers; Research presentation; In-class discussions of readings; Examinations and Quizzes

**COURSE PLAN:**

Learning experiences to achieve course outcomes.

**ASSIGNMENTS**

**Reflection Papers**
There will be two guest lectures in this course aimed at introducing students to the scope of practice of speech-language pathologists. Each student will complete a two-paged reflection paper after a guest lecture on Early Intervention and after participating in the AAC Palooza organized by the FMU SLP Department. The purpose of the paper is to determine students’ ability to integrate their thoughts and analysis of what they have experienced. Due date and details of assignment will be available on Bb.

**Research Presentations**
Students will pair up to conduct in-depth research on a topic in communication science and/or disorders and present findings via a PowerPoint presentation. In addition to the presentation, students will submit a handout highlighting pertinent information in their presentation. The instructor must approve handout before the day of presentation. The students based on their interest will choose this topic. The instructor must approve topics. The instructor will provide format for the presentation. The course instructor will provide considerable guidance relative to topic selections to ensure an adequate range of topics for the course. Duedates for topic approval and handout will be available on Bb.

**Cultural Competency Discussions**
Students will participate in 3 online discussion fora posted on Blackboard. Each student’s post should be between 300 to 500 words in length and should reflect deep thought of the subject matter. Details and due date for this assignment will be
Service Hours
Each student will complete 1 service hour this semester. This hour may be accumulated through service to the department and to the community. Students may accumulate this hour by being engaged in prevention activities such as speech, language and hearing screenings and evaluation and intervention activities with clients across the life span. Details and due date for this assignment will be available on Blackboard.

In all assignments, students must demonstrate proficiency in written composition because written communication skills are basic to professional SLP activities. The written component of examinations/assignments will be graded on appropriateness of content, organization, word usage, spelling, punctuation, neatness and APA style.

FORMATIVE/SUMMATIVE ASSESSMENTS:
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, examinations, and exit slips. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

Mid-term and Final Examination
There will be one mid-term exam and one final examination. The final exam will be conceptually cumulative, but will focus more on the material presented after the midterm exam. Exams may be comprised of multiple choice, short answer, essay, true/false or other types of questions designed to assess students’ learning and retention of class material. Additionally, there will also be 2 quizzes covering information discussed in class. Exam dates will be available on Bb.

GRADING SCALE:
The final grade will be based upon points earned for all course assignments.

A  = 90 -100
B+ = 85 - 89
B  = 80 - 84
C+ = 75 - 79
C   = 70 – 74
F   = 69 and below

COURSE EVALUATION
Students must earn 80% or higher to successfully complete each SLO. Students performing below this expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator to develop an intervention.

<table>
<thead>
<tr>
<th>Tests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>30%</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Reflection Papers (5% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Research presentations</td>
<td>10%</td>
</tr>
<tr>
<td>3 Cultural Competence Discussions (2% each)</td>
<td>6%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>2%</td>
</tr>
<tr>
<td>1 Hour Service Activity</td>
<td>2%</td>
</tr>
</tbody>
</table>

| Total Percentage | 100% |

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Measured by:</th>
<th>Point/Percentage Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates</td>
<td>Guest speaker reflection papers; Research Presentation; Cultural competence discussions; In-class discussions of readings; Examinations and Quizzes</td>
<td>≥ 80</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders</td>
<td>Guest speaker reflection papers; Research Presentation; Cultural competence discussions; In-class discussions of readings; Examinations and Quizzes</td>
<td>≥ 80</td>
</tr>
<tr>
<td>Demonstrate knowledge and use of evidence-based practices including evaluation of relevant research</td>
<td>Guest speaker reflection papers; Research Presentation; Cultural competence discussions; In-class discussions of readings; Examinations and Quizzes</td>
<td>≥ 80</td>
</tr>
</tbody>
</table>

TEACHING/LEARNING STRATEGIES

Mindfulness
Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:

**Formal Practices**
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

**Guided Formal Practices**
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
- USCD: [https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx](https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx)
- Bangor: [https://www.bangor.ac.uk/mindfulness/audio/index.php.en](https://www.bangor.ac.uk/mindfulness/audio/index.php.en)
- Free Mindfulness: [http://www.freemindfulness.org/download](http://www.freemindfulness.org/download)

**Informal Practices**
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral

**Lectures**
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

**Cooperative Learning**
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

**Teaching for Understanding**
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

**POLICIES**

**Mask Requirement Statement**
Effective 8/18/21, FMU is requiring that masks or face coverings be worn by everyone – vaccinated and unvaccinated – in indoor, public areas. This policy applies to all campus
facilities and includes classrooms, hallways, laboratories, the library, and other communal spaces. Masks are not required in personal offices or workspaces, individual residence rooms, or while eating or drinking in the various dining venues across campus.

Diversity
- We, the faculty and staff of the Department of Speech-Language Pathology believe, that freedom of thought; innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, we have a special responsibility to seek cultural diversity; to instill a global perspective in our students; and to nurture sensitivity, tolerance, and mutual respect. Discrimination against or harassment of individuals on the basis of ethnicity, sex, religion, race or disability is inconsistent with the purposes of the Department and University.


Class Requirements
- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be respectful, truthful, and relevant.

Attendance
- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor’s notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence.
- If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, the student will be penalized by having 5 percent deducted from the final course grade (i.e., the final grade as calculated by Bb)
- **Excused Absences** should be discussed with Instructor in advance (if possible) and verified with tangible evidence. It is the student's responsibility to make arrangements for
missed work. It is the instructor's discretion to accept assignments and to make up examinations.

- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

**Participation**

- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- You will not be allowed to use your mobile phone unless instructed to do so.
- No food or drink is allowed in the class or when participating in clinic.

**Computer/Technology Requirements**

- Access to a word processing program for completing course assignments.
- Access to internet to obtain additional information useful in completing course assignments.
- Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
- Students are also expected to check their FMU email address several time daily for any official communication.

**Late Assignments**

- Late assignments will not be accepted.
- Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a "0."

**Exam Policy**

- Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
- Your instructor will not discuss grades over the phone, by email, or text message for any reason.
- Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

**Professional Conduct**

- Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
• It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
• It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
• It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

**Intervention/Remediation**

• An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met
• Intervention is a type of remediation.
• It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator.
• Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
• A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written chapter reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
• The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

**Academic Integrity**

• Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one’s character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)
• **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”
• All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  o Cheating (including copying other’s work)
  o Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  o Falsification of documents
  o Disclosure of test or other assignment content to another student
  o Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  o Unauthorized academic collaboration with others
  o Conspiracy to engage in academic misconduct
• Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
• If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.”
• Note that repeated acts of academic misconduct will lead to expulsion from the University.

Services for Students with Disabilities
• If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
• Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
• Address: Francis Marion University Office of Counseling and Testing
  121 S. Evander Drive
  Florence, SC 29506
  Phone: (843) 661-1841
• Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA
• The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
• It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions/Overview</td>
<td>Robb (2020): Chapter 1</td>
<td>Check BB for research article</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Anatomy of Speech and Hearing</td>
<td>Robb (2020): Chapters 2</td>
<td>Check BB for research article</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Child Phonological Disorders</td>
<td>Robb (2020): Chapter 4</td>
<td>Research article</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Child Language Disorders Guest Lecture: Early Language</td>
<td>Robb (2020): Chapter 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Fluency Disorders</td>
<td>Robb (2020): Chapter 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Cleft Palate</td>
<td>Assigned readings on BB</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Neurogenic Communication Disorders</td>
<td>Robb (2020): Chapter 8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>AAC Palooza</td>
<td>Robb (2020): Chapter 10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Voice Disorders</td>
<td>Robb (2020): Chapter 7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Special Populations/ Multiculturalism</td>
<td>Readings Assigned on Bb</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Hearing Disorders and Rehabilitation</td>
<td>Robb (2020): Chapter 12-13</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Dysphagia</td>
<td>Robb (2020): Chapter 7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td>Research Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Exams</td>
<td></td>
</tr>
</tbody>
</table>

11
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Speech-Language Pathology Date: 01/06/2022

Course No. or Level 401 Title: Anatomy and Physiology of the Speech and Hearing Mechanism

Semester hours: 3 Clock hours: 0 Lecture: 3 Laboratory N/A

Prerequisites: N/A

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Michele Norman

Department Chairperson's/Dean's Signature:

Provost's Signature:

Date of Implementation: Fall 2022
Date of School/Department approval: 1/5/2022

Catalog description: This course provides an overview of the anatomical and physiological bases of human communication, including respiration, phonation, resonation, articulation, and basic neurological concepts.

Purpose: 1. Undergraduate students with a Speech-Language Pathology minor 2. This course provides an overview of the anatomical and physiological bases of human communication.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussions.


Course Content: This course will allow students to demonstrate knowledge of the structures of the respiratory, articulatory, and laryngeal systems. In addition, students will be able to demonstrate knowledge of neurological structures and pathways associated with speech production and swallowing.

When completed, forward to the Office of the Provost. 9/03
COURSE TITLE: Anatomy and Physiology of the Speech and Hearing Mechanism
COURSE NUMBER: SLP 401

SCHEDULE: MEETING:

SEMESTER: LEVEL: Prerequisite

CREDITS: 3 COURSE PREREQUISITES: N/A

INSTRUCTOR: LABORATORY COMPONENTS: N/A

E-MAIL: PHONE:

OFFICE HOURS: OFFICE:

*This syllabus is a guide not a contract and may be altered throughout the course.*

Welcome! In this syllabus I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you don’t fall behind. Secondly, make sure you note the due dates of all models, assignments, and tests so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. My office hours are Mondays 2:30-4:30 and Wednesdays 10:00-12:00. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

Sincerely, Dr. Wada

**COURSE DESCRIPTION:**
This course provides an overview of the anatomical and physiological bases of human communication, including respiration, phonation, resonation, articulation, and basic neurological concepts.
TEXTBOOK(S) & MATERIALS
Required

Additional readings may be assigned throughout the course by the instructor.

COURSE OBJECTIVES:
https://www.asha.org/certification/2020-slp-certification-standards/

Standard IV: Knowledge Outcomes

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required knowledge, skills, and standards of the American Speech Language Hearing Association (2020). This course addresses Standard IV-B.

Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge of the support structures of the respiratory, articulatory, and laryngeal systems.
2. Demonstrate knowledge of the function of muscles in the respiratory, articulatory, and laryngeal system.
3. Demonstrate knowledge of neurological structures and pathways associated with speech production and swallowing.
4. Demonstrate integration of information about the neuromuscular system associated with the respiratory, articulatory, and laryngeal systems in order to describe human successful and disordered swallowing and communication.

COURSE PLAN:

ASSIGMENTS
Modeling Projects
20% of course grade 100 points total (10 models x 10 points each)
Students will create anatomical models for assigned structures. Models will be created out of modeling clay, play dough, or other similar material. All required structures will be labeled. Models are due at the beginning of the specified class period (see Course Schedule for due dates). Specific instructions for each model will be provided on Blackboard.

**Assigned models:**
1. Bronchial passageway
2. Larynx
3. Vocal folds
4. Oral, nasal, and pharyngeal passageways
5. Muscles of the face
6. Tongue
7. Outer and middle ear
8. Inner ear
9. Neuron
10. Structures of the cerebrum

**Research Review – Due 12/10/21**

| 11% of course grade | 50 points |

Students will write a brief APA-style paper that considers neurology, respiration, phonation, and articulation/resonance of a particular condition or disease. The effect of an individual’s cultural and/or linguistic background on the condition or disease will also be discussed. This will allow students to showcase writing as well as their understanding of various aspects of anatomy and physiology.

**FORMATIVE/SUMMATIVE ASSESSMENTS:**
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, and examinations. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

**Tests**

| 60% of course grade | 300 points total (4 tests x 75 points each) |

Four tests will be completed over the course of the semester. Tests will be cumulative and cover information from the textbook, lectures, and other assigned materials.
GRADING SCALE:
The final grade will be based upon points earned for all course assignments.

A = 90-100%
B+ = 85-89%
B = 80-84%
C+ = 75-79%
C = 70-74%
F = 69% and below

COURSE EVALUATION

Students must earn 80% or higher to successfully complete each SLO. Students performing below this expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator to develop an intervention.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Measured by:</th>
<th>Point/Percentage Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the support structures of the respiratory, articulatory, and laryngeal systems.</td>
<td>Modeling Projects</td>
<td>10 points each/20% total</td>
</tr>
<tr>
<td></td>
<td>Tests 1 – 4</td>
<td>75 points each/60% total</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the function of muscles in the respiratory, articulatory, and laryngeal system.</td>
<td>Modeling Projects</td>
<td>10 points each/20% total</td>
</tr>
<tr>
<td></td>
<td>Tests 1 – 4</td>
<td>75 points each/60% total</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of neurological structures and pathways associated with speech production and swallowing.</td>
<td>Modeling Projects</td>
<td>10 points each/20% total</td>
</tr>
<tr>
<td></td>
<td>Tests 1 – 4</td>
<td>75 points each/60% total</td>
</tr>
<tr>
<td>4. Demonstrate integration of information about the neuromuscular system associated with the respiratory, articulatory, and laryngeal systems in order to describe human successful and disordered swallowing and communication.</td>
<td>Research Review</td>
<td>50 points/11%</td>
</tr>
<tr>
<td></td>
<td>Tests 1 – 4</td>
<td>75 points each/60% total</td>
</tr>
</tbody>
</table>

TEACHING/LEARNING STRATEGIES

Mindfulness
Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:

**Formal Practices**
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

**Guided Formal Practices**
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
- USCD: [https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx](https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx)
- Bangor: [https://www.bangor.ac.uk/mindfulness/audio/index.php.en](https://www.bangor.ac.uk/mindfulness/audio/index.php.en)
- Free Mindfulness: [http://www.freemindfulness.org/download](http://www.freemindfulness.org/download)

**Informal Practices**
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral

**Lectures**
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequence lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

**Cooperative Learning**
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

**Teaching for Understanding**
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

**Policies**

**Diversity**
- We, the faculty and staff of the Department of Speech-Language Pathology believe, that freedom of thought; innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning
environment, we have a special responsibility to seek cultural diversity; to instill a
global perspective in our students; and to nurture sensitivity, tolerance, and mutual
respect. Discrimination against or harassment of individuals on the basis
of ethnicity, sex, religion, race or disability is inconsistent with the purposes of the
Department and University.
Education & Pedagogy. Texas State University; San Marcos, TX.

Class Requirements

- Students must be willing to accept the responsibilities of university graduate
  students by reading the materials, taking the tests, completing assignments, and
  participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and
  monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with
  faculty, staff, guests, parents, clients/patients, and peers. It is expected that
  appropriate titles and salutations are used. All communication should be
  respectful, truthful, and relevant.

Attendance

- Class attendance is required. Unexcused absences will not be permitted and will
  result in a 5% decrease in the final grade. For excuses, doctor’s notes/documents
  are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as
  indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence.
- If a student is absent more than twice the number of required class or laboratory
  sessions per week during regular semesters or more than 15 percent of required
  sessions during accelerated semesters, a 5% decrease in the final grade will
  occur.
- Excused Absences should be discussed with Instructor in advance (if possible)
  and verified with tangible evidence. It is the student’s responsibility to make
  arrangements for missed work. It is the instructor’s discretion to accept
  assignments and to make up examinations.
- The instructor will be available during posted office hours and by appointments.
  The best time to ask common questions relevant to all students is during the class.

Participation

- Class participation is important not only for the student but the classmates of the
  student.
• Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.
• You will not be allowed to use your mobile phone unless instructed to do so.
• No food or drink is allowed in the class or when participating in clinic.

**Computer/ Technology Requirements**
• Access to a word processing program for completing course assignments.
• Access to internet to obtain additional information useful in completing course assignments.
• Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
• Students are also expected to check their FMU email address several time daily for any official communication.

**Late Assignments**
• Assignments handed in after the due date are late and 5 points will be deducted for each day overdue.
• Assignments over 1 week late will not be accepted and students will receive a 0 for the assignment.

**Exam Policy**
• Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
• Your instructor will not discuss grades over the phone, by email, or text message for any reason.
• Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

**Professional Conduct**
• Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
• It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication
when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.

- It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
- It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

**Intervention/Remediation**

- An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met.
- Intervention is a type of remediation.
- It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator.
- Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
- A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written chapter reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
- The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

**Academic Integrity**

- Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one’s character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)

- **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”
• All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  o Cheating (including copying other’s work)
  o Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  o Falsification of documents
  o Disclosure of test or other assignment content to another student
  o Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  o Unauthorized academic collaboration with others
  o Conspiracy to engage in academic misconduct
• Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
• If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.”
• Note that repeated acts of academic misconduct will lead to expulsion from the University.

Services for Students with Disabilities
• If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
• Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
• Address: 121 S. Evander Drive
  Florence, SC 29506
  Office of Counseling and Testing
  Francis Marion University
  Phone: (843) 661-1841
• Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA
• The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
• It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Basics of Anatomy</td>
<td>Ch. 1 – 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anatomy of Respiration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Physiology of Respiration</td>
<td>Ch. 3</td>
<td>Model 1 Due 8/31</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Anatomy of Phonation</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Test 1</strong></td>
<td>Due 9/12 (Sun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Anatomy of Phonation</td>
<td>Ch. 4</td>
<td>Model 2 Due 9/14</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Physiology of Phonation</td>
<td>Ch. 5</td>
<td>Model 3 Due 9/21</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Anatomy of Articulation &amp; Resonation</td>
<td>Ch. 6</td>
<td>Model 4 Due 9/28</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Physiology of Articulation &amp; Resonation</td>
<td>Ch. 7</td>
<td>Model 5 Due 10/5</td>
</tr>
<tr>
<td></td>
<td><strong>Test 2</strong></td>
<td>Due 10/10 (Sun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>No Class - Fall Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Physiology of Mastication &amp; Deglutition</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Anatomy of Hearing</td>
<td>Ch. 9</td>
<td>Model 6 Due 10/26</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Auditory Physiology</td>
<td>Ch. 10</td>
<td>Model 7 Due 11/2</td>
</tr>
<tr>
<td></td>
<td><strong>Test 3</strong></td>
<td>Due 11/7 (Sun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Neuroanatomy</td>
<td>Ch. 11</td>
<td>Model 8 Due 11/9</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Neuroanatomy</td>
<td>Ch. 11</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Neurophysiology</td>
<td>Ch. 12</td>
<td>Model 9 Due 11/23</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Review</td>
<td></td>
<td>Model 10 Due 11/30</td>
</tr>
<tr>
<td></td>
<td><strong>Test 4</strong></td>
<td>Due 12/5 (Sun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Finals Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Research Review</strong></td>
<td></td>
<td>Due 12/10 (Friday)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Models are due at the beginning of class on the assigned due date.
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Speech-Language Pathology  Date: 01/06/2022

Course No. or Level 404  Title: Speech and Language Disorders Across the Lifespan

Semester hours: 3  Clock hours: 0  Lecture: 3  Laboratory N/A

Prerequisites: N/A

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Michele Norman

Department Chairperson's/Dean's Signature: Frans Burns

Provost's Signature: Peter King

Date of Implementation: Fall 2022
Date of School/Department approval: 1/5/2022

Catalog description: This course is a survey of speech and language disorders in pediatric and adult populations. Students will be introduced to the fundamental nature of various disorders.

Purpose:
1. Undergraduate students with a Speech-Language Pathology minor
2. This course provides a survey of speech and language disorders in pediatric and adult populations.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussions.


Supplementary

Textbook and/or materials planned (including electronic/multimedia):

Course Content: Students will be able to classify voice, articulation, fluency, language, hearing, and reading disorders across the lifespan. In addition, they will be able to identify assessment and treatment methods for the above disorders.

When completed, forward to the Office of the Provost. 9/03
Francis Marion University
School of Health Sciences
Speech-Language Pathology Minor Courses
Tentative Syllabus

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>COURSE NUMBER: SLP 404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech and Language Disorders Across the Lifespan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHEDULE:</th>
<th>MEETING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER:</th>
<th>LEVEL: Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREDITS: 3.0</th>
<th>COURSE PREREQUISITES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>LABORATORY COMPONENTS: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-MAIL:</th>
<th>PHONE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE HOURS:</th>
<th>OFFICE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(This syllabus is a guide not a contract and may be altered throughout the course.

COURSE DESCRIPTION:
This course is a survey of speech and language disorders in pediatric and adult populations. Students will be introduced to the fundamental nature of various disorders.

TEXTBOOK(S) & MATERIALS

Required

Supplementary

Additional readings will be assigned throughout the course by the instructor.)
COURSE OBJECTIVES:
https://www.asha.org/certification/2020-slp-certification-standards/

Standard IV: Knowledge Outcomes

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

1. Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
2. Fluency and fluency disorders
3. Voice and resonance, including respiration and phonation
4. Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
5. Hearing, including the impact on speech and language
6. Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
7. Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
8. Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
9. Augmentative and alternative communication modalities

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required knowledge, skills, and standards of the American Speech Language Hearing Association (2020). This course addresses Standard IV-C and Standard IV-D.
Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of the theories, foundation, and principles of speech and language disorders in children and adults.
2. Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge and skills of the principles and methods of prevention of speech and language disorders.
4. Demonstrate knowledge and skills of the principles and methods of assessment of speech and language disorders.
5. Demonstrate knowledge and skills of the principles and methods of management and/or intervention of speech and language disorders.
6. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders
7. Demonstrate knowledge and use of evidence-based practices including evaluation of relevant research

COURSE PLAN:
Students’ knowledge will be evaluated through multiple methods including examinations (midterm and final), presentations and discussions, and papers. A cumulative midterm and final examination will evaluate student knowledge and application of the knowledge. Students will decide on particular areas of interest within the realm of speech-language pathology and will delve into research pertaining to that subject. Students will write a short summary, present their findings to the class, and lead a short class discussion on the selected topic area/research.

ASSIGNMENTS
Case Studies

| 30% of course grade | 90 points (30 points/case study) |

Students will be provided with three case studies to assess knowledge and application of knowledge in key areas. Detailed instructions and a rubric will be provided. This assignment will assess SLOs 4 – 7.

1. Students will be provided with a case study of a school-age child screened for speech, language, and hearing ability. Students will submit an analysis of the speech screening results. The analysis will include a profile of the child’s speech errors as well as an explanation regarding normal speech development and cultural/dialectical differences.
Due: 2/15/21 (30 points)
2. Students will be provided with a case study of an adult screened for voice functioning. Students will submit an analysis report describing appropriate assessments and potential evidence-based interventions. Due: 3/1/21 (30 points)

3. Students will be provided with a case study of a school-age child screened for speech, language, and hearing ability. Students will submit an analysis of the language screening results. The analysis will include a profile of the child’s speech errors as well as an explanation regarding normal language development and cultural/dialectical differences. Due: 4/5/21 (30 points)

Research Paper: Due 4/19/21

<table>
<thead>
<tr>
<th>15% of course grade</th>
<th>45 points</th>
</tr>
</thead>
</table>

Students will decide on particular areas of interest within the realm of speech-language pathology and will delve into research pertaining to that subject. Students will:

1. Find a peer-reviewed research article and lead a class discussion on the article.
   a. Students will lead the discussion during the class period related to their area of interest.
   b. The research article must be submitted 1-week prior to the class period to allow time for all students to read the article.
   c. Students leading discussion must guide the discussion, including creating potential discussion questions and demonstrate adequate knowledge and understanding of the research article.
   d. Students participating in the discussion are expected to have read the article and be prepared with questions they have regarding the topic area and/or research article.

2. Create a 3 – 6-page written report describing the research on their area of interest. The report must follow APA standards. More detailed instructions and a rubric will be provided.

This assignment will assess SLOs 2 & 7.

FORMATIVE/SUMMATIVE ASSESSMENTS:
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, examinations, and exit slips. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

Cumulative Midterm Examination

| 25% of course grade | 75 points |
The cumulative midterm will cover all information from weeks 1-7 of the course. More specific details will be provided prior to the midterm. This assignment will assess SLOs 1 – 6.

Cumulative Final Examination

<table>
<thead>
<tr>
<th>25% of course grade</th>
<th>75 points</th>
</tr>
</thead>
</table>

The cumulative final will cover information from the full course with an emphasis on information from weeks 8 – 16. More specific details will be provided prior to the final. This assignment will assess SLOs 1 – 6.

GRADING SCALE:
The final grade will be based upon points earned for all course assignments.

- A = 90 -100
- B+ = 85 - 89
- B = 80 - 84
- C+ = 75 - 79
- C = 70 – 74
- F = 69 and below

COURSE EVALUATION
1. Attendance and Participation: 15 points (5% of course grade)
2. Case Studies: 90 points (30% of course grade)
3. Cumulative Midterm Examination: 75 points (25% of course grade)
4. Research Paper: 45 points (15% of course grade)
5. Cumulative Final Examination: 75 points (25% of course grade)

TEACHING/LEARNING STRATEGIES

Mindfulness
Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:


Formal Practices
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

Guided Formal Practices
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
Informal Practices
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral

Lectures
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

PROFESSIONAL PORTFOLIO
The purpose of this portfolio is to provide an organized approach through which the student will demonstrate cumulative knowledge and professional skills acquired during the student’s coursework and clinical experiences while enrolled in the Speech-Language Pathology (SLP) program at Francis Marion University (FMU).

The student portfolio serves several purposes:
- is an authentic method of assessing educational outcomes.
- documents the student's best practices and products.
- allows for the active participation of the student in the assessment of learning.
- may be used by the student for job interviews and for other professional endeavors.
Students will use the Portfolio Cover Sheet to indicate the document(s) submitted as evidence of performance of knowledge and skills. Faculty will review submission(s) and initial completed items on the cover sheet.

Students can submit their finished case studies to the portfolio to demonstrate the knowledge of the specific topic area including the assessment and/or intervention of speech and language disorders.

POLICIES

Class Requirements

- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be respectful, truthful, and relevant.

Attendance

- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence.
- If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a 5% decrease in the final grade will occur.
- Excused Absences should be discussed with Instructor in advance (if possible) and verified with tangible evidence. It is the student’s responsibility to make arrangements for missed work. It is the instructor's discretion to accept assignments and to make up examinations.
- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

Participation
Class participation is important not only for the student but the classmates of the student.

Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.

You will not be allowed to use your mobile phone unless instructed to do so.

No food or drink is allowed in the class or when participating in clinic.

**Computer/ Technology Requirements**

- Access to a word processing program for completing course assignments.
- Access to internet to obtain additional information useful in completing course assignments.
- Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
- Students are also expected to check their FMU email address several time daily for any official communication.

**Late Assignments**

- Assignments handed in after the due date are late and 5 points will be deducted for each day overdue.
- Assignments over 1 week late will not be accepted and students will receive a 0 for the assignment.

**Exam Policy**

- Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
- Your instructor will not discuss grades over the phone, by email, or text message for any reason.
- Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

**Professional Conduct**

- Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
- It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
- Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.

- It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.

- It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

**Remediation**

- It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, supervising speech-language pathologist, and the Graduate Studies Coordinator.

- Remediation does not change the grade earned on an assignment, examination, or in a course.

- A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios, additional readings, additional clinical assignments, and/or further academic courses.

- The remediation plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

**Academic Integrity**

- Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one’s character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)

- **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”
- All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  - Cheating (including copying other's work)
  - Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  - Falsification of documents
  - Disclosure of test or other assignment content to another student
  - Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  - Unauthorized academic collaboration with others
  - Conspiracy to engage in academic misconduct
- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
- If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."
- Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Services for Students with Disabilities**
- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
- Address: 121 S. Evander Drive
  
  Florence, SC 29506
  
  Office of Counseling and Testing
  
  Francis Marion University
  
  Phone: (843) 661-1841
- Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

**HIPAA**
- The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Review Syllabus</td>
<td></td>
</tr>
</tbody>
</table>
| 2    |         | • Introduction  
• Communication, Culture, & Speech | Owens Ch.1 & 2 |             |
| 3    |         | • Speech Development  
• Cultural & Dialectical Differences of Speech  
• Articulation Disorders  
• Phonological Disorders | Owens Ch. 3 & 5 |             |
| 4    |         | • Articulation & Phonology Assessment & Treatment | Owens Ch. 5 |             |
| 5    |         | • Classifying Voice Disorders  
• Disorders of Vocal Misuse/Abuse | Owens Ch. 9 | Case Study #1 Due |
| 6    |         | • Physiological/Neurological Voice Disorders  
• Voice Assessment & Treatment | Owens Ch. 9 |             |
| 7    |         | • Fluency, Dysfluency, and Stuttering  
• Assessment & Treatment of Fluency | Owens Ch. 8 | Case Study #2 Due |
| 8    |         |       |           | Midterm Exam |
| 9    |         | • Motor Speech Disorders  
• Disorders of Swallowing | Owens Ch. 10 & 11 |             |
| 10   |         | • Normal Language Development  
• Cultural & Dialectic Differences of Language  
• Classification of Language Abnormalities | Nippold Ch. 1 & 2  
Owens Ch. 4 |             |
| 11   |         | • Language Disorders  
• Language Assessment & Treatment | Owens Ch. 4  
Nippold Ch. 10 & 11 |             |
| 12   |         | • Spelling & Reading Disorders | Nippold Ch. 4, 12  
Owens Ch. 6 | Case Study #3 Due |
| 13   |         | • Adult Language Impairments | Owens Ch. 7 |             |
| 14   |         | • Hearing Loss  
• AAC | Owens Ch. 12 & 13 | Research Paper Due |
| 15   |         | Review |             |             |
| 16   | TBD     |       |            | Final Exam  |
Part of the SLP minor - but *not* a new course.

Francis Marion University
School of Health Sciences
Master of Speech-Language Pathology Program
Post-Baccalaureate Courses

<table>
<thead>
<tr>
<th>COURSE TITLE: Introduction to Audiology</th>
<th>COURSE NUMBER: SLP 509</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULE: Asynchronous</td>
<td>MEETING: Online, asynchronous via Blackboard*</td>
</tr>
<tr>
<td>SEMESTER: Fall 2021</td>
<td>LEVEL: Prerequisite</td>
</tr>
<tr>
<td>CREDITS: 3</td>
<td>COURSE PREREQUISITES: N/A</td>
</tr>
<tr>
<td>INSTRUCTOR: Mani Aguilar, Au.D., CCC-A</td>
<td>LABORATORY COMPONENTS: N/A</td>
</tr>
<tr>
<td>E-MAIL: <a href="mailto:mani.aguilar@fmarion.edu">mani.aguilar@fmarion.edu</a></td>
<td>PHONE: 843-661-1847. To relay a phone message to the instructor, please ask the Dept.'s administrative assistant to relay your message to the instructor.</td>
</tr>
<tr>
<td>OFFICE HOURS: Instructor is available via email at any time. Please expect a response within, at most, 48 hours Monday through Friday.</td>
<td>OFFICE: N/A</td>
</tr>
</tbody>
</table>

This syllabus is a guide, not a contract, and may be altered by the instructor throughout the course.

Welcome! In this syllabus, I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you don’t fall behind. Secondly, make sure you note the due dates of all assignments, activities, quizzes, etc., so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. You may reach me via email at any time. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

Sincerely,
Mani Aguilar, Au.D., CCC-A


*Bb will be the venue for this class. This course is fully online and is asynchronous, i.e., there are no regular class meeting times. All announcements, course documents, assignments, and class discussions will take place on Bb, https://Bb.fmarion.edu. If you are not familiar with the features in Bb, once you are logged into Bb and in the course Homepage, go to 'Help,' the last item on the left of the page. Please note that the date and time of every activity on Bb is logged by the system, e.g., each time you log in, each area of the course you visit, each assignment submission, and so forth.
COURSE DESCRIPTION:
This course provides an overview of the structure and function of the auditory and vestibular systems, the physics and psychophysics of sound, audiometric evaluation and screening procedures, types and causes of hearing loss, and an overview of audiologic intervention tools.

TEXTBOOK & MATERIALS:
You must purchase the “Enhanced Pearson eText -- Access Card Package” in order to have access to the “Supplemental Materials” that come with the eTextbook.
https://www.pearson.com/store/p/introduction-to-audiology/P100000849395/9780134694900
Additional readings will be assigned throughout the course by the instructor.

COURSE OBJECTIVES:
The course objectives stem from the current Knowledge Outcome Standards from the Council on Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) Standards (https://www.asha.org/certification/2020-slp-certification-standards/). This course addresses Standards IV-B, IV-C, IV-D, IV-G, and V-B, as they relate to hearing.

**Standard IV: Knowledge Outcomes**

**Standard IV-B**
The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

**Standard IV-C**
The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the area of hearing.

**Standard IV-D**
For the area of hearing, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-G**
The applicant must have demonstrated knowledge of contemporary professional issues.

**Standard V: Skills Outcomes**

**Standard V-B**
The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes, as they relate to hearing:
1. Evaluation
   a. Conduct screening and prevention procedures, including prevention activities.
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Adapt evaluation procedures to meet the needs of individuals receiving services.
   d. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   e. Refer clients/patients for appropriate services.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
   b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

After completing this course, students should be able to meet the following, specific, course objectives:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>CAA/CFCC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the profession of audiology and its relationship to speech-language pathology.</td>
<td>Standard IV-G</td>
</tr>
<tr>
<td>2. Describe the main components of the structure and function of the peripheral and central auditory &amp; balance systems.</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>3. Discuss the basic, physical and psychophysical attributes of sound and their relationship to speech intelligibility.</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>5. Describe hearing screening procedures across the lifespan.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>6. Discuss risk factors for hearing loss and prevention opportunities within the scope of practice of SLP across the lifespan.</td>
<td>Standard IV-C</td>
</tr>
<tr>
<td>7. Describe common disorders of the auditory and balance system, including site of dysfunction and characteristics of the resulting hearing loss.</td>
<td>Standard IV-C</td>
</tr>
<tr>
<td>8. Define auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies.</td>
<td>Standard IV-C</td>
</tr>
<tr>
<td>9. Describe an overview of audiologic intervention/aural (re)habilitation, including cultural differences, counseling, amplification, cochlear implants, and assistive devices.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>10. Describe a brief overview of vestibular structure, function, and assessment.</td>
<td>Standard IV-B</td>
</tr>
</tbody>
</table>

STUDENT LEARNING OUTCOMES (SLOs):
All SLOs are designed to meet the required knowledge, skills, and standards of the American Speech Language Hearing Association (2020). This course addresses Standards IV-B, IV-C, IV-D, IV-G, and V-B, as they relate to hearing.

Upon completion of this course, students will be able to:
1. Demonstrate knowledge of the theories, foundation, and principles related to hearing and hearing loss.
2. Demonstrate knowledge of hearing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

3. Demonstrate knowledge and skills of the principles and methods of prevention of hearing loss.

4. Demonstrate knowledge and skills of the principles and methods of screening for hearing loss.

5. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders related to hearing loss.

Upon successful completion of this course, students will be able to complete the following, specific, course SLOs:

<table>
<thead>
<tr>
<th>SLO</th>
<th>CAA/CFCC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe audiology as a profession and provide examples of the collaboration between audiologists and speech-language pathologists.</td>
<td>Standard IV-G</td>
</tr>
<tr>
<td>2. Describe the basic anatomy and physiology of the human auditory system.</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>3. Given case studies, explain the objective and subjective test procedures used to assess hearing across the lifespan.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>4. Given case studies, demonstrate how to interpret the results of a complete audiological evaluation (demonstrating understanding of speech recognition ability, dynamic range, tympanometric findings, and the type/degree/configuration of peripheral hearing losses and their effect on speech intelligibility).</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>5. Considering risk factors associated with hearing loss, discuss primary, secondary, and tertiary prevention opportunities for individuals across the lifespan.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>6. Demonstrate how to conduct a pure-tone hearing screening.</td>
<td>Standard V-B</td>
</tr>
<tr>
<td>7. Given case studies, determine the site of dysfunction and discuss the possibly associated hearing loss pathology(ies), signs-symptoms, and the degree/type/configuration of the hearing loss.</td>
<td>Standard IV-C</td>
</tr>
<tr>
<td>8. Discuss the signs of a possible auditory processing disorder, as well as the referral criteria for screening and evaluation of that disorder.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>9. List the parts of a digital hearing aid, a cochlear implant, and several assistive listening devices.</td>
<td>Standard IV-D</td>
</tr>
<tr>
<td>10. Provide an overview of assessments available for individuals who have a vestibular disorder.</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>11. Discuss cultural considerations related to hearing loss.</td>
<td>Standards IV-B, IV-C, IV-D, &amp; V-B</td>
</tr>
</tbody>
</table>

**COURSE PLAN:**

The assignments/learning activities to deliver course content and achieve course objectives include but are not limited to the assigned readings (textbook, PowerPoint lectures, websites), discussion boards, hands-on experience projects, papers, quizzes, exams, case studies, and virtual clinical observations.

Students are expected to complete all course requirements (readings, assignments, Discussion Board (DB) postings, quizzes, papers, and exams) within the specified time described in this syllabus. **All work is expected to be completed by each student, individually, unless otherwise specified. All items are required unless otherwise specified.**
<table>
<thead>
<tr>
<th>Assignments/Course Requirements (All due by 11:59 PM ET)</th>
<th>Point Values</th>
<th>Due Dates</th>
<th>Course Objectives Measured by Each Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-introduction</td>
<td>Not graded</td>
<td>August 24</td>
<td>NA</td>
</tr>
<tr>
<td>Respondus Lockdown Browser Practice Quiz</td>
<td>Not graded</td>
<td>August 24</td>
<td>NA</td>
</tr>
<tr>
<td>Study Guides</td>
<td>Not graded (not required)</td>
<td>Not graded; they are for your benefit.</td>
<td>NA</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>Not graded (not required)</td>
<td>Not graded; they are for your benefit. Due each Tuesday.</td>
<td>NA</td>
</tr>
<tr>
<td>Discussion Week 1 - The Profession of Audiology/ Auditory Anatomy &amp; Physiology</td>
<td>12</td>
<td>First Post: August 28 Second Post: August 31</td>
<td>1. Describe the profession of audiology and its relationship to speech-language pathology.</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>20</td>
<td>September 1, by 4:00 PM</td>
<td>1. Objective 1 described in cell immediately above. 2. Describe the main components of the structure and function of the peripheral and central auditory &amp; balance systems.</td>
</tr>
<tr>
<td>Discussion Week 2 - The Physics of Sound</td>
<td>12</td>
<td>First Post: September 4 Second Post: September 7</td>
<td>3. Discuss the basic, physical and psychophysical attributes of sound and their relationship to speech intelligibility.</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>20</td>
<td>September 15, by 4:00 PM</td>
<td>4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.</td>
</tr>
<tr>
<td>Discussion Week 4 - Case Study (Part I)</td>
<td>12</td>
<td>First Post: September 18 (Answer Key will post September 19) Second Post: September 21</td>
<td></td>
</tr>
<tr>
<td>Quiz 3</td>
<td>20</td>
<td>September 23, by 4:00 PM</td>
<td>1. Describe the profession of audiology and its relationship to speech-language pathology.</td>
</tr>
<tr>
<td>Assignment 1 - via video - “Elevator Pitch” Assignment</td>
<td>23</td>
<td>September 26</td>
<td></td>
</tr>
<tr>
<td>Assignments/Course Requirements (All due by 11:59 PM ET)</td>
<td>Point Values</td>
<td>Due Dates</td>
<td>Course Objectives Measured by Each Item</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------</td>
<td>-----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Discussion Week 6 - Case Study (Part II)</td>
<td>12</td>
<td>First Post: October 2 (Answer Key will post October 3) Second Post: October 5</td>
<td>4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>20</td>
<td>October 6, by 4:00 PM</td>
<td></td>
</tr>
<tr>
<td>Fall Break</td>
<td>--</td>
<td>October 11-12</td>
<td></td>
</tr>
<tr>
<td>Discussion Week 7 - Case Study (Part III)</td>
<td>12</td>
<td>First Post: October 9. Second Post: WED, October 13</td>
<td>4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.</td>
</tr>
<tr>
<td>Assignment 2 – Paper - “Hearing Loss Experience”</td>
<td>23</td>
<td>October 17</td>
<td>NA</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>227</td>
<td>Becomes available on October 19 at 3:30 PM and is due on October 19 by 6:30 PM</td>
<td>Objectives 1-4, described in the cells above.</td>
</tr>
<tr>
<td>Assignment 3 - via video - “Explaining Audiologic Results”</td>
<td>23</td>
<td>October 24</td>
<td>4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.</td>
</tr>
<tr>
<td>Discussion Week 10 - Prevention of Hearing Loss</td>
<td>12</td>
<td>First Post: October 30 Second Post: November 2</td>
<td>6. Discuss risk factors for hearing loss and prevention opportunities within the scope of practice of SLP across the lifespan.</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>20</td>
<td>November 3, by 4:00 PM</td>
<td>5. Describe hearing screening procedures across the lifespan.</td>
</tr>
<tr>
<td>Discussion Week 11 - Outer Ear and Middle Ear Auditory Disorders</td>
<td>12</td>
<td>First Post: November 6 (Answer Key will post November 7) Second Post: November 9</td>
<td>7. Describe common disorders of the auditory and balance system, including site of dysfunction and characteristics of the resulting hearing loss.</td>
</tr>
<tr>
<td>Discussion Week 12 - Inner Ear/Central Auditory Disorders</td>
<td>12</td>
<td>First Post: November 13 (Answer Key will post on November 14) Second Post: November 16</td>
<td>Objective 7 described in cell immediately above. 10. Describe a brief overview of vestibular structure, function, and assessment.</td>
</tr>
<tr>
<td>Assignments/Course Requirements (All due by 11:59 PM ET)</td>
<td>Point Values</td>
<td>Due Dates</td>
<td>Course Objectives Measured by Each Item</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Assignment 4 - via video - “Perform a Hearing Screening” (in pairs)</td>
<td>23</td>
<td>November 17</td>
<td>5. Describe hearing screening procedures across the lifespan.</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>20</td>
<td>TUE., November 23</td>
<td>7. Describe common disorders of the auditory and balance system, including site of dysfunction and characteristics of the resulting hearing loss. 8. Define auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies. 10. Describe a brief overview of vestibular structure, function, and assessment.</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>--</td>
<td>November 24-28</td>
<td></td>
</tr>
<tr>
<td>Discussion Week 14 - What have you learned from this course?</td>
<td>12</td>
<td>First Post: December 4  Second Post: MON., December 6</td>
<td>1. Describe the profession of audiology and its relationship to speech-language pathology.</td>
</tr>
<tr>
<td>Assignment 5 - Virtual Observation of Complete Hearing Evaluations</td>
<td>55</td>
<td>December 5</td>
<td>9. Describe an overview of audiolologic intervention/aural (re)habilitation, including cultural differences, counseling, amplification, cochlear implants, and assistive devices.</td>
</tr>
<tr>
<td>Assignment 6 - “Cultural Considerations Related to Hearing Loss” (group project/paper)</td>
<td>23</td>
<td>December 5</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>375</td>
<td>TBD by Dept. Will be between 12/8-12/14</td>
<td>All Course Objectives listed in this column.</td>
</tr>
<tr>
<td>TOTAL (Quizzes/exams/discussions/assignments/papers)</td>
<td>1000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More information regarding each assignment/requirement is described in the paragraphs below:

**There Are Six Assignments (23-55 points each)**
- Assignment 1 – video assignment: “Elevator Pitch” (23 points).
- Assignment 2 – written assignment: “Hearing Loss Experience” (23 points).
• Assignment 3 – video assignment: “Explaining Hearing Evaluation Results Using an Audiogram of Familiar Sounds,” scheduled via Zoom with the instructor (23 points).
• Assignment 4 – video assignment: “Perform a Hearing Screening,” scheduled via Zoom with the instructor (23 points).
• Assignment 5 – online assignment: “Virtual Observation of Complete Hearing Evaluations” (55 points).
• Assignment 6 – group project/paper: “Cultural Considerations Related to Hearing Loss,” (23 points)

Most assignments must be completed individually and independently; for these assignments, students are not permitted to work together. However, one assignment, “Performing a Hearing Screening,” will be completed in pairs; and another, “Cultural Considerations Related to Hearing Loss,” will be completed in groups.

Specific instructions on, such as the detailed assignment descriptions, grading rubrics, and supplemental documents can also be found on Bb, under the “Content” tab, in the folder called “Assignments.”

Students must write their name and Honor Pledge (or verbalize the Honor Pledge on the videos) on each assignment before submitting the files. The following Honor Pledge is required on all assignments: “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.” Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.

There Are Nine Discussion Board Activities (12 points each)

The purpose of the DBs is to provide opportunities for you to apply, in an interactive discussion, the concepts presented in the course. Think of the DBs as classroom activities in which you would participate in a face-to-face class. Detailed instructions on how to complete each DB are posted on Bb, in the “Discussions” section/tab on the left-hand side of the course Home Page.

Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week (please see pages 11-12 of this syllabus for a description of the “Course Week”). Each student must complete an initial post to the assigned topic(s) by Saturday of each week. We then spend a few days responding to DB posts. Credit for DB participation is earned by completing the required posts and by the quality of those posts during the appropriate Course Week. Grade reductions are applied for late posts. Also, please note: For each Course Week, posts submitted after Tuesday will not earn any credit at all. Online participation will be monitored throughout the course. There is a DB Grading Rubric posted on Bb, under “Content,” “Start Here: Items for First Day of Class.”

• Due on Saturdays: An initial, thoughtful response to a topics related to each week’s Learning Module(s).
• Due on Tuesdays: At least one follow-up post to responses posted by classmates. There are two exceptions to second posts being due on a Tuesday. The exceptions are:
  o The second post for Week 7, is due on Wednesday, 10/13, due to the Tuesday Fall Break.
  o The very last response to a classmate’s post is due on a Monday, (12/6), the last day of classes.
• Students are expected to read all the posts from their peers in order to gain full understanding of class material.
• For each Course Week, posts submitted after Tuesday will not earn any credit at all for that/those posts.
• On weeks when the instructor posts Answer Keys, Weeks 4, 6, 11 and 12:
  o Answer Keys will be posted by 2:00 PM on Sundays.
- Your first post must be completed BEFORE the answer key is posted. If your first post is completed after the Answer Key is posted, you will not receive any credit for any Discussion Board post for that week.
- Your second post must include a detailed analysis/detailed comparison of the contents of your first post with those from the Answer Key, as well as a response to a classmate’s post.
- If your second post does not include a detailed analysis/detailed comparison between your responses and the Answer Key, you will not receive credit for the second post.

• Important: Please note that Bb will not show you the due dates for the majority of the DBs. This is a technical issue beyond our control: Because DB assignments have two due dates (the first post and the second post, which are usually due on Saturdays and Tuesdays) the Bb system does not allow for showing two due dates for the same assignment. Please be sure to mark all DB due dates on your personal calendar.

Formative and Summative Assessments
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to DBs, quizzes, and assignments. The summative experiences will be your final assignment and the final exam, both of which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

• Six Quizzes (20 points each)
  o Will be administered online, through Bb, using the University’s “honor” software, Respondus LockDown Browser and Respondus Monitor (laptop, web cam, and microphone are needed).
  o Are “closed book” and “closed notes.” While you are taking a quiz, you may not access any electronic device, notes, PowerPoints, etc. Further information on Respondus LockDown Browser is posted on Bb, under “Start Here.”
  o Must be completed by the due dates/times specified on this syllabus.
  o Most quizzes are available on Wednesdays, between 12:00 and 4:00 PM. They are due on Wednesdays by 4:00 PM. Only the last quiz is due on a Tuesday (11/23) - it is also available between 12:00 and 4:00 PM.
  o Will be available at a time other than that specified on the syllabus *only* in extreme circumstances and *only* by prior arrangement with the instructor.
  o Quizzes generally require about 15 minutes to complete and they cover the Learning Modules for that week or as listed on this syllabus.
  o Quizzes must be completed within one session, i.e., you have only one attempt, and they must be completed within 30 minutes of starting them. Once you start or open a quiz or exam, the timer starts to run and you must finish the entire quiz or exam within the allotted time.

Midterm and Final Exams (227 and 350 points, respectively)
- Must be completed within three hours of starting them.
- The Midterm covers all the material discussed up to that point; the Final Exam, is comprehensive, i.e., it covers *all* course material.
- Feedback on student performance on quizzes and exams is immediate, directly from Bb. Also, the instructor typically reviews all quizzes within one week.

A Note on Study Guides and Journal Entries
Study Guides do not need to be submitted for grading. However, there is a Discussion Board called “Study Guides,” where students are welcome and strongly encouraged to share each other’s Study Guides. Think of this as a “study group.”
Journal entries reflecting on what you have learned each week are not mandatory and are not graded. However, they are **strongly encouraged**.

**GRADING SCALE:**
The final grade will be based upon points earned for all course assignments, with a total of 1000 possible points. Students earn their grades through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

- Grades are assigned based on how the student's overall performance aligns with the established rubrics.
- It is imperative that students review the grading rubrics before submitting assignments.
- Individual requests for extra credit will not be honored.
- All readings, DB postings, quizzes, and assignments are expected to be completed by the dates posted.
- Quizzes are graded immediately after completion. All other assignments will be graded within about one week of completion.
- The FMU School of Health Sciences grading scale will be used for final grades.
- The grading scale below reflects the grade that will be earned based on the total number of points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000 points = 90%-100%</td>
</tr>
<tr>
<td>B+</td>
<td>850-899 points = 85%-89%</td>
</tr>
<tr>
<td>B</td>
<td>800-849 points = 80%-84%</td>
</tr>
<tr>
<td>C+</td>
<td>750-799 points = 75%-79%</td>
</tr>
<tr>
<td>C</td>
<td>700-749 points = 70%-74%</td>
</tr>
<tr>
<td>F</td>
<td>699 points and below</td>
</tr>
</tbody>
</table>

**COURSE EVALUATION:**
Students must earn 80% or higher to successfully complete each SLO. Students performing below this expected criterion are responsible for increasing their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator to develop an intervention. The table below shows SLOs, the activities used to measure them, and the point value for each activity:

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Measured By</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe audiology as a profession and provide examples of the collaboration between audiologists and speech-language pathologists.</td>
<td>Assignment 1, Discussion Board Assignment Week 1, Quiz 1</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>2. Describe the basic anatomy and physiology of the human auditory system.</td>
<td>Discussion Board Assignment Week 1, Quiz 1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>3. Given case studies, explain the objective and subjective test procedures used to assess hearing across the lifespan.</td>
<td>Discussion Board Assignments Weeks 4, 6, and 7, Assignments 3 and 5, Quiz 2, Quiz 3, Quiz 4, Midterm Exam</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>4. Given case studies, demonstrate how to interpret the results of a complete audiologic evaluation (demonstrating understanding of speech recognition ability, dynamic range, tympanometric findings, and the type/degree/configuration of peripheral hearing losses and their effect on speech intelligibility).</td>
<td>Discussion Board Assignments Weeks 4, 6, and 7, Assignments 3 and 5, Quiz 2, Quiz 3, Quiz 4, Midterm Exam</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>SLOs</td>
<td>Measured By</td>
<td>Points</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>5. Considering risk factors associated with hearing loss</td>
<td>Discussion Board Assignment Week 10 Quiz 5</td>
<td></td>
</tr>
<tr>
<td>discuss primary, secondary, and tertiary prevention opportunities</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>for individuals across the lifespan.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>6. Demonstrate how to conduct a pure-tone hearing screening.</td>
<td>Assignment 4 Quiz 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>7. Given case studies, determine the site of dysfunction and</td>
<td>Discussion Board Assignments Weeks</td>
<td></td>
</tr>
<tr>
<td>discuss the possibly associated hearing loss pathology(ies),</td>
<td>11 and 12 Assignment 5 Quiz 6 Final Exam</td>
<td></td>
</tr>
<tr>
<td>signs-symptoms, and the degree/type/configuration of the hearing</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>loss.</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>375</td>
</tr>
<tr>
<td>8. Discuss signs of a possible auditory processing disorder, as</td>
<td>Quiz 6 Final Exam</td>
<td></td>
</tr>
<tr>
<td>well as the referral criteria for screening and evaluation of that</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>disorder.</td>
<td></td>
<td>375</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. List the parts of a digital hearing aid, a cochlear implant,</td>
<td>Final Exam</td>
<td>375</td>
</tr>
<tr>
<td>and several assistive listening devices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Provide an overview of assessments available for individuals</td>
<td>Final Exam</td>
<td>375</td>
</tr>
<tr>
<td>who have a vestibular disorder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Discuss cultural considerations related to hearing loss.</td>
<td>Assignment 6</td>
<td>23</td>
</tr>
</tbody>
</table>

**COURSE ORGANIZATION and STUDY ROUTINE:**

**Course Materials**
The materials posted on Bb are designed to help guide your textbook readings. All readings are necessary for full comprehension of the course material and should be completed prior to completion of assignments/quizzes/exams. Readings, activities, and assignments are described in the course syllabus and posted on Bb. **Students must review the announcement section on a daily basis for any new information.**

**Introduction Activities/Getting Started with the Course**
- Log into Bb.
- Enter the SLP 509 course Bb site, which takes you to the course Home Page.
- On the left-hand side of the screen, go to “Content.”
- The first item in “Content” is the course syllabus. Review it carefully and make a note of all due dates.
- The second item in “Content” is “Start Here: Introduction and To-Do List for the First Day of Class”
  - Review all the items.
  - Complete your Self-introduction.
  - Complete the Respondus Practice Quiz.

**Course Learning Modules**
The course consists of 16 Learning Modules. There may be one or more Learning Modules assigned per week. The course materials are arranged by “Weeks.” For the purposes of the Learning Modules, the “Week” begins on a Wednesday and ends on the following Tuesday (with the exception of the last week of the course, which starts on Mon., 11/29, and ends on Mon., 12/6).

Learning Modules consist of some or all of the components below:
- Learning outcomes.
- Textbook and/or other readings.
- Specific websites.
- Assignments.

Page 11 of 25
• Study Guide(s).
• DB topics and posts
• Journal Entries: Student self-assessment of learning. This is recommended but optional and not graded. Only the author of the Journal and the instructor can access what you write in the Journal.
• A quiz.

Course Work Routine
The following work routine should be adopted:
• Days 1, 2, and 3 (Wed, Thu, and Fri): Study the PowerPoint presentation(s), then any other items posted under Course Documents for that week’s Module(s), and finally, read the assigned portions of the textbook.
• No later than Day 4 (Sat) of each week, complete your initial DB post.
• No later than Day 7 (Tue), complete at least one response to classmates’ DB post.
• The quiz for the week (if one is posted) will be completed online using Respondus Lockdown Browser. Quizzes are typically to be taken on Wednesdays.
• Pre-quiz, live, Zoom reviews will take place on the Monday evening before each quiz (exact times are to be determined).
• Make a note of due dates for assignments as there are penalties for late submissions.

Notes Regarding This Online Course
• Instructors may design courses and learning activities differently from one another. This course is designed as an asynchronous course for the students to work independently with support from the instructor.
• Time students are expected to spend studying course material: In general, as you probably know, each “course credit” requires 2-3 hours of outside-of-class study time/week (I’ve seen this for undergraduate courses). This is a 3-credit course, so spending about 10-12 hours/week would be about average. Additionally, think of the course material itself as being the 3 hours that you would spend in the classroom.
• Although this course is fully online and asynchronous, we are indeed connected. Please do feel free to ask your questions as you study. Remember, we have the “I need an answer quickly” DB and you can always email me. That is what I am here for: To help you acquire the skills and knowledge, not just for the grade in the class but also or the Praxis Exam and your future careers.
• Knowing what course content is “important.” All of the information an instructor imparts in a course is important.
• Study Guides are provided for some Modules. Students should fully avail themselves of these and of all course materials.
• Course materials available to help students focus include:
  o Syllabus: Course Objectives and Student Learning Outcomes.
  o Learning objectives for each Module (usually described on Bb at the beginning of each Module).
  o Accompanying class materials (files and websites) for each Module.
  o PowerPoints with accompanying audio presentation by the instructor.
  o PowerPoints without audio are also available. These show instructor notes and animations/videos.
  o Required eTextbook.
  o Chapter Learning Outcomes: First page of each eTextbook chapter.
  o Chapter Summaries and FAQs at the end of each eTextbook chapter.
  o The eTextbook’s Supplemental Materials are very helpful, e.g., Check Your Understanding, videos, etc.
• I strongly suggest you take notes as you study, using your own verbiage. You are welcome to post these notes in your weekly Journal entries.
It may appear that there are more slides compared to a face-to-face (F2F) class: In this online class, everything that the instructor would be saying in a F2F class is written in the slides. In a F2F class, the slides would have a few bullet points, the instructor speaks, and the students (hopefully) take notes.

Think of the DB activities as discussions that would take place during a F2F class period maybe as a group discussion or a Q&A session. In an online, asynchronous class, the activity is completed in writing.

Students are encouraged to post questions/comments regarding course material through the Discussion Board (DB) called “I need an answer quickly” on Blackboard (Bb), rather than emailing the instructor. Through Bb, a peer may be able to address the question and all students benefit from the Q & A.

TEACHING/LEARNING STRATEGIES:

Mindfulness
Mindfulness practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a mindfulness activity. Below are references and links for more information.


- Formal Practices
  - Body Scan.
  - Mindful Movement.
  - Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/ feelings).

- Guided Formal Practices
  - Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
  - USCD: https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx
  - Bangor: https://www.bangor.ac.uk/mindfulness/audio/index.php.en
  - Free Mindfulness: http://www.freemindfulness.org/download
  - “Just Breathe” is a weekly, 10-minute session guided by FMU professor, Mary Dittman. Her sessions may be attended in person or via Zoom and are open to all.

- Informal Practices
  - Communicating (speaking/listening, texting, emailing, social media).
  - Using the senses to be aware of nature daily, even if through a window on a rainy day.
  - Noticing any present moment, whether pleasant, unpleasant, or neutral.

Lectures
Students will be given an overview of the content and its significance in the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning
Periodically, students will be required to work in pairs or small groups to complete assignments, to summarize classroom experiences and to solidify thought.

Teaching for Understanding
Throughout the semester the students will engage in learning activities that provide basic knowledge, improve comprehension, apply learned principles and theories, analyze patterns, synthesize concepts, and evaluate outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.
• Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects, and assignments, as warranted.

**Computer/Technology Requirements**

• Access to a word processing program for completing course assignments.
• Access to a PowerPoint program for completing course assignments.
• Access to internet to obtain all course information, materials, and for completing course assignments.
• Students are responsible for purchasing or borrowing a reliable computer (with working speakers, webcam, and a microphone) that is suitable for working with online assignments. Class materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, etc.
• Students are also expected to check their FMU email address several time daily for any official communication.

**Late Assignments**

• Late assignments will not be accepted.
• Presentations and any other assignments or particular components of a project must be submitted by the due date to avoid receiving a grade of zero.
• It is critical that throughout the course you keep up with the readings/assignments/DB posts. In order to receive full credit, all assignments, quizzes, and DB posts are due by the date posted on the syllabus.
• Work submitted late, without prior arrangement with the instructor, will not be graded.
• Sometimes special circumstances arise. If you anticipate that you will have to be late with an assignment, you must contact the instructor before the assignment due date to make alternative arrangements with the instructor and avoid late penalties.
• Failure to complete the course assignments that are required but not graded (for example, the self-introduction) by the due date will results in a **15-point grade reduction per instance**.
• Partial credit for late assignments will be given only if you contacted the instructor in advance.
• At the discretion of the instructor, there may be a 10% grade-reduction penalty for each day work is submitted late.
• Work handed in after the end of the course cannot be accepted unless prior arrangements have been made for a grade of “Incomplete.” Please contact the instructor immediately if an emergency situation arises.
• Please see pages 8 and 9 of this syllabus for further details on receiving credit for DB posts.

**Exam Policy**

• Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
• Your instructor will not discuss grades over the phone, by email, or text message for any reason.
• Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

**Professional Conduct**

• Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog page 43).
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
• It is not appropriate to address faculty, staff, guests, and peers with casual collocquialisms within the professional and academic settings.
• It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

**Intervention/Remediation**
• **Students must earn a grade of 80% or better on ALL graded class requirements.** An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met.
• Intervention is a type of remediation.
• It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible for increasing their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator.
• Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
• A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written Module reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
• The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed. This will be completed via email.
• As per the *Francis Marion University School of Health Sciences Master of Speech-Language Pathology (MSLP) Program Graduate Student Handbook* (page 57), “…any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for an academic or clinical course, the student should initiate a meeting to discuss the situation with the course instructor.” Also, as per the Handbook (page 57), “Failure to complete any remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a formal review based on the SHSP Satisfactory Academic Progress Policy.”

**Academic Integrity**
• Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one’s character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog page 42)
• **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”
• **The Academic Honor Pledge must be written out and signed or verbalized (if a video assignment) on all assignments. Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.**
• All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  o Cheating (including copying other’s work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
- If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."
- Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Questions Related to Course Content**

Please post any questions, the answers from which will benefit the entire class, in the “I need an answer quickly” DB on Bb. The instructor will try to respond within 48 hours on weekdays (Monday-Friday).

**Email Correspondence**

For questions other than those which are course-content related, please email the instructor. The instructor will try to respond to email questions within 48 hours on weekdays (Monday-Friday). Please note that all email correspondence from the instructor to the student will be sent to the student's University email address. Therefore, please make sure your FMU email address is working and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid FMU email account will not excuse missed information. Certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

Responding to communications (emails/class announcements, or any other form of communication) from the instructor: Professional behavior includes responding in a timely manner. **Students must respond to communications from the instructor, when a response is warranted/requested, within, at most, 48 hours. Failure to do so will results in a grade reduction of 15 points per instance.** Please be aware that Bb keeps a detailed log all activities, including when the instructor sends communications to students and that FMU's Information Technology Dept. is able to trace the sending and receipt of every email.

**Feedback on Assignments**

The instructor will provide feedback on all assignments within approximately one week after the due date.

**Special Note for Students Who May be Repeating FMU’s Introduction to Audiology Course:** You may not use an assignment that had been previously submitted to fulfill the requirements of the present course. If it is found that a student submits to this course the same assignment that was previously submitted, the grade in this course for that assignment will be zero.

**Dealing with Technical Problems**

If you experience technical difficulties while trying to submit a DB post or assignment by the deadline, **you must:**
- Contact the Help Desk for assistance.
- Email the instructor with an explanation of the difficulty and the date/time you contacted the Help Desk.
Services for Students Who Have Disabilities

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she/they should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
- Disabilities covered by the ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students may contact the OCT if they are not certain whether a medical condition/disability qualifies.
  
  Address: 121 S. Evander Drive, Florence, SC 29506
  Phone: 843-661-1841
- Individuals who have a hearing loss can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

Other University Resources Available to Students

As students preparing for graduate school or first-year graduate students, you may find that you are very busy. Time management can be an issue at this point in a student’s career. If time management is a concern for you, I encourage you to seek assistance possibly on time management and possibly on stress management from the OTC, https://www.fmarion.edu/counselingandtesting/ . This office also provides students with stress management strategies related to the current pandemic.

HIPAA:

- The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
**Tentative Course Schedule:** Please be advised this course schedule may change at the discretion of the instructor, but students will be notified of all adjustments.

<table>
<thead>
<tr>
<th>Weeks/Modules</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Start Here and Introduction Activities**<br>8/24 | - Review Course Syllabus  
- Read textbook pp. v-xiv: Contents, Preface and About the Authors  
- Complete all Introduction Activities |
| **Week 1 - Modules 1, 2-1 & 2-2**<br>8/25 – 8/31 | - **PowerPoint Presentations** (posted on course site):  
"The Profession of Audiology"  
"Review of Auditory Anatomy & Physiology"  
"Introduction to Audiograms"  
- Chapter 1: Entire chapter  
- Chapter 15: pp. 429-434  
- Chapter 3: pp. 58-60  
- Chapter 8: (Outer Ear) pp. 224-230  
- Chapter 9: (Middle Ear) pp. 245-251  
- Chapter 10: (Inner Ear) pp. 279-288  
- Chapter 11: (Central) pp. 322-325  
http://health.howstuffworks.com/hearing.htm  
http://lab.rockefeller.edu/hudspeth/cochlear_movie_popup  
Explore on your own – Hearing Loss Simulations:  
http://www.hear2learn.org/CICSim/index.html (needs Flash or may need to use Internet Explorer to open this link)  
- Study Guides  
- Discussion Board  
- Journal  
- Quiz 1 |
| **Week 2 – Modules 3-1 & 3-2**<br>9/1 – 9/7  
(9/6 Labor Day Holiday) | - **PowerPoint Presentations** (posted on course site):  
"Hearing Science: Acoustics"  
"Hearing Science: The Decibel"  
- Chapter 2: pp. 17-37  
- Chapter 2: p. 23: Video from eTextbook on Sound Waveforms  
- What is a decibel? http://science.howstuffworks.com/question124.htm  
- Study Guides  
- Discussion Board  
- Journal |
<table>
<thead>
<tr>
<th>Week 3 – Module 4</th>
<th>9/8 – 9/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PowerPoint Presentation</strong> (posted on course site): “Psychoacoustics”</td>
<td></td>
</tr>
<tr>
<td>- Chapter 2: pp. 37-40</td>
<td></td>
</tr>
<tr>
<td>- Chapter 2: p. 52 – Summary</td>
<td></td>
</tr>
<tr>
<td>- Chapter 2: p. 53 – Tables 2.2 and 2.3</td>
<td></td>
</tr>
<tr>
<td>- Chapter 2: pp. 54-55 – FAQ’s 2, 3, 4, 7, 9, 11 and 12</td>
<td></td>
</tr>
<tr>
<td>- For review: <a href="http://www.audstudent.com">http://www.audstudent.com</a> This site has many useful tutorials. For a review of psychoacoustics, go to: Introduction to Psychoacoustics and answer questions 1, 2, 4, 5, 7, 10, 11, 17 and 18. (may need to use Internet Explorer to open this link)</td>
<td></td>
</tr>
<tr>
<td>- Study Guide</td>
<td></td>
</tr>
<tr>
<td>- Journal</td>
<td></td>
</tr>
<tr>
<td>- Quiz 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4 – Modules 5-1, 5-2 &amp; 5-3</th>
<th>9/15 – 9/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Chapter 15: pp. 426-429</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3: pp. 56-63</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3: p. 63 – Check Your Understanding</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3: pp. 92-96 (Case histories for the four Evolving Case Studies)</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3: pp. 97-100 – Table 3.1, Table 3.4 and Table 3.5 and FAQ’s (no need to read Table 3.2 on p. 97)</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3: Check Your Understanding and Activities 3.1, 3.2, 3.3, 3.5 and 3.6</td>
<td></td>
</tr>
<tr>
<td>- Chapter 2: pp. 40-44 (Sound Measurement)</td>
<td></td>
</tr>
<tr>
<td>- Chapter 3: pp. 66-97 (Pure-tone Audiometry) and Videos on pp. 71, 74, &amp; 83</td>
<td></td>
</tr>
<tr>
<td>- Chapter 4: pp. 122-125</td>
<td></td>
</tr>
<tr>
<td>- Chapter 8: Section on Otoscopy and Video Otoscopy, pp. 224-230</td>
<td></td>
</tr>
<tr>
<td>- Chapter 8: p. 230: Two videos from eTextbook on Otoscopy &amp; Video Otoscopy</td>
<td></td>
</tr>
<tr>
<td>- Different audiograms with superimposed speech sounds, posted on Bb</td>
<td></td>
</tr>
<tr>
<td>- Hearing Handicap Inventory: <a href="https://www.sfotomed.com/webdocuments/questionnaire-hearing-handicap.pdf">https://www.sfotomed.com/webdocuments/questionnaire-hearing-handicap.pdf</a></td>
<td></td>
</tr>
<tr>
<td>- Three videos from eTextbook: p. 71 (Patient Response), p. 74 (AC Placement), and p. 83 (BC Placement)</td>
<td></td>
</tr>
</tbody>
</table>
| Week 5 – Modules 6-7 | - PowerPoint Presentations (posted on course site):  
| | “Behavioral Assessments: Masking”  
| | “Behavioral Assessments: Speech Testing”  
| | - Chapter 2: p.40 (Masking)  
| | - Chapter 3: P. 92 (Cross Hearing)  
| | - Chapter 5: pp. 133-139, pp. 143-155, pp.156-157 (Evolving Case Studies), p. 157 (Summary), and 158 (Table 5.1)  
| | - Chapter 4: Entire chapter, including two videos, Evolving Case Studies, Check Your Understanding, and Activity 4.1  
| | - Journal  
| Week 6 – Module 8 | - PowerPoint Presentation (posted on course site):  
| | “Objective Assessments: Impedance Audiometry (Tympanometry and Acoustic Stapedial Reflexes)”  
| | - Readings posted on Bb:  
| | - J. Hall & G. Muller, *Audiologists’ Desk Reference*, pp. 190-191 (Tympanometry-Step-by-Step) and p. 197 (Tympanometry Technical Tip[s]).  
| | - For review and practice:  
| | - http://www.audstudent.com Go to “Additional Resources,” then scroll down to “Archived Resources,” and click on “Read More.” Then scroll down to Immittance/Impedance Testing Tutorials, and go to “Tympanometry Tutorial I-Questions 10-16, as well as Tympanometry Tutorial II.”  
| | - Discussion Board  
| | - Study Guide  
| | - Journal  
| | - Quiz 4  
| Week 7 – Module 9 | - PowerPoint Presentation (posted on course site):  
| | “Objective Assessments: Otoacoustic Emission (OAE) and Auditory Brainstem Response (ABR) Tests”  
| | - Chapter 6 pp. 177-194  
| 9/22 – 9/28 |  
| 9/29 – 10/5 |  
| 10/6 – 10/10 | (This is a “short” week due to Fall Break on 10/11 and 10/12).  

- Discussion Board  
- Study Guides  
- Journal  
- Quiz 3
| Week 8 – A few days to study for the Midterm Exam and work on Assignments 2 and 3 | Quiz 4 is due on 10/13  
The midterm exam will be available on **October 19 at 3:30 PM** and is due on **October 19 at 6:30 PM**  
(The midterm exam covers all course material discussed up to this point.) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10/13 – 10/18</td>
<td></td>
</tr>
</tbody>
</table>
|  | - Discussion Board  
- Study Guide  
- Journal |

| Week 9 – Module 10 | - **PowerPoint presentation** (posted on course site):  
**Pediatric Audiology**  
- Chapter 7: Entire chapter.  
- [http://www.babyhearing.org/](http://www.babyhearing.org/) (Explore links to “First Steps” and “Next Steps,” which presents information for parents)  
- [https://assets.boystown.org/hosp_peds_docs/HowIsHearingTested.pdf](https://assets.boystown.org/hosp_peds_docs/HowIsHearingTested.pdf)  
- Study Guide  
- Journal |
| 10/20 – 10/26 |

| Week 10 – Module 11 | - **PowerPoint Presentations** (posted on course site):  
**“Risk Factors Associated with Hearing Loss; Prevention of Hearing Disorders”**  
**“Hearing Screenings”**  
- Chapter 7: Re-read pp. 215-221  
- Hearing Screening Procedures (Word file-posted on Bb)  
- How do I Know if a Child or an Adult has a Hearing Loss? (posted on Bb) |
| 10/27 – 11/2 |
| Week 11 – Modules 12-13 | -PowerPoint Presentations: (posted on course site):
  
  **Auditory Disorders: General Notes and Outer Ear Disorders**
  
  **Auditory Disorders: Middle Ear Disorders**
  
  -Chapter 8: (Outer Ear) pp. 230-244
  -Evolving Case Study 1, pp. 92, 242 & 418
  -Check Your Understanding, and Activities 8.1 & 8.3
  
  -Chapter 9: (Middle Ear) pp. 252-278
  -Evolving Case Study 2, pp. 93,275 & 419
  
  -Outer ear: pp. 67-70 and; middle ear: pp. 70-76 of:
    [https://media.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf](https://media.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf)
  -Explore “Ear Pressure”
  -Explore “Myringotomy” & “Ear Tubes Video”
  -Discussion Board
  -Journal |
|------------------------|---------------------------------------------------------------|
| Week 12 – Module 14    | -PowerPoint Presentation (posted on course site):
  
  **Auditory Disorders: Inner-Ear & Central Auditory System Disorders and The Balance System and Vestibular Disorders**
  
  -Chapter 10: (Inner Ear) pp. 290-321
  -Evolving Case Study 3, pp. 93, 318, and 420
  -Evolving Case Study 4, pp. 94, 349 & 421
  
  Check Your Understanding p. 317
  Chapter13: (Tinnitus) pp. 378-386
  Balance System & Vestibular Disorders:
  -Chapter 10: pp. 281-282
  -Chapter 13: pp. 372-up to Clinic Commentary on p. 378
  
  -pp. 77-83 of:
    [https://mediasrc.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf](https://mediasrc.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf) |
| Week 13 – Module 15 | -PowerPoint Presentation (posted on course site):
| 11/17 – 11/23 | -“Auditory Disorders: Central Auditory Processing”
| | -Chapter 11: Entire chapter
| | -Chapter 15: pp.460-463
| | http://kidshealth.org/parent/medical/ears/central_auditory.html
| | http://www.howsyourhearingcg.org/auditoryprocessingdisorders.html
| | -Journal
| | -Quiz 6

| Thanksgiving Break |
| 11/24 - 11/26 |

| Week 14 – Module 16 |
| MON., 11/29 - MON., 12/6 |
| Last Day of Class 12/6 |
| -PowerPoint Presentations (posted on course site):
| | - “Audiologic Intervention” (Parts 1 and 2)
| | - “Cochlear Implants”
| | - “Remote Microphones”
| | -Chapter 14: pp. 395-424
| | -Chapter 15: pp. 434-442 and 463-470
| | -Hearing Aids:
| | https://www.asha.org/practice-portal/professional-issues/hearing-aids-for-adults/
| | https://www.asha.org/public/hearing/hearing-aids-for-children/
| Hearing Aids, Cochlear Implants & FM Systems for Children: [https://www.babyhearing.org/professional-resources/Documents/AmplificationImplantTechnology.pdf](https://www.babyhearing.org/professional-resources/Documents/AmplificationImplantTechnology.pdf)  
| Aural (Re)-habilitation: [https://www.asha.org/practice-portal/professional-issues/aural-rehabilitation-for-adults/](https://www.asha.org/practice-portal/professional-issues/aural-rehabilitation-for-adults/)  
| Study Guide  
| Journal |

<table>
<thead>
<tr>
<th>Final Exam Date TBD</th>
</tr>
</thead>
</table>
| The final exam will be scheduled as per the Dept's final exam calendar during the University's final exam period (12/8 - 12/14)  
| (The final exam is comprehensive, covering all course material discussed in this course) |
Francis Marion University  
School of Health Sciences  
Master of Speech-Language Pathology Program  
Post-Baccalaureate Courses

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Structured Clinical Observation and Pre-Clinical Simulation Experiences</th>
<th>COURSE NUMBER:</th>
<th>SLP 520</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SCHEDULE:</th>
<th>MEETING:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SEMESTER:</th>
<th>LEVEL: Prerequisite</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CREDITS: 1</th>
<th>COURSE PREREQUISITES: N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>LABORATORY COMPONENTS: N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E-MAIL:</th>
<th>PHONE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OFFICE HOURS:</th>
<th>OFFICE:</th>
</tr>
</thead>
</table>

This syllabus is a guide not a contract and may be altered throughout the course.

Welcome to your first clinical rotation 😊 In this syllabus I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you don’t fall behind. Secondly, make sure you note the due dates of all assignments, activities, quizzes, etc., so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. My office hours are **Tuesday**: 11:30-11:45am, 11:45-12pm, **Wednesday**: 3:00-3:15pm, 3:15-3:30pm, **Friday**: 8:30-8:45am, 12:00-12:15pm, 12:15-12:30pm. Please use the sign-up link in the signature line of my email to schedule an office hour visit. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

**Course Meeting Time:**
This course is taught in person, however student is also responsible to attend:

1. Francis Marion University Center for Speech, Language, and Hearing for 5 observation hours
2. External Site observations for 6 hours

**COURSE DESCRIPTION:**
520: Structured Clinical Observation and Pre-Clinical Simulation Experiences (1) This course provides guided clinical observations and simulation experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

TEXTBOOK(S) & MATERIALS
Required
1. Membership to Master Clinician Network (www.masterclinicians.org)
   - One (1) year student membership at $45.00

2. Documenting Clinical Clock Hours
   - The student must maintain a record of all clock hours earned in clinic practicum.

Supplementary

Additional readings will be assigned throughout the course by the instructor.

COURSE OBJECTIVES:
The many outcomes of this course and associated observations are intended to provide observation clinical experiences to post-baccalaureate students who have met the necessary qualifications to participate in clinical observations as defined by the American Speech-Language-Hearing Association, and the FMU Department of Speech Language Pathology. Please see the link below for the current CAA/CFCC Standards: https://www.asha.org/certification/2020-slp-certification-standards/

Standard V: Skills Outcomes
Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Beginning January 1, 2020, clinical educators and clinicians who are involved in the preparation of student clinicians, and who provide guided observation and supervision of clinical practicum hours, must (a) hold the CCC-A or CCC-SLP and have completed a minimum of 9 months of full-time, post-certification (or its part-time equivalent) clinical experience, and (b) must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student
who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

1. articulation;
2. fluency;
3. voice and resonance, including respiration and phonation;
4. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
5. hearing, including the impact on speech and language;
6. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
7. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
8. social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
9. augmentative and alternative communication modalities.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required knowledge, skills, and standards of the American Speech Language Hearing Association (2020). This course addresses

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge and skills of the principles and methods of assessment: V-C
2. Demonstrate knowledge and skills of the principles and methods of management and/or intervention: V-C
3. Demonstrate knowledge and understanding of linguistic and cultural communication differences and disorders: V-C
4. Demonstrate knowledge and skills of documentation and report writing: V-C

COURSE PLAN:
- Student will participate in Master Clinician observations within class time, after class time with weekly assignments, and participate in blackboard discussions on the cases. Student will participate in on-campus clinical observations, as well as two different external clinical observations, for which they will prepare a brief 5 minute power point presentation.
You must complete a minimum of 25 hours of observation for a final grade to be assigned.

ASSIGNMENTS

(80 points) Master Clinician Observations and Blackboard Expansions: Student will be responsible for observing weekly assigned Master Clinician Videos and completing Blackboard Discussion Extensions. Student will be responsible for cumulating hours and presenting them for signatures at the conclusion of the semester.
  - Assigned Master Clinician Videos and Blackboard Expansion Discussions are due each Thursday at 5pm EST.
  - Please designate Francis Marion University as your school when you register with Master Clinician.

FORMATIVE/SUMMATIVE ASSESSMENTS:
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, and examinations. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

(10 points) On-Campus Clinic Observations Presentation: Due 10/6/2021
Student will be responsible for observing 5 hours in the Francis Marion University Center for Speech, Language, and Hearing. Student will be responsible for completing a brief 5 minute power point presentation summarizing their observations to include:
  - Type of therapy observed
  - Strengths of session
  - Barriers of session

(10 points) External Clinical Site Observations Presentation: Due 12/8/2021
Student will be responsible for observing 3 hours in 2 external clinical sites, (6 hours total). Student will be responsible for completing a brief 5 minute power point presentation summarizing their observations to include:
  - Type of therapy observed
  - Strengths of session
  - Barriers of session

GRADING SCALE:
The final grade will be based upon points earned for all course assignments.
A  = 90-100%
B+ = 85-89%
B = 80-84%
C+ = 75-79%
C = 70-74%
F = 69% and below

COURSE EVALUATION

Students must earn 80% or higher to successfully complete each SLO. Students performing below this expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator to develop an intervention.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Measured by:</th>
<th>Point/Percentage Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-C</td>
<td>Blackboard Discussion/Completed Hours</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>V-C</td>
<td>On-Campus Visits/Presentation</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>V-C</td>
<td>External Site Visits/Presentation</td>
<td>≥ 80%</td>
</tr>
</tbody>
</table>

1. Blackboard Discussion/Completed Hours 80 points
2. On-Campus Visits/Presentation 10 points
3. External Site Visits/Presentation 10 points

TOTAL 100 points

TEACHING/LEARNING STRATEGIES
Various Teaching and Learning Strategies utilized over this course include:
- Assigned Discussions on Blackboard
- Assigned Readings
- Assigned Master Clinician Videos
- Observation Presentations

Mindfulness
Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:

Formal Practices
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

Guided Formal Practices
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
- USCD: https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx
- Bangor: https://www.bangor.ac.uk/mindfulness/audio/index.php.en
- Free Mindfulness: http://www.freemindfulness.org/download

Informal Practices
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral

Lectures
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequence lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

POLICIES

Diversity
- We, the faculty and staff of the Department of Speech-Language Pathology believe, that freedom of thought; innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, we have a special responsibility to seek cultural diversity; to instill a global perspective in our students; and to nurture sensitivity, tolerance, and mutual
respect. Discrimination against or harassment of individuals on the basis of ethnicity, sex, religion, race or disability is inconsistent with the purposes of the Department and University.


Class Requirements
- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be respectful, truthful, and relevant.

Attendance
- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor’s notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence.
- If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, then the student may be given a Clinical Warning and provided with an appropriate Clinical Intervention/Remediation Plan, or may be removed from the Clinical Practicum Site, which could result in delay in expected graduation.
- Excused Absences should be discussed with Instructor in advance (if possible) and verified with tangible evidence. It is the student's responsibility to make arrangements for missed work. It is the instructor's discretion to accept assignments and to make up examinations.
- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

Participation
- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- You will not be allowed to use your mobile phone unless instructed to do so.
- No food or drink is allowed in the class or when participating in clinic.

Computer/ Technology Requirements
- Access to a word processing program for completing course assignments.
• Access to internet to obtain additional information useful in completing course assignments.
• Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
• Students are also expected to check their FMU email address several times daily for any official communication.

Late Assignments
• Late assignments will not be accepted.
• Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a "0."

Exam Policy
• Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
• Your instructor will not discuss grades over the phone, by email, or text message for any reason.
• Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

Professional Conduct
• Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
• It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
• It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
• It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

Intervention/Remediation
• An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met
• Intervention is a type of remediation.
• It is expected that all graduate students will achieve a level of competency for all SI Os of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator.
• Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
• A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written chapter reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
• The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

Academic Integrity

• Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one’s character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)

• The Honor Pledge – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”

• All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  o Cheating (including copying other’s work)
  o Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  o Falsification of documents
  o Disclosure of test or other assignment content to another student
  o Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  o Unauthorized academic collaboration with others
  o Conspiracy to engage in academic misconduct

• Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.

• If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.”
• Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Services for Students with Disabilities**
• If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
• Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
• Address: 121 S. Evander Drive
  Florence, SC 29506
  Office of Counseling and Testing
  Francis Marion University
  Phone: (843) 661-1841
• Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

**HIPAA**
• The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
• It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions/Overview</td>
<td>FMU Clinic Handbook</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>No Class: Complete Community Observation #1</td>
<td>ASHA Scope of Practice</td>
<td>Community Observation #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Participate in Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Response Post Master</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinician: Kerry Mandulak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Patient: Mathew</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due 9/2/2021 at 5pm EST</strong></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Child Language</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class:</td>
<td></td>
<td>Response Post Master</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master Clinician: Susie Roach Stewart</td>
<td></td>
<td>Participate in Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient: Abigail (Session 1)</td>
<td></td>
<td>Response Post Master</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59 mins</td>
<td></td>
<td>Master Clinician: Susie Roach Stewart</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Patient: Abigail (Session 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72 mins and finish Session 1 from class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due 9/9/2021 at 5pm EST</strong></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Voice</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class:</td>
<td></td>
<td>Response Post</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master Clinician: Joni Long</td>
<td></td>
<td>Master Clinician: Eryn Gitelis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient: Brendan 51 mins</td>
<td></td>
<td>Patient: Kayla</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69 mins</td>
</tr>
<tr>
<td>5</td>
<td>Child Language</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard Response Post Master Clinician: Susie Roach Stewart Patient: Abigail (Session 3) 55 mins</td>
<td>Due 9/16/2021 at 5pm EST</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Hearing</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard Response Post Master Clinician: Amy White Patient: Audiology-5 42 mins</td>
<td>Due 9/23/2021 at 5pm EST</td>
</tr>
<tr>
<td>7</td>
<td>Presentations</td>
<td>FGRBI Website <a href="http://fgrbi.com/">http://fgrbi.com/</a></td>
<td>On-Campus Observation Presentations Due 10/6/2021</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Adult Language</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard Response Post Master Clinician:</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AAC</td>
<td>Communication Bill of Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class:</td>
<td>Extra Credit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master Clinician: Tammi Cook</td>
<td>Attend FMU</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient: Ali 44 mins</td>
<td>AAC Palooza on 10/22/2021 for 1 Extra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credit Point</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Added to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Studies from Dr. Wada and submit by Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/24/2021 at 5pm EST</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Speech Sound Disorder</th>
<th>ASHA Practice Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In class:</td>
<td>Participate in Blackboard</td>
</tr>
<tr>
<td></td>
<td>Master Clinician: Glenn Weybright</td>
<td>Response Post</td>
</tr>
<tr>
<td></td>
<td>Patient: Fox</td>
<td>Master Clinician Jon</td>
</tr>
<tr>
<td></td>
<td>34 mins</td>
<td>Preston_Megan Leece</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient: Stephan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Adult Language</td>
<td>ASHA Practice Portal</td>
</tr>
<tr>
<td></td>
<td>In class: Master Clinician Amanda Stead Patient: Maye 20 mins</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Speech Sound Disorder</td>
<td>ASHA Practice Portal</td>
</tr>
<tr>
<td></td>
<td>In class: Master Clinician Glenn Weybright Patient: JJ (Session 2) 27 mins</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>No Class- (ASHA) Complete Community Observation #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>No Class 11/24-26 Thanksgiving Break</td>
<td></td>
</tr>
</tbody>
</table>
| 15 | Child Language  
In class:  
Master Clinician Carlee Lewis  
Patient: Group 5th grade  
18 mins | ASHA Practice Portal | Due 11/26/2021 at 5pm EST  
Participate in  
Blackboard Response Post  
Master Clinician  
Carlee Lewis  
Patient: Group 4th Grade  
20 mins  
Due 12/2/2021 at 5pm EST |
|---|---|---|---|
| 16 | Presentations | | External Clinical Site Observations Presentations Due 12/8/2021  
Sign off on hours |
Francis Marion University  
School of Health Sciences  
Master of Speech-Language Pathology Program  
Post-Baccalaureate Courses

| COURSE TITLE: Structured Clinical Observation and Pre-Clinical Simulation Experiences | COURSE NUMBER: SLP 520 |
| SCHEDULE: | MEETING: |
| SEMESTER: | LEVEL: Prerequisite |
| CREDITS: 1 | COURSE PREREQUISITES: N/A |
| INSTRUCTOR: | LABORATORY COMPONENTS: N/A |
| E-MAIL: | PHONE: |
| OFFICE HOURS: | OFFICE: |

**This syllabus is a guide not a contract and may be altered throughout the course.**

Welcome to your first clinical rotation 😊 In this syllabus I have provided some useful information that will help you succeed in this course. First, it is important to attend class on a regular basis so that you don't fall behind. Secondly, make sure you note the due dates of all assignments, activities, quizzes, etc., so that you can prepare for them in advance. Finally, I highly encourage you to contact me with your questions regarding the course material. My office hours are **Tuesday:** 11:30-11:45am, 11:45-12pm, **Wednesday:** 3:00-3:15pm, 3:15-3:30pm, **Friday:** 8:30-8:45am, 12:00-12:15pm, 12:15-12:30pm. Please use the sign-up link in the signature line of my email to schedule an office hour visit. Taking these steps will help you succeed/better understand the material/prepare for the midterm and final. I look forward to a great semester with you!

Statement adapted from the Hope Center https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

**Course Meeting Time:**
This course is taught in person, however student is also responsible to attend:

1. Francis Marion University Center for Speech, Language, and Hearing for 5 observation hours
2. External Site observations for 6 hours

**COURSE DESCRIPTION:**
520: Structured Clinical Observation and Pre-Clinical Simulation Experiences (1) This course provides guided clinical observations and simulation experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

TEXTBOOK(S) & MATERIALS
Required
1. Membership to Master Clinician Network (www.masterclinicians.org)
   - One (1) year student membership at $45.00
2. Documenting Clinical Clock Hours
   - The student must maintain a record of all clock hours earned in clinic practicum.

Supplementary

Additional readings will be assigned throughout the course by the instructor.

COURSE OBJECTIVES:
The many outcomes of this course and associated observations are intended to provide observation clinical experiences to post-baccalaureate students who have met the necessary qualifications to participate in clinical observations as defined by the American Speech-Language-Hearing Association, and the FMU Department of Speech Language Pathology. Please see the link below for the current CAA/CFCC Standards:
https://www.asha.org/certification/2020-slp-certification-standards/

Standard V: Skills Outcomes
Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Beginning January 1, 2020, clinical educators and clinicians who are involved in the preparation of student clinicians, and who provide guided observation and supervision of clinical practicum hours, must (a) hold the CCC-A or CCC-SLP and have completed a minimum of 9 months of full-time, post-certification (or its part-time equivalent) clinical experience, and (b) must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student.
who is providing clinical services to the clinical educator’s client. Supervision of clinical
practicum is intended to provide guidance and feedback and to facilitate the student’s
acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are
commensurate with a minimum of 25% of the clock hours earned for each simulated
individual receiving services.

The applicant must complete a minimum of 400 clock hours of supervised clinical
experience in the practice of speech-language pathology. Twenty-five hours must be
spent in guided clinical observation, and 375 hours must be spent in direct client/patient
contact.

1. articulation;
2. fluency;
3. voice and resonance, including respiration and phonation;
4. receptive and expressive language (phonology, morphology, syntax, semantics,
   pragmatics, prelinguistic communication and paralinguistic communication) in
   speaking, listening, reading, writing;
5. hearing, including the impact on speech and language;
6. swallowing (oral, pharyngeal, esophageal, and related functions, including oral
   function for feeding, orofacial myology);
7. cognitive aspects of communication (attention, memory, sequencing, problem-
   solving, executive functioning);
8. social aspects of communication (including challenging behavior, ineffective
   social skills, and lack of communication opportunities);
9. augmentative and alternative communication modalities.

STUDENT LEARNING OUTCOMES (SLO):
All SLOs are designed to meet the required knowledge, skills, and standards of the
American Speech Language Hearing Association (2020). This course addresses

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge and skills of the principles and methods of assessment: V-C
2. Demonstrate knowledge and skills of the principles and methods of management
   and/or intervention: V-C
3. Demonstrate knowledge and understanding of linguistic and cultural
   communication differences and disorders: V-C
4. Demonstrate knowledge and skills of documentation and report writing: V-C

COURSE PLAN:

- Student will participate in Master Clinician observations within class time, after
class time with weekly assignments, and participate in blackboard discussions on
the cases. Student will participate in on-campus clinical observations, as well as
two different external clinical observations, for which they will prepare a brief 5
minute power point presentation.
You must complete a minimum of 25 hours of observation for a final grade to be assigned.

ASSIGNMENTS

(80 points) Master Clinician Observations and Blackboard Expansions:
Student will be responsible for observing weekly assigned Master Clinician Videos and completing Blackboard Discussion Extensions. Student will be responsible for cumulating hours and presenting them for signatures at the conclusion of the semester.
- Assigned Master Clinician Videos and Blackboard Expansion Discussions are due each Thursday at 5pm EST.
- Please designate Francis Marion University as your school when you register with Master Clinician.

FORMATIVE/SUMMATIVE ASSESSMENTS:
Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, and examinations. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

(10 points) On-Campus Clinic Observations Presentation: Due 10/6/2021
Student will be responsible for observing 5 hours in the Francis Marion University Center for Speech, Language, and Hearing. Student will be responsible for completing a brief 5 minute power point presentation summarizing their observations to include:
- Type of therapy observed
- Strengths of session
- Barriers of session

(10 points) External Clinical Site Observations Presentation: Due 12/8/2021
Student will be responsible for observing 3 hours in 2 external clinical sites, (6 hours total). Student will be responsible for completing a brief 5 minute power point presentation summarizing their observations to include:
- Type of therapy observed
- Strengths of session
- Barriers of session

GRADING SCALE:
The final grade will be based upon points earned for all course assignments.
A  = 90-100%
B+ = 85-89%
B  = 80-84%
C+ = 75-79%
C  = 70-74%
F  = 69% and below

COURSE EVALUATION

Students must earn 80% or higher to successfully complete each SLO. Students performing below this expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator to develop an intervention.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Measured by:</th>
<th>Point/Percentage Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-C</td>
<td>Blackboard Discussion/Completed Hours</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>V-C</td>
<td>On-Campus Visits/Presentation</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>V-C</td>
<td>External Site Visits/Presentation</td>
<td>≥ 80%</td>
</tr>
</tbody>
</table>

1. Blackboard Discussion/Completed Hours  80 points
2. On-Campus Visits/Presentation          10 points
3. External Site Visits/Presentation      10 points
TOTAL                                      100 points

TEACHING/LEARNING STRATEGIES
Various Teaching and Learning Strategies utilized over this course include:
- Assigned Discussions on Blackboard
- Assigned Readings
- Assigned Master Clinician Videos
- Observation Presentations

Mindfulness
Mindfulness Practices which have been found to improve attention and engagement to be present in the moment. Students are encouraged to begin each day with a Mindfulness activity. Below are references and links for more information:

Formal Practices
- Body Scan
- Mindful Movement
- Sitting Meditation (awareness of breath, physical sensations, sounds, thoughts/feelings)

Guided Formal Practices
- Mobile Apps: Insight Timer, Smiling Mind, UCLA Mindful
- USCD: https://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx
- Bangor: https://www.bangor.ac.uk/mindfulness/audio/index.php.en
- Free Mindfulness: http://www.freemindfulness.org/download

Informal Practices
- Breathing (STOP: Stop. Take a breath. Observe. Proceed with kindness.)
- Communicating (speaking/listening, texting, emailing, social media)
- Using the senses to be aware of nature daily, even if through a window on a rainy day
- Noticing any present moment, whether pleasant, unpleasant, or neutral

Lectures
Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning
Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding
Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

POLICIES

Diversity
- We, the faculty and staff of the Department of Speech-Language Pathology believe, that freedom of thought; innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, we have a special responsibility to seek cultural diversity; to instill a global perspective in our students; and to nurture sensitivity, tolerance, and mutual
respect. Discrimination against or harassment of individuals on the basis of ethnicity, sex, religion, race or disability is inconsistent with the purposes of the Department and University.

Class Requirements
- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be respectful, truthful, and relevant.

Attendance
- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence.
- If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, then the student may be given a Clinical Warning and provided with an appropriate Clinical Intervention/Remediation Plan, or may be removed from the Clinical Practicum Site, which could result in delay in expected graduation.
- Excused Absences should be discussed with Instructor in advance (if possible) and verified with tangible evidence. It is the student's responsibility to make arrangements for missed work. It is the instructor's discretion to accept assignments and to make up examinations.
- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

Participation
- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- You will not be allowed to use your mobile phone unless instructed to do so.
- No food or drink is allowed in the class or when participating in clinic.

Computer/Technology Requirements
- Access to a word processing program for completing course assignments.
• Access to internet to obtain additional information useful in completing course assignments.
• Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
• Students are also expected to check their FMU email address several time daily for any official communication.

Late Assignments
• Late assignments will not be accepted.
• Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a “0.”

Exam Policy
• Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
• Your instructor will not discuss grades over the phone, by email, or text message for any reason.
• Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

Professional Conduct
• Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
• It is inappropriate for students to use applications on cell phones, computers, or other devices the involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
• Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
• It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
• It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

Intervention/Remediation
• An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met
• Intervention is a type of remediation.
• It is expected that all graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, and/or the Graduate Studies Coordinator.
• Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
• A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written chapter reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
• The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

**Academic Integrity**
• Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one’s character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)
• **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”
• All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
  o Cheating (including copying other’s work)
  o Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
  o Falsification of documents
  o Disclosure of test or other assignment content to another student
  o Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
  o Unauthorized academic collaboration with others
  o Conspiracy to engage in academic misconduct
• Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
• If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.”
• Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Services for Students with Disabilities**

• If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.

• Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.

• Address: 121 S. Evander Drive
  Florence, SC 29506
  Office of Counseling and Testing
  Francis Marion University
  Phone: (843) 661-1841

• Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

**HIPAA**

• The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

• It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions/Overview</td>
<td>FMU Clinic Handbook</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>No Class: Complete Community Observation #1</td>
<td>ASHA Scope of Practice</td>
<td>Community Observation #1 Participate in Blackboard Response Post Master Clinician: Kerry Mandulak Patient: Mathew 83 mins Due 9/2/2021 at 5pm EST</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Child Language</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard Response Post Participate in Blackboard Response Post Master Clinician: Susie Roach Stewart Patient: Abigail (Session 1) 59 mins</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Voice</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard Response Post In class: Master Clinician: Eryn Gitelis Patient: Kayla 69 mins</td>
</tr>
<tr>
<td>5</td>
<td>Child Language</td>
<td>ASHA Practice Portal</td>
<td>Due 9/16/2021 at 5pm EST</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>----------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class:</td>
<td></td>
<td>Participate in Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master Clinician: Susie Roach Stewart</td>
<td></td>
<td>Response Post Master Clinician: Susie Roach Stewart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient: Abigail (Session 3) 55 mins</td>
<td></td>
<td>Patient: Megan 66 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Due 9/23/2021 at 5pm EST</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Hearing</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class:</td>
<td></td>
<td>Response Post Master Clinician: Amy White</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master Clinician: Amy White Patient: Audiology-5 42 mins</td>
<td></td>
<td>Patient: Audiology-3 64 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Due 9/30/2021 at 5pm EST</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Presentations</td>
<td>FGRBI Website</td>
<td>On-Campus Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://fgrbi.com/">http://fgrbi.com/</a></td>
<td>Presentations Due 10/6/2021</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participate in Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Response Post Master Clinician: Bob Buckendorf</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Patient: Evan 45 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Due 10/7/2021 at 5pm EST</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Adult Language</td>
<td>ASHA Practice Portal</td>
<td>Participate in Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class:</td>
<td></td>
<td>Response Post Master Clinician:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master Clinician:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>AAC</td>
<td>Communication Bill of Rights</td>
<td>Week 10</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class:</td>
<td>Extra Credit:</td>
<td>Speech Sound Disorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master Clinician: Tammi Cook</td>
<td>Attend FMU AAC Palooza on</td>
<td>In class:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient: Ali 44 mins</td>
<td>10/22/2021 for 1 Extra Credit Point Added to Final Grade</td>
<td>Master Clinician: Glenn Weybright</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Case Studies from Dr. Wada and submit by Sunday</td>
<td>Patient: Fox 34 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/24/2021 at 5pm EST</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Blackboard Response Post Master Clinician: Sara Roelofs Patient: Bob 51 mins</td>
<td>ASHA Practice Portal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due 10/20/2021 at 5pm EST</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Blackboard Response Post Master Clinician Jon Preston Megan Leece Patient: Stephan 50 mins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Due Date and Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11   | Adult Language  
      In class:  
      Master Clinician Amanda Stead  
      Patient: Maye  
      20 mins | ASHA Practice Portal |
| 12   | Speech Sound Disorder  
      In class:  
      Master Clinician Glenn Weybright  
      Patient: JJ (Session 2)  
      27 mins | ASHA Practice Portal |
| 13   | No Class- (ASHA)  
      Complete Community Observation #2 | Participate in Blackboard Response Post  
      Master Clinician John Tracy  
      Patient: Demo  
      49 mins | |
| 14   | No Class 11/24-26  
      Thanksgiving Break | Participate in Blackboard Response Post  
      Master Clinician Eryn Gitelis  
      Patient: Anna B.  
      50 mins |
<table>
<thead>
<tr>
<th>15</th>
<th>Child Language</th>
<th>ASHA Practice Portal</th>
<th>Due 11/26/2021 at 5pm EST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In class:</td>
<td></td>
<td>Participate in Blackboard</td>
</tr>
<tr>
<td></td>
<td>Master Clinician Carlee Lewis</td>
<td></td>
<td>Response Post Master</td>
</tr>
<tr>
<td></td>
<td>Patient: Group 5th grade</td>
<td></td>
<td>Clinician</td>
</tr>
<tr>
<td></td>
<td>18 mins</td>
<td></td>
<td>Carlee Lewis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Patient: Group 4th Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due 12/2/2021 at 5pm EST</td>
</tr>
<tr>
<td>16</td>
<td>Presentations</td>
<td></td>
<td>External</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Clinical Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due 12/8/2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sign off on hours</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School  Gender Studies Program  Date  January 4, 2022

Course No. or Level 200  Title  Gender Studies

Semester hours 3  Clock hours: Lecture 3  Laboratory N/A

Prerequisites N/A

Enrollment expectation about 15

Indicate any course for which this course is a (an)

Modification: This proposal includes a modification request that would add Gender Studies 200 to the list of
general education options under the Humanities and Humanities/Social Science Elective sections as well as a
modification request to update the course description. The new course description would be the following:

200 Gender Studies (3) Offers an interdisciplinary and introductory survey of basic concepts and
scope of gender, including intersections of sex, gender, race, class, and sexuality. This course may be
taken for General Education credit as a Humanities or Humanities/Social Sciences elective.

Name of person preparing course description: Rachel N. Spear

Department Chairperson's/Dean's Signature ____________________________

Provost's Signature ____________________________

Date of Implementation: Fall 2022

Date of School/Department approval 1-6-2022

Catalog description:

200 Gender Studies (3) Offers an interdisciplinary and introductory survey of basic concepts and
scope of gender, including intersections of sex, gender, race, class, and sexuality. This course may be
taken for General Education credit as a Humanities or Humanities/Social Sciences elective.

Purpose:

1. For Whom (generally?)

While Gender Studies 200 is a required course within the program’s minor and collateral, it is
open to any student. In addition, Gender Studies 200, with this proposal, would be come an
option within the general education requirements under the Humanities and
Humanities/Social Sciences Elective.

2. What should the course do for the student?

This interdisciplinary course offers students an introduction to gender studies concepts,
history, and issues while exposing students to a survey of topics across fields and inviting
gender studies interrogations. Some objectives of the course ask students to understand women and gender studies concepts and terminology at an introductory level, to engage with the course material critically, to create developed arguments related to gender studies, and to contribute to larger conversations with original and purpose-driven projects.

Teaching method planned:

Teaching methods for this course may vary depending on instructor. One possibility might rely on a seminar method bringing in readings, short video clips, course projects, discussion posts, and/or guest lectures. This list is not exhaustive, and an example syllabus is provided.

Textbook and/or materials planned (including electronic/multimedia):

An example textbook to include as the main text and/or to pull supplemental readings from is Shaw and Lee’s *Gendered Voices, Feminist Visions: Class and Contemporary Readings*, latest edition published in 2020. Please note that this is not the sole possibility and may change depending on the faculty teaching the course.

Course Content:

Interdisciplinary by nature, this course may include readings and/or material from multiple fields. To offer a general overview, the following is the table of contents of the aforementioned text: Women’s and Gender Studies: Perspectives and Practices; Systems of Privilege and Inequality; Learning Gender; Inscribing Gender on the Body; Media and Culture; Sex, Power, and Intimacy; Health and Reproductive Justice; Family Systems, Family Lives; Work Inside and Outside the Home; Resisting Gender Violence; State, Law, and Social Policy; Religion and Spirituality; and Activism, Change, and Feminist Futures.

**Sample syllabus for Gender Studies 200**

**Instructor:** Dr. Rachel N. Spear  
**Email:** RSpear@fmarion.edu

**Course Overview**

**Course Description**

Our “Gender Studies” course offers a span of topics that invite you to investigate issues related to gender studies while introducing you to both foundational and contemporary readings. Throughout the class, you will be required to engage with the readings, discussions, and activities; to reflect on your own gendered assumptions and work to strengthen your awareness of self and others; to interrogate larger systemic structures; and to apply what you learn. This introductory class aims to expose you to a number of concepts while encouraging you to explore personal interests at deeper levels with the hope that you will continue to do so long after the course concludes.

**Required Materials**

The following are required:

- Regular access to Blackboard to download/print supplemental readings/assignments and submit work*
To log into Blackboard (BB), you should go to your Patriot Portal and follow the log-in instructions. If you have questions or run into difficulty, please call the Helpdesk at 843-661-1111, or visit them in ACC108.

Course Objectives
Upon completion of this course, students will be able to demonstrate success in the below course objectives:

- Understand women and gender studies concepts at an introductory level
- Know and apply specific gender studies terminology
- Engage with the readings in thoughtful and critical ways
- Write about and reflect on gender studies issues
- Create developed arguments related to gender studies that rely on and incorporate research
- Contribute to the larger (field) conversations with original, developed, and purpose-driven projects

Assignments and Method of Evaluation
The below outlines assignments and point-system grading method:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>BREAKDOWN</th>
<th>WORTH</th>
<th>EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Projects</td>
<td>#1</td>
<td>200 pts</td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>#2</td>
<td></td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>#3</td>
<td></td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>#4</td>
<td></td>
<td>50 pts</td>
</tr>
<tr>
<td>Participation &amp; Posts</td>
<td>01</td>
<td>100 pts</td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>06</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>07</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td></td>
<td>12.5 pts</td>
</tr>
<tr>
<td>Tests</td>
<td>#1</td>
<td>400 pts</td>
<td>100 pts</td>
</tr>
<tr>
<td></td>
<td>#2</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td></td>
<td>#3</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td></td>
<td>#4</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Project</td>
<td>Proposal</td>
<td>300 pts</td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>Research / Annotated Bib</td>
<td></td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>Project + Reflection</td>
<td></td>
<td>200 pts</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>1,000 pts</td>
</tr>
</tbody>
</table>

Grading Scale:
Points earned for each will be added together, and final course grades will be determined based on the below scale:
A = 1000-900; B+ = 899-870; B = 869-800; C+ = 799-770; C = 769-700; D+ = 699-670; D = 669-600; F = 599-000

Assignment Policy
Assignments include, but are not limited to, small projects, discussion thread posts, tests, and a final project. Each assignment will be assessed and scored accordingly and based on the above chart and grading scale.

All typed assignments should follow the appropriate format, and you should make spacing and font choices applicable to the rhetorical situation and assigned genre. A safe fallback is 12-font, Times New Roman. You should remember to include your name and date and to follow documentation guidelines. While detailed explanations of the major essays and expectations will be provided, below offers a quick overview and more information on each category:
Small Projects: You will be asked to submit four small projects. These should be typed using standard MLA format, unless otherwise noted/approved, include a reflection, and incorporate at least two course readings. Exact assignments will be provided in advance; these small projects may, but not necessarily will, include a poem activity (critically exploring gendered identity), a media activity (analyzing the gendering of bodies across media), a visual activity (interrogating gendered awareness and consumption in public spaces), a family activity (investigating others' understanding of gender within private spaces).

Participation and Posts: Throughout the course, you will be asked to read selected readings, think critically about those readings, and show that you completed those readings. Furthermore, you will be required to engage in our course discussion both in class and online. To help, there will be several discussion threads, where you should submit a developed post. These posts will also help you to prepare and participate in our class discussions.

Tests: It is important that we read, retain, and build on ideas that exist within the field. To help make sure that we are (a) doing the reading, (b) understanding the reading, and (c) working on applying the reading, we will have a number of tests throughout the semester.

Final Project: This research-based final project allows you to dedicate a chunk of the course to an area and field of interest, enabling you to create a tangible project for a public audience. While there is flexibility in topic, our final project will have components due periodically throughout the semester. These may include, but may not be limited to, a proposal, research-related annotated bibliography or literature review, and the larger project itself (with a reflective component)—all to be assessed on the above point scale. Details and options will be provided.

**Tentative Course Schedule**

Our tentative and general course schedule is below; extended details will be offered on Blackboard:

<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>Topic Covered and Abbreviated Tasks</th>
</tr>
</thead>
</table>
| **W1**       | Lessons: Introduction to the Course and to Women’s and Gender Studies  
Readings: Ch.1, pp. 1-22; Ahmed, pp. 25-28; Baumgardner and Richards, pp. 29-31  
**Discussion Post (DP) #1** |
| **W2**       | Lessons: On Systems of Privilege and Inequality  
Readings: Hall, pp. 32-38; Ch. 2, pp. 41-60; Collins, pp. 61-68; May, pp. 68-74; Lorde, p. 75  
**DP #2** |
| **W3**       | Lessons: On Systems of Privilege and Inequality, continued  
Readings: Crosley-Corcoran, pp. 76-77; Taylor, pp. 80-82; McIntosh, on BB (supplemental reading)  
**Test #1** |
| **W4**       | Lessons: On Learning Gender  
Readings: Ch. 3, pp. 95-114; Fausto-Sterling, pp. 115-119; Lorber, pp. 120-122; Wong, p. 137; Jourian, pp. 138-154  
**Small Project #1** |
| **W5**       | Lessons: On Inscribing Gender on the Body  
Readings: Ch. 4, pp. 155-176; Schott, pp. 182-190; Pham, pp. 190-197; Nelson, pp. 217-221  
**Small Project #2** |
| **W6**       |                                      |
| W7 | Lessons: On Sex, Power, and Intimacy  
Readings: Ch. 6, pp. 280-299; Valenti, pp. 299-304; Muehlenhard et al., pp. 305-319; Gould, pp. 321-328; Springer, pp. 336-340  
Small Project #3 |
|----|--------------------------------------------------|
| W8 | Lessons: On Family Systems, Family Lives  
Readings: Ch. 8, pp. 398-417; Goldman, pp. 417-419; Goldstein, pp. 419-428; Knight et al., pp. 428-432; Zeininger, Hotzman, and Kraus, pp. 438-452  
Small Project #4 |
| W9 | Lessons: On Work Inside and Outside the Home  
Readings: Ch. 9, pp. 457-484; Hesse-Biber and Carter, pp. 484-496; Hackman, pp. 514-517; Higgins, pp. 517-524  
DP #4 and Test #3 |
| W10 | Lessons: On Personal and Family Stories  
Readings: Allison, full text  
DP #5 and Due: Final Project Proposals |
| W11 | Lessons: On Health and Reproductive Justice  
Readings: Ch. 7, pp. 341-373; Wagner, pp. 391-392; Operario & Nemoto, pp. 392-394; Horowitz, pp. 395-397  
DP #6 |
| W12 | Lesson: On State, Law, and Social Policy  
Readings: Ch. 11, pp. 584-612; Gist, pp. 612-615; Greenburg, pp. 616-620; Casa, pp. 627-629  
DP #7 and Due: Final Project Annotated Bibliographies |
| W13 | Lessons: On Resisting Gender Violence  
Readings: Ch. 10, pp. 525-553; Linder, pp. 556-558; Khaleel, pp. 558-559; Spencer et al., pp. 559-570; Bridges, p. 583  
DP #8 |
| W14 | Lessons: On Religion and Spirituality  
Readings: Ch. 12, Religion and Spirituality, pp. 637-653; Interview with Almirzana, pp. 675-678; Dean and Archer, pp. 691-701  
Test #4 |
| W15 | Lessons: On Activism, Change, and Feminist Futures  
Readings: Ch. 13, pp. 702-719; Hurt, pp. 719-721; Penny, pp. 742-744; Alex-assensoh, pp. 744-745 |
| W16 | 12/06 – 12/10  
Readings: Review your syllabus, the course objectives, and your very first discussion post  
Note: Reading Day is TBA; Final Exam period is TBA  
Final Exam/Project - DUE: TBA |

*This schedule may change as the course progresses. You will be updated with changes, additions, and/or deletions during class and/or electronically; it is your responsibility to be aware of any of these changes and to plan accordingly.*
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School  Gender Studies Program  Date  January 4, 2022  

Course No. or Level  301  Title  Special Topics in Gender Studies  

Semester hours  3  Clock hours:  Lecture  3  Laboratory  N/A  

Prerequisites  N/A  

Enrollment expectation  about 15  

Indicate any course for which this course is a (an) 

ADD: This proposal includes a request that would add Gender Studies 301: Special Topics in Gender Studies to the course catalog. 

301 Special Topics in Gender Studies (3), (2), or (1) Focuses on a specific topic, theme, and/or area within the field of gender studies and/or offers innovative opportunities to study issues/concepts related to gender studies. May be taken twice for academic credit with program approval. May be applied as elective credit in applicable major and/or general education credit with permission of chair/dean. 

Name of person preparing course description:  Rachel N. Spear (with Fran Coleman’s special topics course as a sample course)  

Department Chairperson’s/Dean’s Signature  

Provost’s Signature  

Date of Implementation:  Fall 2022  

Date of School/Department approval  1-6-2022  

Catalog description:  

301 Special Topics in Gender Studies (3), (2), or (1) Focuses on a specific topic, theme, and/or area within the field of gender studies and/or offers innovative opportunities to study issues/concepts related to gender studies. May be taken twice for academic credit with program approval. May be applied as elective credit in applicable major and/or general education credit with permission of chair/dean. 

Purpose:  

1. For Whom (generally?) 

While Gender Studies 301 will be geared towards providing the program’s minors and collaterals with topic-based options for student, the course is open to students interested in the special topics course being offered. 

2. What should the course do for the student?
Having a special topics course option offers students a range of possibility for study, while also considering current and relevant topics that may not be standing courses. Thus, students would be able to receive specialized study within specific areas while honing their knowledge within areas related to women’s and gender studies. In addition, students would be receiving a course designed based on faculty’s innovative interests and expertise, which may even extend to experiential learning opportunities for students.

Teaching method planned:

Because this course is designed to be a special topics course for interested faculty and applicable courses, teaching methods may vary depending on instructor. The course might rely on a seminar method bringing in readings, course projects, field research, and/or guest lectures. This list is not exhaustive, and an example special topics syllabus is provided.

Textbook and/or materials planned (including electronic/multimedia):

Similarly, the textbook and materials would be determined by the course’s respective faculty and would be applicable and appropriate to the special topics course. An example is provided in the sample syllabus below.

Course Content:

Similarly, the course content would be applicable and appropriate based on the special topics course and faculty proposing the course. An example is provided below.

**Sample syllabus for Gender Studies 301: Special Topics in Gender Studies**

**Special Topics: Women in Music**

**Instructor:** Dr. Fran Coleman  
**Email:** mcoleman@fmarion.edu

**Course Description:**
This course acts as an interdisciplinary bridge between women’s studies and music history. It is designed to increase one’s knowledge on the topic of women in music history. More specifically, their importance in and contribution to music, as well as how they relate to cultural activities. Material covered will acquaint the student with female composers from the Renaissance to present day, emphasizing the relationship between music and the history they helped mold. This course will also increase the student’s awareness of composers and performers of all eras through listening activities and concert experiences.

**Course Objectives:**
Upon completion of the course, students will be able to do the following:

- Demonstrate an understanding of female contributions to music history
- Discuss how cultural changes throughout time affected compositional output
- Foster an appreciation for various styles of compositional writing and familiarity with leading female composers from each musical period
- Demonstrate competency in basic musical research techniques
Course Materials:
Supplemental materials will be provided via Blackboard and lecture. These may include, but not limited to: scholarly journal articles, book chapters, bibliographic information, personal letters, musical scores, and audio recordings.

Course Requirements:
1. Attendance at all class meetings and lectures
2. Weekly writing, reading, and listening assignments as instructed on Blackboard
3. Completion of multiple quizzes
3. Completion of (2) research papers and presentation (see written assignment requirements)
4. Attendance of (2) live concerts and submission of critiques (see written assignment requirements)

Written Assignment Requirements:
- Research papers and presentations. Each paper will be due and presented as Midterm and Final grades. They are to be five pages, double spaced with the 6th page being your bibliography. You must use a minimum of two sources not used in class. Sources must be properly sighted in MLA or Turabian format. Students may not use more than one internet sources, unless it is from a scholarly database. Also, please list any recordings that you use in your research and cite them correctly including performers.
- Concert critiques. These are to be one full page, typed, double spaced critiques to be handed in immediately following a concert. For help writing your critics refer the ‘critic guidelines’ on Blackboard.

Evaluation:
Attendance and class participation - 10%
Homework – 20%
Quizzes - 20%
Research Papers and presentation – 30%
Concert attendance and critiques – 20%

Grading Scale:
A - 90-100% B - 80-89% C - 70-79% D - 60-69% F - 0-59%

Attendance Policy:
Students are allowed four absences. Each absence counts 10 points against your participation grade. Beyond the withdrawal date, the student will be penalized 50 POINTS for each absence. In addition, Students who arrive to class tardy will have 1 point for every minute they are late deducted from their daily grade.

Make-up Policy:
I do not allow make up assignments unless you provide me with medical or legal documentations specifying the details of the situation that caused you to miss an assignment.

Disability Policies:
If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to discuss your accommodations, please contact me as soon as possible.

Classroom Behavior:
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity, gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Tentative Weekly Plans:**
Below is a brief explanation of the course’s tentative plans, which are subject to change as the course progresses. Students will receive detailed plans with any changes throughout the semester:

**WK 1 - women in the Middle Ages**
- M 1/13 - NO CLASS
- W 1/15 - syllabus (NAMM)
- F 1/17 - article online and reflection (NAMM)

**WK 2 - women in Renaissance**
- M 1/20 - NO CLASS
- Wed 1/22 - chapter online and reflection (ALL-COUNTY)
- Fri 1/24 - Middle Ages & Renaissance

**WK 3 - women in Baroque**
- M 1/27 - Baroque
- W 1/29 - start classical
- F 1/31 - group assignment (quiz)

**WK 4 - women in Romantic**
- M 2/03 - classical
- W 2/05 - Super Bowl conversation
- F 2/07 - test on the female aesthetic through Classical - via Blackboard

**WK 5 - women in Romantic**
- M 2/10 - Classical
- W 2/12 - Romantic
- F 2/14 - Romantic

**WK 6 - women through the turn of the century pt 1**
- M 2/17 - Europe
- W 2/19 - Europe & America
- F 2/21 - America

**WK 7 - women through the turn of the century pt 2**
- M 2/24 - America
- W 2/26 - America
- F 2/28 - NO CLASS - WORK ON PRESENTATIONS

**WK 8 - midterm presentations**
- M 3/02 - 5/day - 10 min each
- W 3/04 - 5/day - 10 min each
- F 3/06 - 5/day - 10 min each

**LEAVE FOR DARKWATER WOMEN MUSIC FESTIVAL AT 11:30AM!**

**WK 9 - women in Rhythm and Blues**
- M 3/09 - (4) midterm presentations
- W 3/11 - Turn of the century Black WIM
- F 3/13 - no class - online assignment

**WK 10 - SPRING BREAK**

**WK 11 - women in jazz**
- M 3/23 - spring break cont...
- W 3/25 - Turn of the century Black women in music pt II - Reflection due by noon
- F 3/27 - women in jazz

**WK 12 -women in jazz cont...**
- M 3/30 - women in jazz assignment due - Download each group’s notes and respond in the forum about something someone else submitted.
  Due by 5pm
- W 4/01 - Turn of the century Black women in music & women in jazz STUDY
  F - 4/03 - TEST - open book - test will open
  Thursday at 5PM and stay open for 24 hours

**WK 13 - women in country & motown**
- M 4/6 - country
- W 4/8 - motown
- F 4/10 - choose 2 artists from each lecture (4 total) and list a fact about them NOT in the lecture
WK 14 - women in rock & hip hop
M 4/13 - rock
W 4/15 - hip hop
F 4/17 - choose 2 artists from each lecture (4 total) and list a fact about them NOT in the lecture

WK 15 - women in pop

M 4/20 – pop, day 1
W 4/22 – pop, day 2
F 4/24 – pop, day 3

WK 16 - M 4/27 - work on final papers due! NO PRESENTATION! Paper due Wednesday 4/29 by 5PM
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: _X_ New Course _____ Course Modification

Department/School: Biology/CLA _______ Date: 01/06/22

Course No. or Level: BIOL 109 _____ Title: Introduction to Plant Biology

Semester hours: 4 ______ Clock hours: Lecture: 3 ______ Laboratory: 3

Prerequisites: Biology 103/Environmental Science 101

Enrollment expectation: 18

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeremy Rentsch

Department Chairperson's/Dean's Signature: Vernon W. Bauer

Provost's Signature: Peter King

Date of Implementation: August 2022

Date of School/Department approval: 01/05/2022

Catalog description:

BIOL 109: Introduction to Plant Biology (4:3-3) (Prerequisite: 103 or Environmental Science 101)
An introduction to the principles of plant biology, including structure, function, growth, development, reproduction, evolution, and adaptation of the embryophytes, or land plants.

Purpose:
1. For Whom (generally?): Pre-Forestry Students
2. What should the course do for the student? To teach the basic concepts of plant biology.
Teaching method planned: Three hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Lab will include a variety of practical experiences related to plant biology.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
Introduction to Plant Biology (BIOL 109/109L)
Spring Semester

Instructor: Jeremy D. Rentsch
Office: LSF204F
Email: jrentsch@fmarion.edu
Phone: 843-667-1407

Office Hours: T, R 10:00am – 11:00am

Time:
- Lecture: TBD
- Lab: TBD

Course Objective: An introduction to the principles of plant biology, including structure, function, growth, development, reproduction, evolution, and adaptation of the embryophytes, or land plants.

Student Learning Objectives for BIOL109
By the end of this semester, students will be able to:
1. Explain the biological principles that govern the cellular basis of life, including energy flow, patterns of inheritance, reproduction, and evolution.
2. Explain the relationship between form and function in plant cells, tissues and organs.
3. Differentiate among the major groups of plants with an understanding of their major evolutionary innovations and relevance to humans.
4. Think critically and apply the scientific method to answer science-based questions of interest.

Course Policies: Class participation will be assessed based on attendance and discussion of reading assignments. The subject will be built in a cumulative manner. Quizzes and exams will be on current material, but this material may rely on knowledge from prior sections. The final exam will be comprehensive and cumulative: if a topic has been covered in the course, you may expect a question on that topic on the final exam. Except for cases of serious personal illness or emergency (requiring written verification), make-up tests and quizzes must be arranged in advance. Assignments are due on the date and time specified by the instructor. Late work will not be accepted. The course outline given below provides a general schedule for the course; deviations may be necessary. Textbook readings will be supplemented by handouts and library assignments.

Course Grading:
- Midterm Exams (x2) 30%
- Final Exam (cumulative) 20%
- Quizzes (x8)* 10%
- Misc. assignments 15%
- Laboratory 25%
  - Practical examinations >50% of the laboratory
  - Lab Reports/Memos >50% of the laboratory

Do not count on any final or within-semester adjustments to grades. Your active participation in lectures and laboratories is an essential part of the class for both your learning experience and that of your classmates. You are expected to attend lecture and laboratory sessions on a consistent and timely
basis. Failure to do so may significantly negatively impact your performance and, therefore, your grade.

**Laboratory Exercises and Field Trips:**

- Labs will meet regardless of prevailing weather conditions, with the exception that we will not stay out in lightning storms. Come to lab dressed for the field. Open shoes or sandals are not permitted, shorts are at your own risk.
- Several labs are at considerable distance from FMU and may require more time than the time period designated in the course listing. These labs will be identified on the course agenda. Let me know if you have scheduling problems with these particular labs.
- Attendance at every lab exercise is mandatory. Reports/memos will be required for each lab. If you miss a lab, the maximum score that you will receive on a lab report/memo will be 60 out of 100. Your lowest lab grade will be dropped. See me if you have an emergency resulting in your absence.
- Unless otherwise specified, lab reports are due by the start of lab one week from the day of the lab assignment. No late reports will be accepted. All labs reports should be in WORD format and emailed to the instructor.
- While the quantitative summaries of laboratory data will be completed by the entire lab group, you will each need to know how to do calculations for exams, so failure to participate in working up the data is at your own peril. Note: Do not use any more digits in your answers than are significant.
- Questions to laboratory exercises will be answered individually, with all answers typed.
- Use proper grammar, sentence structure and spelling in your reports.
- For safety reasons, there will be no smoking or vaping during any lab. No exceptions.
- You are collectively responsible for all equipment used during lab, so treat it accordingly. Please inform me of any breakage ASAP.
- Do not break off, pull up, trample or otherwise molest the vegetation you encounter in the field. Likewise for wildlife and fellow students.
**Lecture / Laboratory Activities and Topics.**
If only a lecture topic is listed then the laboratory activity will be the practical application of the lecture material.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>Course introduction and plant cells</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>Plant tissues</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>Roots</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>Stems</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>Leaves</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>Meiosis and alternation of generations</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>Reproductive structures and diversity of the Embryophytes</td>
</tr>
<tr>
<td>Lecture 9</td>
<td>Floral anatomy, evocation, and genetics</td>
</tr>
<tr>
<td>Lecture 10</td>
<td>Angiosperm reproduction</td>
</tr>
<tr>
<td>Lecture 11</td>
<td>Angiosperm reproduction</td>
</tr>
<tr>
<td>Lecture 12</td>
<td>Genome structure and gene expression</td>
</tr>
<tr>
<td>Lecture 13</td>
<td>Water in plants</td>
</tr>
<tr>
<td>Lecture 14</td>
<td>EXAM 2</td>
</tr>
<tr>
<td>Lecture 15</td>
<td>Photosynthesis – the light reactions</td>
</tr>
<tr>
<td>Lecture 16</td>
<td>Photosynthesis – the carbon reactions</td>
</tr>
<tr>
<td>Lecture 17</td>
<td>Plant hormones and movement</td>
</tr>
<tr>
<td>Lecture 18</td>
<td>Mycorrhizae and mycoheterotrophic plants</td>
</tr>
<tr>
<td>Lecture 19</td>
<td>Evolution and evolutionary mechanisms I</td>
</tr>
<tr>
<td>Lecture 20</td>
<td>EXAM 3</td>
</tr>
<tr>
<td>Lecture 21</td>
<td>Evolution and evolutionary mechanisms II</td>
</tr>
<tr>
<td>Lecture 22</td>
<td>Speciation</td>
</tr>
<tr>
<td>Lecture 23</td>
<td>Non-vascular plants</td>
</tr>
<tr>
<td>Lecture 24</td>
<td>Seedless vascular plants</td>
</tr>
<tr>
<td>Lecture 25</td>
<td>Gymnosperms</td>
</tr>
<tr>
<td>Lecture 26</td>
<td>Angiosperms</td>
</tr>
<tr>
<td>Lecture 27</td>
<td>EXAM 4</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: _X_ New Course _____ Course Modification

Department/School ______ Biology/CLA ________ Date __01/06/22________

Course No. or Level ______ FRST 201 _____ Title ______ Field Orientation, Measurements, and Sampling in Forestry and Natural Resources ________

Semester hours ______ Clock hours: Lecture ______ Laboratory ______

Prerequisites ______ Biology 109, Mathematics 134 ________

Enrollment expectation ______

Indicate any course for which this course is a (an)

modification ______________________
(proposed change in course title, course description, course content or method of instruction)

substitute ________________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate ________________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description ________ Jeremy Rechtsch ______

Department Chairperson’s/Dean's Signature ________

Provost's Signature ________

Date of Implementation ________ August 2022 ________

Date of School/Department approval ________ 01/05/2022 ________

Catalog description:

FRST 201: Field Orientation, Measurements, and Sampling in Forestry and Natural Resources (4:3-3) (Prerequisite: Biology 109 and Mathematics 134) Introduction to equipment, technology, and techniques used in the field to traverse the landscape and collect relevant data on natural resources with precision and accuracy. This course will first present new concepts in the lecture, practice those concepts in the field, and then learn how to professionally document findings afterwards.

Purpose:
1. For Whom (generally?): Forestry Students
2. What should the course do for the student?: Provides and introduction to equipment, technology, and techniques used in the field to traverse the landscape and collect relevant data
on natural resources with precision and accuracy. This course will first present new concepts in the lecture, practice those concepts in the field, and then learn how to professionally document findings afterwards.

Teaching method planned: Three hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Lab will include a variety of field experiences and students will conduct a research project.

Textbook and/or materials planned (including electronic/multimedia):
Textbook will be designed by faculty and purchasable at the University Bookstore. Students will also be required to have a field notebook, a protractor, an engineer’s scale, and a laptop or tablet (although the department will have a few mobile devices on loan based on need).

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
FRST 201
Field Orientation, Measurements, and Sampling in Forestry and Natural Resources
Fall Semester

Instructor: Dr. Forestry Faculty
Office: ESFB Office
Email: forestry.faculty@fmarion.edu
Phone: (843) 661-____

Office Hours: By appointment

Time:
Lecture: MWF
Lab: Fridays

Course Objective: Introduction to equipment, technology, and techniques used in the field to traverse the landscape and collect relevant data on natural resources with precision and accuracy. This course will first present new concepts in the lecture, practice those concepts in the field, and then learn how to professionally document findings afterwards.

Course Policies: Class participation will be assessed based on attendance and discussion of reading assignments. The subject will be built in a cumulative manner. Quizzes and exams will be on current material, but this material may rely on knowledge from prior sections. The final exam will be comprehensive and cumulative: if a topic has been covered in the course, you may expect a question on that topic on the final exam. Except for cases of serious personal illness or emergency (requiring written verification), make-up tests and quizzes must be arranged in advance. Assignments are due on the date and time specified by the instructor. Late work will not be accepted. The course outline given below provides a general schedule for the course; deviations may be necessary. Textbook readings will be supplemented by handouts and library assignments.

Grading Opportunities:
- Written Exams: There are three written exams - two mid-term exams and a final exam. Each exam will be worth 100 points. The exams will cover material covered in both the lecture and lab portions of the course. They generally consist of 50 multiple choice questions related to the labs (1 point per question, comprising a total of 50 points), and 4-7 questions on statistical methods that relate to the lectures (comprising a total of 50 points). The exams will be delivered in person during the time in which they are normally scheduled.
- Compass and Pacing Exam: This is an exam. It will be held in the forest, using rules derived from the Future Farmers of America. The exam will be worth 100 points.
- Field Equipment Exam: This is an exam. It will be held in the forest, focusing on equipment used during the outdoor lab periods. The exam will be worth 100 points.
- Lecture assignments: Nearly every lecture will include an assignment that is to be completed before the end of the lecture period. To perform well on exams all students should complete and understand all lecture assignments. These will be made available on Blackboard.
- Lab quizzes: Every Friday there will be a quiz, unless there is an exam scheduled.
- **Lab reports:** A lab report of some sort will be required for many of the labs administered during the term. Professionalism is stressed. Correct spelling, grammar, and numerical reporting are expected on all lab reports and these issues will be graded along with the report content. *Unique lab reports are expected from each individual student.* Student teams are expected to collect data together and may analyze it together, but each individual student must write their own unique lab report. Failure to do so will be considered a violation of the University academic honesty guidelines and will result in a complaint filed with the appropriate offices on campus. All completed lab assignments are to be printed and provided to the instructor before the date and time that they are due.

- **Final project:** Given what you have learned during the course, near the end of the term you will be asked, as a team of 2-4 people, to perform a sample of a natural resource (depending on your major) for an area on the forest. One lab period will be devoted to planning this sample, one lab period will be devoted to collecting the field data necessary, one lab period will be devoted to assist you in analyzing the data, and one lab period will be devoted to a 5-10 minute presentation by your group on what you found with the sample. Each team member must participate in the presentation. Further, each team member must develop their own unique final report. The project report will carry the same weight as an individual lab assignment.

**Course Grading**

The grade will be assigned as follows:

- Final exam: 10%
- Mid-term exam 1: 10%
- Mid-term exam 2: 10%
- Compass and pacing exam: 10%
- Field equipment exam: 10%
- Lecture assignments: 10%
- Lecture quizzes: 10%
- Lab assignments: 30%

**Laboratory Exercises and Field Trips:**

- Labs will meet regardless of prevailing weather conditions, with the exception that we will not stay out in lightning storms. Come to lab dressed for the field. Open shoes or sandals are not permitted, shorts are at your own risk.

- Several labs are at considerable distance from FMU and may require more time than the time period designated in the course listing. These labs will be identified on the course agenda. Let me know if you have scheduling problems with these particular labs.

- Attendance at every lab exercise is mandatory. Reports/memos will be required for each lab. If you miss a lab, the maximum score that you will receive on a lab report/memo will be 60 out of 100. Your lowest lab grade will be dropped. See me if you have an emergency resulting in your absence.

- Unless otherwise specified, lab reports are due by the start of lab one week from the day of the lab assignment. No late reports will be accepted. All labs reports should be in WORD format and emailed to the instructor.

- While the quantitative summaries of laboratory data will be completed by the entire lab group, you will each need to know how to do calculations for exams, so failure to participate
in working up the data is at your own peril. Note: Do not use any more digits in your answers than are significant.

- Questions to laboratory exercises will be answered individually, with all answers typed.
- Use proper grammar, sentence structure and spelling in your reports.
- For safety reasons, there will be no smoking or vaping during any lab. No exceptions.
- You are collectively responsible for all equipment used during lab, so treat it accordingly. Please inform me of any breakage ASAP.
- Do not break off, pull up, trample or otherwise molest the vegetation you encounter in the field. Likewise for wildlife and fellow students.

**Tentative Schedule:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture</th>
<th>Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course</td>
<td>Map interpretation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Map interpretation, land surveys</td>
<td>Land and tree measurements</td>
</tr>
<tr>
<td>Week 3</td>
<td>Land and tree measurements</td>
<td>----</td>
</tr>
<tr>
<td>Week 4</td>
<td>Data types and data descriptions</td>
<td>Simple random sampling / DBH, age</td>
</tr>
<tr>
<td>Week 5</td>
<td>Measures of central tendency or location</td>
<td>Systematic sampling / basal area</td>
</tr>
<tr>
<td>Week 6</td>
<td>Measures of relative standing</td>
<td>Strip sampling / down wood debris</td>
</tr>
<tr>
<td>Week 7</td>
<td>Measures of variability or dispersion</td>
<td>Prism sampling / aesthetic quality</td>
</tr>
<tr>
<td>Week 8</td>
<td>Measures of shape</td>
<td>Orienteering</td>
</tr>
<tr>
<td>Week 9</td>
<td>Sampling distributions</td>
<td>Incomplete detection sampling</td>
</tr>
<tr>
<td>Week 10</td>
<td>Confidence intervals</td>
<td>Project sampling</td>
</tr>
<tr>
<td>Week 11</td>
<td>Sample size requirements</td>
<td>Compass and pacing test</td>
</tr>
<tr>
<td>Week 12</td>
<td>Estimation of population proportions</td>
<td>Field skills test</td>
</tr>
<tr>
<td>Week 13</td>
<td>Regression</td>
<td>Urban tree location mapping</td>
</tr>
<tr>
<td>Week 14</td>
<td>Tests of significance</td>
<td>GPS field exercises</td>
</tr>
<tr>
<td>Week 15</td>
<td>Global Positioning Systems</td>
<td>Mapping</td>
</tr>
<tr>
<td>Week 16</td>
<td>Geographic information systems</td>
<td>Student project presentations</td>
</tr>
<tr>
<td>Week 17</td>
<td>Review</td>
<td></td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: _X_ New Course _____ Course Modification

Department/School _____ Biology/CLA ______________ Date __01/06/22____________

Course No. or Level ___FRST 202___ Title ___________ Dendrology __________

Semester hours ___4___ Clock hours: Lecture ___3___ Laboratory ___3___

Prerequisites ___ Biology 109 __________

Enrollment expectation ___18____________

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description ____________________________

Gerald Long

Department Chairperson's/Dean's Signature __________________________

Vernon W. Bauer

Provost's Signature __________________________

Peter King

Date of Implementation ____________August 2022____________

Date of School/Department approval ____________01/05/2022____________

Catalog description:

FRST 202: Dendrology (4:3 3) (Prerequisite: Biology 109). Introduction to the morphology and family characteristics of Gymnosperm and Angiosperm trees. Identification of trees commonly encountered in forestry using keys, including keys for winter identification of twigs. Labs will include field trips collecting tree samples to aid in sight identification.

Purpose:
1. For Whom (generally?): Forestry Students
2. What should the course do for the student? Students will study Gymnosperm and Angiosperm tree families to facilitate the identification of common forest trees. The ability to identify trees is a core skill at all levels of forestry.
Teaching method planned: Three hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. The lab component of the course will focus on applying tree identification skills in areas of South Carolina. We will visit several managed state and federal forests.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

**When completed, forward to the Office of the Provost.**
DENDROLOGY SYLLABUS (FRST 202)
SPRING SEMESTER

Instructor- Dr. G. Long
Office- L204G
Phone- 661-1389 (Biology Office- 661-1382)
E-mail-glong@fmarion.edu

Course Objectives- Dendrology is the study of trees. We will study Gymnosperm and Angiosperm tree families to facilitate the identification of common forest trees. The ability to identify trees is a core skill at all levels of forestry. The lab component of the course will focus on applying tree identification skills in areas of South Carolina. We will visit several managed state and federal forests.

Attendance- Attendance is required. You are allowed no more than 4 unexcused absences.

Tests- There will be three lecture tests and a lecture final exam. The three lecture tests and the lecture final exam will be given on the days indicated in the course outline. The final will consist of new and review material. If a lecture test is missed, you will need a written, documented excuse. If the excuse is accepted, a makeup test may be given.

Grades- The three lecture tests will each equal 15% (45% total) of your grade. The final exam will equal 20% and the laboratory grade will equal 35%. The grading scale will be as follows:

A  = 90-100%
B+ = 87-89%
B  = 80-86%
C+ = 77-79%
C   = 70-76%
D+ = 67-69%
D  =60-66%
F   = below 60%

Classroom Behavior- Each student is expected to show consideration for the class as a whole. Talking during lecture should be kept to an absolute minimum. Entering a lecture late or leaving early is also very distracting to the rest of the class. If there is an unavoidable situation in which you must leave early or come in late, do not let the door close on its own. Students should review the Student Handbook on classroom behavior and on academic dishonesty. Cell phones should be turned off during class. No cell phones or other electronic devices will be on or visible during a test. Cheating on any test or lab quiz will result in an F for the course.
Dendrology Lecture Outline

Week 1: Introduction to Dendrology/ Nomenclature and Classification
Week 2: Leaf Margins, Apices, Bases, Leaf Arrangement & Venation
Week 3: Cones, Flowers and Fruits
Week 4: Lecture Test I / Intro to Gymnosperms
Week 5: Cycads/ Introduction to Conifers
Week 6: Pinaceae
Week 7: Continued/ Lecture Test II
Week 8: Pinaceae/ Taxodiaceae, Cupressaceae, Taxaceae
Week 9: Introduction to Angiosperms/ Aquifoliaceae, Myricaceae,
Week 10: Continued/ Lecture Test III
Week 11: Juglandaceae, Betulaceae, Rosaceae
Week 12: Lauraceae, Fagaceae, Platanaceae, Ericaceae
Week 13: Continued/ Fabaceae, Oleaceae, Sapindaceae
Week 14: Cornaceae, Nyssaceae, Magnoliaceae
Week 15: Final Exam
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ X ___ New Course  ______ Course Modification

Department/School________ Biology/CLA__________ Date __01/06/22___________

Course No. or Level___ FRST 203  ______ Title___ Spatial Analysis of Natural Resources_____

Semester hours___ 3 ______ Clock hours: Lecture___ 2 ______ Laboratory___ 3 ______

Prerequisites____ Mathematics 134________________

Enrollment expectation____ 18____________________

Indicate any course for which this course is a (an)

modification______________
(proposed change in course title, course description, course content or method of instruction)

substitute_______________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate____________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description  Jeremy Reitsch

Department Chairperson's/Dean's Signature  Vern W. Brown

Provost's Signature__________________________

Date of Implementation______________________ August 2022

Date of School/Department approval______ 01/05/2022

Catalog description:

FRST 203: Spatial Analysis of Natural Resources (3) (Prerequisite: Mathematics 134).
Methodology and technology employed to collect, manage, analyze, and present spatial information for forestry and other natural resource management. Applications of aerial photography, geographic information systems, remote sensing, and global positioning systems as they relate to forest planning, species management, and water management.

Purpose:
1. For Whom (generally?): Forestry Majors
2. What should the course do for the student? Teach the methodology and technology employed to collect, manage, analyze, and present spatial information for forestry and other natural resource management. Applications of aerial photography, geographic information
systems, remote sensing, and global positioning systems as they relate to forest planning, species management, and water management.

Teaching method planned: Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Labs will take place in the computer lab.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
Spatial Analysis for Natural Resources
FRST 203
Fall Semester

Course Description: Technologies and methods used to collect, manage, analyze, and display spatial information for natural resource management. Applications of geographic information systems, aerial photography, satellite remote sensing, and global positioning systems in forest planning, wildlife management, fisheries management, and water resource management.

Instructor:
Dr. Forest Faculty
Office: ESFB Office
Email: forestry.faculty@fmarion.edu
Phone: (843) 661-

Class Learning Objectives: The purpose of this 3-credit class is to familiarize students with the technologies and methods used to collect, manage, analyze, and display spatial data in natural resource management.

By the end of this course, you will be able to:
1. Explain fundamental concepts of geographic information systems (GIS), including spatial data structures, map projections, and coordinate systems
2. Describe basic principles and use of aerial photography, satellite remote sensing, and global positioning systems data
3. Create spatial datasets through air photo interpretation and GPS surveys
4. Use ArcGIS software to import spatial data, create custom maps, query spatial databases, and perform basic spatial analyses
5. Apply GIS techniques and methods to address real-world natural resource, ecology, and management issues
6. Determine how and when geospatial data and techniques would improve understanding of a research or management question.
7. Be able to converse with others about the utility of geospatial analysis in your field of study
8. Be able to assist others with the use and application of geospatial data

Required Meeting Times and Location and Attendance Policy
All meetings will occur in the “GIS Lab” Class times have been modified to fit with the updated Fall class periods

Text and Equipment Needed:
1) Required reading: Bolstad, P. 2019. GIS Fundamentals: A first text on geographic information systems, 6th Edition. Available at the University Bookstore and Amazon.com. Pages for each class session are listed in the class schedule below.
2) Highly Recommended: External Flash Drive (>16 GB) to store your materials
3) Laptop or desktop (PC or Mac) with ArcGIS (PC or Mac running Windows emulation) or QGIS to be able to work outside of the GIS lab
4) All lecture and lab materials, discussion materials, ancillary readings, and important class communications will be posted to Blackboard. Spatial data for labs will be available on Blackboard.
5) During this course you will be loaned other equipment (e.g., GPS units). Equipment that is lost or damaged must be replaced at your expense or you will receive a grade of Incomplete in the course.
Grading:

- Lab Reports (10) 30%
- Lab Practical Tests (4) 30%
- Knowledge Quizzes (4) 30%
- How-to video (1) 5%
- Class and Lab Participation 5%

There are a total of 4 Knowledge Quizzes, 4 Practical Lab Tests, and 10 Lab Reports, and 1 “How-to” video. **Knowledge Quizzes** will test your understanding of the material. **Lab Tests** will test your ability to put into practice what we have been doing and are open book and timed; lab reports will facilitate the learning of each new topic. Each **lab report** will be assigned a percentage grade from 0-100 (based on a ratio of correct points to total points, which may vary), and the lab grades will be averaged together to produce the final lab report grade. The “**How-to video**” is a 5-10 minute video where you will demo the steps required to accomplish some geospatial task. **Class and Lab participation** will be assessed using in-class attendance and in-lab attendance.

**Guidelines for Completing Lab Reports and Quizzes:**

- You will be submitting digital Word documents for all lab documents whereas Lecture Quizzes will be taken and submitted through Blackboard. Answers to all questions must be comprehensible. It is not enough for you to know the answer – you must be able to effectively communicate it in writing.
- Please use **full sentences** to respond to questions on labs and exams; it will help you to understand what the question is asking. Writing a complete sentence requires more planning and thought than just dashing off a quick phrase and helps to ensure that you have communicated your ideas effectively. On most (if not all) lab documents, we have provided an answer section or separate sheet at the end of the lab document – please supply your answers to questions here.
- Please use **correct spelling and grammar**.
- Most questions on the lab assignments can be succinctly answered in a sentence or two – don’t provide a full-page essay when it is not needed. You will be graded on quality, not quantity.
- If a question asks you to show your work, be sure to show any computations that you used to come up with your answer. If you are unsure of your results, provide a description of what you did so that you may receive partial credit. This is especially true for lab practices.
- Please provide the appropriate **units** for each of your numerical answers. For example, if you are asked to compute an area your answer should be given as “4 acres” not “4”. If you are asked to compute basal area, your answer should be given as “100 ft²” or “100 m²”, not “100.” One point will be deducted from each answer that does not include the appropriate units. Also, use appropriate units (i.e., feet vs. miles or meters vs. kilometers) on maps, lab documents, exams.
- Be sure to check that you have answered the question that was asked. For example, if I ask “how does this affect”, be sure to answer the question “how”; and if I ask “why do you think”, be sure to answer the question “why”. This may sound silly, but you would be surprised…
- Remember that it is your responsibility to make sure that your labs are turned in on time.
- Finally, please email us to **make an appointment with the instructors or the TA’s** if you’re having trouble or would like to discuss this class or other aspects of spatial analysis.

**A short list of the skills you will build on this semester:**

1. Understanding the steps required to carry out a spatial project
2. Displaying data and making maps (digital and paper)
3. Querying data by attributes and spatial relationships
4. Importing xy data from spreadsheets  
5. Joining external tables to spatial data  
6. Converting a geospatial layer from one coordinate system to another  
7. Edit vector data  
8. Screen digitize features  
9. Combing vector data (topological overlays) into new layers  
10. Vector analyses (combining multiple operations and selections)  
11. Aerial photo interpretation  
12. Georeferencing photos  
13. Integrate GPS data into GIS  
14. Satellite remote sensing image interpretation and classification  
15. Wildlife habitat analysis using vector and raster data  
16. Watershed and stream delineation derived from elevation data  
17. Integration of vector and raster analyses to address natural resource related questions

Tentative Schedule: Changes, as necessary, will be posted to Blackboard and announced in class.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Aug</td>
<td><strong>Module One: Basics of Geospatial Data</strong></td>
<td>Syllabus; 1-27;</td>
<td>Lab 1 – Introduction to GIS, Visualizing Spatial Data, Making a Map</td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction and Class Overview; Installing ArcGIS or QGIS; Introduction to GIS;</td>
<td>147-156 (Maps), 297-327 (digital data);</td>
<td></td>
</tr>
<tr>
<td>31 Aug</td>
<td>2. Lecture videos and documents on Spatial Data Models and Scale, Data Sources and Available Digital Data</td>
<td>183-193 (Cartography); 29-84 (Spatial data types);</td>
<td>Lab 2 – Vector and Raster Data Models: Shapefiles, Geodatabases, Feature Classes, Rasters, GRIDs, etc.</td>
</tr>
<tr>
<td>Week 2</td>
<td>3. Queries – Select Features Based on Attributes &amp; Location</td>
<td>331-356</td>
<td></td>
</tr>
<tr>
<td>7 Sept</td>
<td><strong>Monday:</strong> Online Review</td>
<td>Review all to date</td>
<td>Lab 3 – Spatial Queries: Getting Information out of ArcGIS</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Wednesday:</strong> Online Only: Quiz 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Lecture 4. Introduction to Spatial Analysis – Topological Overlays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Sept</td>
<td>5: Vector Analysis - putting the pieces together; Cartographic Models</td>
<td>571-606, Please read through the intro text for Lab 5 prior to lab</td>
<td>Lab 5: Vector Analysis 2: Recreational Opportunity Spectrum Analysis</td>
</tr>
<tr>
<td>Week 5</td>
<td>6. Coordinate Systems</td>
<td>85-137; 170-182, Coordinate Systems flow chart pdf</td>
<td>Lab 6 – Coordinate Systems, importing XY data into GIS</td>
</tr>
<tr>
<td>28 Sept</td>
<td><strong>Monday:</strong> Online Review</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
<td>Lab Test 2</td>
</tr>
<tr>
<td>5 Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Reading/Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2 Nov</td>
<td>Wednesday</td>
<td><strong>Online only: Quiz 3</strong></td>
<td></td>
</tr>
<tr>
<td>30 Nov</td>
<td>Wednesday</td>
<td><strong>Online Review</strong></td>
<td></td>
</tr>
<tr>
<td>7 Dec</td>
<td></td>
<td><strong>Online only: Lecture Quiz 4</strong></td>
<td></td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___X__ New Course _____ Course Modification

Department/School _______ Biology/CLA ___________ Date ___01/06/22___________

Course No. or Level ___ FRST 204 ___ Title _______ Forest Mensuration__________

Semester hours ___3___ Clock hours: Lecture ___2___ Laboratory ___3___

Prerequisites _______ Forestry 203 __________

Enrollment expectation _______ 18 ________

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description _______ Jeremy Rentsch ________

Department Chairperson’s/Dean’s Signature _______ [Signature] ________

Provost’s Signature _______ [Signature] ________

Date of Implementation _______ August 2022 ________

Date of School/Department approval _______ 01/05/2022 ________

Catalog description:

FRST 204: Forest Mensuration (3:2-3) (Prerequisite: 203). Direct measurement and indirect estimation of primary and secondary forest products, including analysis of plot density, productivity, and development.

Purpose:
1. For Whom (generally?): Forestry Majors
2. What should the course do for the student? Teach students the skills to estimate tree volume, understand plot sampling, growth models, and yield models.

Teaching method planned: Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Labs will take place in the computer lab.
Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
FRST 204-Forest Mensuration
Francis Marion University
Spring Semester

1) Contact Information
Dr. Forest Faculty
Office: ESFB Office
Email: forestry.faculty@fmarion.edu
Phone: (843) 661-____

2) Course Prerequisites
FRST 203 - Field Orientation, Measurements, and Sampling in Forestry and Natural Resources

3) Goals and Objectives
The objectives of this course are to be proficient in using and deriving tree volume equations and tables; to derive and utilize taper equations; to develop site index models and curves; to further understand the methodology behind point and plot sampling; to apply and interpret growth and yield models; to understand various sampling schemes and their applications in forestry; to implement sampling schemes to aid in resource mensuration; and to work effectively in teams.

4) Required Textbooks

Please be sure you get the 6th edition of the text for the most up-to-date information used in the class. You will have this book on your desk for decades as a forester!

5) Course Organization and Scope

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Topic</th>
<th>Readings / Problems</th>
</tr>
</thead>
</table>
| 1 8/18-8/20 | -Course overview  
-Basic statistical review: Populations, samples, mean, variance, confidence intervals, distributions | Ch. 2-1 to 2-16 |
| 2 8/23-8/27 | -Regression review and examples (Simple linear regression)  
-Multiple Linear Regression & Logarithmic transformations  
-Goodness of fit, comparing models | Ch. 2-18 to 2-23  
Ch. 2-24 |
| 3 8/30-9/3 | -Forest Inventory & Sampling Introduction  
-Plot Sampling  
-Point Sampling | Ch. 11-6 to 11-16  
Ch. 12-1 to 12-18 |
| 4 9/6-9/10 | -Simple random sampling  
-Systematic sampling  
-Stratified random sampling: Allocation of plots | Ch. 8-1 to 8-11 |
| 5 9/13-9/17 | -Regression estimation (for use in sampling)  
-Ratio estimation | Ch. 8-12 to 8-14  
Ch. 8-15 to 8-16 |
| 6 9/20-9/24 | -Sampling cont.  
-Double sampling: Ratio and regression estimation | Ch. 4-3 to 4-4  
Ch. 7-1 to 7-6 |
| 7 9/27-10/1 | -Volume equations continued, cubic feet, Girard form class  
-Individual tree volume measures  
-Exam I | Ch. 7-10 to 7-12 |
8  10/4-10/8  -Volume equations continued
     -Nonlinear models, volume ratio equations
     -Taper equations and tables
9  10/11-10/15 -Taper equations, application to utilization
     -Relation between taper and volume equations
10 10/18-10/22 -Site index models, uses and development
     -Anamorphic and polymorphic models
11 10/25-10/29 -Site index models cont.
     -Exam II
12 11/1-11/5 -SAF National Conference – 11/3-7 – Online
     -Timberland Investment Conf – 11/1-3
     -Growth and Yield
     -Density and Stocking, measures of competition
     -Even-aged stands: Models (stand and single-tree)
     -Diameter Distributions and Applications

<table>
<thead>
<tr>
<th>Lab No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-Field Review Lab (Field)</td>
</tr>
<tr>
<td>2</td>
<td>-Regression</td>
</tr>
<tr>
<td>3</td>
<td>-Plot sampling</td>
</tr>
<tr>
<td>4</td>
<td>-Point sampling</td>
</tr>
<tr>
<td>5</td>
<td>-Plot and Point sampling; Mirage method; (Field)</td>
</tr>
<tr>
<td>6</td>
<td>-Stratified Random Sampling</td>
</tr>
<tr>
<td>7</td>
<td>-Exam I</td>
</tr>
<tr>
<td>8</td>
<td>-Double Sampling with Regression (Field)</td>
</tr>
<tr>
<td>9</td>
<td>-Double Sampling with Regression Cont.</td>
</tr>
<tr>
<td>10</td>
<td>-Tree Taper Lab Part I; Tree measures &amp; sampling (Field)</td>
</tr>
<tr>
<td>11</td>
<td>-Tree Taper Lab Part II; Felling, bucking, data collection (Field)</td>
</tr>
<tr>
<td>12</td>
<td>-Exam II</td>
</tr>
<tr>
<td>13</td>
<td>-Tree Taper Lab Part III; Taper equation derivation</td>
</tr>
<tr>
<td>14</td>
<td>-Site index models</td>
</tr>
<tr>
<td>15</td>
<td>-Post-Thin sampling and evaluations (Field)</td>
</tr>
<tr>
<td>16</td>
<td>-Diameter distributions</td>
</tr>
<tr>
<td>17</td>
<td>-No Lab – Thanksgiving Holiday</td>
</tr>
<tr>
<td>18</td>
<td>-No Lab – Last week of classes &amp; Final Exams Begin</td>
</tr>
</tbody>
</table>

6) Schedule of Reading Assignments
Students will be responsible for the readings listed in the syllabus. All readings are listed on the day they are DUE. Students will be required to bring the Forest Measurements book to lab to utilize the formulas and tables within. Students are expected to read and abide by the Code of Ethics set forth by the Society of American Foresters (SAF), even if you are not (yet) a member. SAF is our national professional organization for foresters. The code of ethics can be found at:
https://www.eforester.org/Main/About/Code_of_Ethics/CodeofEthics.aspx?hkey=7ab00631-be80-43ff-8089-8cc2f6e2c50d

7) Schedule of Homework Assignments
Students will be responsible for the homework assignments given out in class. All homework assignments are due at the time specified on the assignment. Print out homework/labs and organize prior to coming
to class or lab. Don’t email me an assignment and expect that I will print it out and organize it – I won’t! Be sure that papers are appropriately fastened (i.e. stapled or paper clipped).

8) Grading
The following tables will be used for grading. No curves will be used. All students are expected to bring a can-do attitude to class and lab.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework &amp; Lab</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Exam I</td>
<td>15%</td>
</tr>
<tr>
<td>Exam II</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

9) Policies on Incomplete Grades and Late Assignments
All homework and lab assignments are due at the date and time specified on the handout. Late Assignments will be penalized 20% for the first 24-hour period following the due date and time. Thereafter, 30% per day will be deducted. Incompletes will only be given when there is a documented hardship/medical condition and prior arrangements have been made with the instructor. All incompletes must be resolved by the end of the next semester or they will be converted to an F.

10) Absences and Make-up Work
Attendance and participation in the class and laboratory sessions is required. If you are not present for a class or laboratory exercise no credit will be given. Student absences shall be handled in compliance with university. Make-ups will be allowed for students who meet the excused absence guidelines.

11) Academic Integrity
The University’s academic honesty policy applies to all graded assignments in the course; i.e. you must not receive or give help on graded assignments. You are encouraged to work together, but the work you turn in must be your own. There will be many team exercises where group members will collaborate in the field. Each student is still responsible for his/her own work on the individual written assignments. By submitted work on paper or identifying yourself in electronically submitted work, you are stating that you neither gave nor received any unauthorized aid.

You are not allowed to enter formulas into calculators.

12) Laboratory Safety
Any outdoor field sessions will require appropriate safety equipment. Appropriate dress will be required for all field exercises (boots, jeans, and a hard hat).
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: _X_ New Course ______ Course Modification

Department/School __________ Biology/CLA __________ Date __01/06/22__________

Course No. or Level __FRST 205___ Title __Forestry Field Experience__

Semester hours __4__ Clock hours: Lecture __3__ Laboratory __3__

Prerequisites __Forestry 201, 202, 204__

Enrollment expectation __________ 18__________

Indicate any course for which this course is a (an)

modification_________________________
(proposed change in course title, course description, course content or method of instruction)

substitute__________________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate__________________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description _______________________________ Jeremy Rentsch

Department Chairperson’s/Dean’s Signature _________________________________ Vera W. Bauw

Provost's Signature ___________________________ Peter King

Date of Implementation __________ August 2022__________

Date of School/Department approval __________ 01/05/2022__________

Catalog description:

FRST 205: Forestry Field Experience (4:3:3) (Prerequisite: 201 and 202 and 204). The forestry field experience is a hybrid on-campus/off-campus field practicum for students majoring in forestry. Field skills will be demonstrated and practiced in the forest environment in the areas of applied silviculture, harvesting, and inventory. Visits to forest product manufacturing will provide additional insights into resource utilization.

Purpose:

1. For Whom (generally?): Forestry Majors in the summer between their second and third year
2. What should the course do for the student? Forestry summer experience is an intensive three-week class designed to give students practical hands-on experience and familiarity with real-world applications related to the forestry discipline. This course will prepare students to
take upper-level forestry courses and further develop their understanding and appreciation for how forests are measured, managed, harvested, and used.

Teaching method planned: The course will largely take place outside and/or traveling on day trips from FMU. Most days will be spent in the field observing or measuring forests or forestry operations. Some course activities may occur remotely, generally live via Zoom. Evenings will often be spent summarizing data and preparing reports. Some days will be long. Students must be appropriately dressed and prepared for the scheduled activities. When fieldwork is planned, boots and field clothes are expected. Students should also plan to provide their lunch, water bottle, insect repellent, and other personal essentials on these days. On trips off campus to agencies, mills, and logging operations where we are meeting potential forestry employers and supporters, students are required to wear collared shirts and clean slacks (no jeans). You will be provided appropriate safety equipment as needed and are required to properly wear it at all times when on worksites requiring its use.

Textbook and/or materials planned (including electronic/multimedia):
Technical materials will be provided by faculty.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
FORESTRY FIELD EXPERIENCE
Maymester

The course syllabus is a general plan for the course; deviations announced to the class by the instructors may be necessary.

Instructors: Dr. Forest Faculty (email)
Dr. Forest Faculty (email)
Dr. Forest Faculty (email)

Course Objectives: Forestry summer camp is an intensive three-week class designed to give students practical hands-on experience and familiarity with real-world applications related to forestry. This course will prepare students to take upper-level forestry courses during their junior and senior years. Students will use techniques learned during their first two years to further develop their understanding and appreciation for how forests are measured, managed, harvested, and used.

Format: One or more instructors will be responsible for each segment of the course. The course will largely take place outside and/or traveling on day trips from FMU. Most days will be spent in the field observing or measuring forests or forestry operations. Some course activities will occur remotely, generally live via Zoom. Evenings will often be spent summarizing data and preparing reports. Some days will be long.

Rough Schedule:
Week 1 – Forest Mensuration
• Review field techniques such as compass use and pacing.
• Map making and topography.
• Review tree measurements: tree volume, taper.
• Fixed radius plot sampling inventory: regeneration surveys, inventory management, cruise statistics, height diameter equations, etc.
• Variable radius plot sampling inventory: install point samples in mature stands, sampling size determination, boundary overlap, height-DBH equations.
• Install plot samples
Week 2 – Forest Harvesting
• This week will be centered around meeting industry professionals from forest product companies, hardwood procurement foresters, pulp and paper industry foresters, inventory foresters, etc.
Week 3 – Silviculture
• Silviculture overview
• Forest seedling nursery operation
• Silvicultural practices of the PeeDee
• Silviculture practices for loblolly and longleaf pines.

Dress Requirements: Students must be appropriately dressed and prepared for the scheduled activities. When fieldwork is planned, boots and field clothes are expected. Students should also plan to provide their lunch, water bottle, insect repellent, and other personal essentials on these days. On trips off campus to agencies, mills, and logging operations where we are meeting potential forestry employers and supporters, students are required to wear collared shirts and clean slacks (no jeans). You will be provided appropriate safety equipment as needed and are required to properly wear it at all times when on worksites requiring its use. The course will be conducted with participants’ health as top priority. No overnight travel or restaurant dining is planned.
**Cell Phones:** For operations week, students are **required** to leave cell phones and cameras in the vans during the tours. This rule is to protect your safety because you need to be paying attention to your surroundings and not your phone. Additionally, many mills will not allow cell phones in their facilities.

**Grading:** Attendance is mandatory. Instructors will work with student to accommodate excused absences. Each instructor(s) will have assignments due during their week of the course. Grades will be reduced if you lose your safety equipment and/or if you act unprofessionally during any aspect of the class. Grades for the course will be based on a simple average of the grade earned in each portion of forestry field camp; however, in order to pass the course, you must receive a passing grade in each week of the course. In addition, any unlawful behavior will result in a failing grade in the course.
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ X___ New Course ___ Course Modification

Department/School___ Biology/CLA________ Date___ 01/06/22__________

Course No. or Level__ FRST 301__ Title__ Soils and Hydrology________

Semester hours__4__ Clock hours: Lecture___ 3 ___ Laboratory__ 3 ___

Prerequisites_______ Chemistry 111 and 111L or higher__________

Enrollment expectation_________ 18 __________

Indicate any course for which this course is a (an)

modification_____________________
(proposed change in course title, course description, course content or method of instruction)

substitute_____________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate_____________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description__ Jeremy Rentsch_____________________

Department Chairperson's/Dean's Signature___ Vernon W. Bauer__________

Provost's Signature________________________ Peter King________

Date of Implementation__________ August 2022________

Date of School/Department approval____ 01/05/2022________________

Catalog description:

FRST 301: Soils and Hydrology (4:3-3) (Prerequisite: Chemistry 111 and 111L). Study of the chemical and physical properties of soil, as well as its formation, quality, and interactions with water. Study of hydrology and water quality with a focus on soil and water resource management, productivity, and implications for the environment.

Purpose:
1. For Whom (generally?): Forestry Majors – Environmental Science Majors may also be interested in this course.
2. What should the course do for the student?
   o Describe/interpret landscape and soil profile information in the field and from soil maps;
• Read/interpret topographic and hydrologic information within landscape & watershed frameworks;
• Become familiar with key soil properties and how they relate to soil management and productivity;
• Understand how landscape management affects hydrologic processes in forest and cultivated settings;
• Learn the effects of management on environmental quality in terms of soil productivity and water quality.

Teaching method planned: Three hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Lab will include a variety of field experiences and students will conduct a silviculture prescription project.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

**When completed, forward to the Office of the Provost.**
Soils and Hydrology (FRST 301)
Syllabus: Fall Semester

Instructors and Teaching Assistants
- Forest Faculty, ESFB ###, forest.faculty@fmarion.edu

Summary
- This is a junior-level course designed as an introduction to soil science and hydrology.
- The subject matter is oriented towards students interested in crop and soil sciences, hydrology and water resources, ecology, landscape design, environmental sciences, forestry, plant sciences, horticulture, wildlife and fisheries, environmental economics, engineering, and related fields.
- Lectures and labs are complimentary in presenting information of both a theoretical and practical nature.
- Prerequisites: Algebra (MATH 111), Introductory Chemistry (CHEM 111).

Objectives
- Learn how to describe and interpret landscape and soil profile information in the field and from soil maps;
- Learn how to read and interpret topographic and hydrologic information within landscape and watershed frameworks;
- Develop familiarity with key soil properties and how they relate to soil management and productivity;
- Develop understanding about how landscape management affects hydrologic processes in forest and cultivated settings;
- Observe the effects of management on environmental quality in terms of soil productivity and water quality.

Class Meetings
- Lectures meet 3 times a week.
- Labs meet once a week.
- Attendance in lecture is not taken, but is highly advised, as most important material for the course is covered in lecture. Weekly lecture quizzes are given.
- Attendance in lab is mandatory. Lab assignments are due at the end of lab, or as indicated. Weekly lab quizzes are given. Unexcused lab absences result in a 0 grade for that laboratory. Lab assignments that are late, or are disorganized or messy, are penalized.

Course Materials
- The course Blackboard page contains course information, old exams, and other study materials.
- Weekly reading assignments are from "Soil Science Simplified."
- The course textbook is available at the bookstore.
- Read over assigned materials by Monday of each week and have read the lab materials before coming to lab.
- Material for quizzes and exams come from reading materials (book, lecture, and lab notes).
- You are responsible for all reading materials, whether discussed in class or not.
Course Grading

- This course is graded on a 90/80/70/60% basis, corresponding to A/B/C/D/F, with a plus added for the top 3% in each cutoff.
- Exams and quizzes are multiple choice, fill-ins, definitions, short essay, and problems.
- Weekly quizzes are given in both lecture and lab.
- Hourly exams are given during the class period on Fridays as listed in the schedule.
- Make-up quizzes, labs, and exams can only be made up for previously excused absences as approved by course instructors.
- Both lab and lecture grades are combined into a single course grade, based on:
  - Hourly exams: 3 @ 100 pts = 300 (43%)
  - Lab assignments: 14 @ 10 pts = 140 (20%)
  - Lecture quizzes: 14 @ 5 pts = 70 (10%)
  - Lab quizzes: 14 @ 3 pts = 42 (6%)
  - Final exam: 1 @ 150 pts = 150 (21%)
  - Total points = 702 (100%)

Class Schedule

Topics

1. Soils and Landscapes
   - a. What is soil and what does it do?
   - b. Landscapes: soil, water, rock
   - c. Watersheds and landscape formation

2. Soil Profiles and Their Formation
   - a. Weathering of rocks
   - b. Soil profile formation
   - c. Soil horizons

3. Physical Properties of Soils
   - a. Soil texture
   - b. Soil density and porosity
   - c. Managing soil physical properties

4. Soil Horizons and Classification
   - a. The soil taxonomy system
   - b. Diagnostic horizons
   - c. Soil orders

5. Chemical Properties of Soils
   - a. Soil mineralogy
   - b. pH and ion exchange
   - c. Acidity and salinity

6. Plant Nutrients
   - a. Plant nutrition and essential elements
   - c. Microelements

Exam 1 - Weeks 1-5

7. Soil Biology and Productivity
   - a. Soil organisms
   - b. Roles of soil organisms
   - c. Productivity of agricultural and forest soils

8. Fertilization
   - a. Fertilizers
   - b. Nutrient and soil management
   - c. Sustainability

9. Soil Water
   - a. Interaction of water with soil
   - b. Storage capacity of soils and profiles

Lab Schedule

- Lab for each week
- Lab 0: Campus walking field trip (ex. credit)
- Lab 1: Maps; Rocks and Soil Profiles
- Lab 2: Soil Properties and Profiles
- Lab 3: Soil Profiles in the Field
- Lab 4: Soil and Landscape Interpretation
- Lab 5: Soil Physical Properties
- Lab 6: Cation Exchange Capacity
- Lab 7: Soil Testing and Organic Matter
- Lab 8: Soil Water Content

33
c. Water flow in soils

10. Precipitation and Evapotranspiration
   a. Precipitation
   b. Evapotranspiration
   c. Field water budgets

Exam 2: Weeks 6-9

11. Infiltration, Streamflow, Groundwater
    a. Infiltration (forest and cropland)
    b. Sources of stream flow
    c. Aquifers

12. Hydrologic Statistics and Hydraulics
    a. Hydrographs
    b. Basic hydraulics
    c. Management effects on hydrology

13. Erosion and Sedimentation
    a. Importance of erosion
    b. Erosion mechanics
    c. Erosion control

Exam 3: Weeks 10-13

14. Waste Treatment and Assimilation
    a. Contaminants and Risk Assessment
    b. Waste Water Treatment
    c. Solid Waste Management

Reading Day:

Final Exam: Cumulative
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___X__ New Course  ___ Course Modification

Department/School Biology/CLA Date 01/06/22

Course No. or Level FRST 302 Title Tree Physiology

Semester hours ___4___ Clock hours: Lecture ___3___ Laboratory ___3___

Prerequisites Forestry 202, Chemistry 111 and 111L

Enrollment expectation 18

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jeremy Rentch

Department Chairperson’s/Dean’s Signature Vernon W. Bauer

Provost’s Signature Peter Kaji

Date of Implementation August 2022

Date of School/Department approval 01/05/2022

Catalog description:

FRST 302: Tree physiology (4:3-3) (Prerequisites: 202 and Chemistry 111 and 111L). Overview of mineral nutrition and nutrient cycling, mycorrhizae and other symbiotic interactions, nitrogen fixation, photosynthesis, cellular respiration, water relations including transpiration, and water stress are covered. Effects of climate changes on forests, past and present, and other current topics like wild land fires are also considered.

Purpose:
1. For Whom (generally?): Forestry Majors and some Biology Majors
2. What should the course do for the student? This course will be an in-depth look at tree physiology and will serve to reinforce and enhance what was learned in BIOL 109.
Teaching method planned: Three hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Lab will include a variety of practical experiences.


Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
TREE PHYSIOLOGY (FRST 302)
Fall Semester

Instructor: Jeremy D. Rentisch
Office: LSF204F
Email: jrentsch@fmarion.edu
Phone: 843-667-1407

Office Hours: T,R 10:00am – 11:00am

Time:
  Lecture: TBD
  Lab: TBD

Course Objective: Overview of mineral nutrition and nutrient cycling, mycorrhizae and other symbiotic interactions, nitrogen fixation, photosynthesis, cellular respiration, water relations including transpiration, and water stress are covered. Effects of climate changes on forests, past and present, and other current topics like wild land fires are also considered.

Course Policies: Class participation will be assessed based on attendance and discussion of reading assignments. The subject will be built in a cumulative manner. Quizzes and exams will be on current material, but this material may rely on knowledge from prior sections. The final exam will be comprehensive and cumulative: if a topic has been covered in the course, you may expect a question on that topic on the final exam. Except for cases of serious personal illness or emergency (requiring written verification), make-up tests and quizzes must be arranged in advance. Assignments are due on the date and time specified by the instructor. Late work will not be accepted. The course outline given below provides a general schedule for the course; deviations may be necessary. Textbook readings will be supplemented by handouts and library assignments.

Course Grading:

- Midterm Exams (x2) 30%
- Final Exam (cumulative) 20%
- Quizzes (x8)* 10%
- Misc. assignments 15%
- Laboratory 25%
  - Practical examinations -50% of the laboratory
  - Lab Reports/Memos -50% of the laboratory

Do not count on any final or within-semester adjustments to grades. Your active participation in lectures and laboratories is an essential part of the class for both your learning experience and that of your classmates. You are expected to attend lecture and laboratory sessions on a consistent and timely basis. Failure to do so may significantly negatively impact your performance and, therefore, your grade.

Laboratory Exercises and Field Trips:

- Labs will meet regardless of prevailing weather conditions, with the exception that we will not stay out in lightning storms. Come to lab dressed for the field. Open shoes or sandals are not permitted, shorts are at your own risk.
• Several labs are at considerable distance from FMU and may require more time than the time period designated in the course listing. These labs will be identified on the course agenda. Let me know if you have scheduling problems with these particular labs.
• Attendance at every lab exercise is mandatory. Reports/memos will be required for each lab. If you miss a lab, the maximum score that you will receive on a lab report/memo will be 60 out of 100. Your lowest lab grade will be dropped. See me if you have an emergency resulting in your absence.
• Unless otherwise specified, lab reports are due by the start of lab one week from the day of the lab assignment. No late reports will be accepted. All labs reports should be in WORD format and emailed to the instructor.
• While the quantitative summaries of laboratory data will be completed by the entire lab group, you will each need to know how to do calculations for exams, so failure to participate in working up the data is at your own peril. Note: Do not use any more digits in your answers than are significant.
• Questions to laboratory exercises will be answered individually, with all answers typed.
• Use proper grammar, sentence structure and spelling in your reports.
• For safety reasons, there will be no smoking or vaping during any lab. No exceptions.
• You are collectively responsible for all equipment used during lab, so treat it accordingly. Please inform me of any breakage ASAP.
• Do not break off, pull up, trample or otherwise molest the vegetation you encounter in the field. Likewise for wildlife and fellow students.

Lecture / Laboratory Activities and Topics. If only one topic is listed then the laboratory activity will be the practical application of the lecture material.

Week 1: Course introduction and basic plant anatomy overview
Week 2: Value of trees globally, urban trees, and tree management
Week 3: Woody skeleton: trunk and branches
Week 4: Young trees
Week 5: Leaves and crown
Week 6: Leaf anatomy and phenology
Week 7: Tree roots
Week 8: Tree roots and soil
Week 9: Next generation: plant life cycle
Week 10: Tree species selection
Week 11: Tree / water relations
Week 12: Tree / carbon relations
Week 13: Tree nutrition
Week 14: Tree evolution
Week 15: Tree pests
Week 16: Interactions with other organisms
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box:  _X_ New Course  _____ Course Modification

Department/School  ______ Biology/CLA __________ Date  01/06/22 __________

Course No. or Level  _FRST 303_ Title  _______ Forest Health and Protection ______

Semester hours  3  Clock hours:  Lecture  2  Laboratory  3  

Prerequisites  Forestry 302  

Enrollment expectation  18  

Indicate any course for which this course is a (an)

modification  
(proposed change in course title, course description, course content or method of instruction)

substitute  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description  _Jeremy Rentsch_

Department Chairperson’s/Dean’s Signature  _Verna W. Bauer_

Provost’s Signature  _Peter King_

Date of Implementation  _______ August 2022 ________

Date of School/Department approval  _______ 01/05/2022 ________

Catalog description:

_FRST 303: Forest Health and Protection (3:2-3) (Prerequisite: 302). Overview of the dominant insect pest and disease problems of forests, with an emphasis on their identification and management. Prevention, detection, and management will be stressed._

Purpose:

1. For Whom (generally?): Forestry Majors
2. What should the course do for the student? Teach the basics of tree pest and disease identification, management, treatment, and prevention.
Teaching method planned: Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Labs will be a variety of practical applications related to trees and their health.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

**When completed, forward to the Office of the Provost.**
FRST 303: Forest Health and Protection - Spring Semester Syllabus
The course syllabus is a general plan for the course;
Deviations announced to the class by the instructors may be necessary.

Instructor:
Dr. Forest Faculty
Office: ### ESF Building
Phone: 843-661-xxxx
Email: forest.faculty@fmarion.edu

Office Hours:
TBD

Course Objective:
By the end of the semester, students will:
1. Understand basic forest health concepts, such as the characteristics of a healthy forest and the possible causes of forest health problems.
2. Be able to identify the likely cause of a given forest health problem.
3. Know how to manage major forest disease and insect problems both in the southeastern U.S. and North America.
4. Understand the basics of wildland fire prevention, suppression, and management.
5. Understand the interactions between insects, diseases, and wildland fire.
A variety of strategies will be used to teach the course material. One major goal is to include activities and assignments that give students something to do or think about while learning the course content.

Expectations from Students in the Class-room:
I expect the students in the class-room be respectful to colleagues and instructors at all times. Refrain from chatting with each other during lecture, as it’s disruptive to everyone. If you have questions or are unclear about any concept - ask the instructors. Questions about the class material are highly welcomed. I prefer that students raise their hands in the class-room to ask and answer questions. In the class, don’t use electronic devices during the lecture and laboratory periods, unless instructed to do so. If a student is found to be using cell-phone during class-period, it will be either taken away or the student asked to leave the room. If disruptive behavior continues, the student may be dropped from the class with a “WP” or “WF” or receive an Unsatisfactory (U) Final Grade. If you feel that you absolutely have to use a laptop to take notes in the class-room, please discuss with the instructors directly.

Assignments:
1. Reading Assignments
Most class periods will include discussion of an assigned reading. Students will be called on at random to participate in these class discussions, and it is expected that they will have completed any study questions or worksheets associated with the reading assignment in advance. The major forest diseases and insect pests will be covered via these reading assignments and the discussions of them in class.

2. Written Assignments – 20 points
There will be 4 written assignments (in the format of a short quiz) covering about 2-3 weeks of material covered in class since the previous assignment or exam.
3. **Bug of the Day Infographic – 15 points**
Students will be paired in groups of two, and each group will prepare a one-page infographic on a single disease or insect problem. The format of these infographics, plus potential topics and dates are listed on a separate handout.

4. **Lab Assignments – 30 points**
There will be two lab assignments: i) a collection of signs and symptoms, and ii) a tree damage identification on campus. Each assignment is worth 15 points. Additional instructions and rubrics for the assignment evaluation are listed on a different handout and will be discussed in class. Due dates are on the course schedule.

5. **Lab Exam – 30 points**
There will be one lab exam (worth 30 points) where testing will be done on diagnostics of insects and their damage. This exam will be open-book and held on-line via BBD.

6. **Written Exams – 90 points**
There will be three cumulative exams (worth 20, 30, and 40 points each). The dates for each exam are listed on the class schedule. All exams will be open-book and held on-line via BBD.

**Course Grading:**
Undergraduate students may earn a total of 185 points. Graduate students may earn a total of 190 points. Letter grades will be assigned as follows at the end of the quarter based on the percentage of total available points earned by each student.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Concept of forest health</td>
<td>Fire damage</td>
</tr>
<tr>
<td>Week 2: Ecological principles</td>
<td>Wind damage</td>
</tr>
<tr>
<td>Week 3: Fire as a physical process</td>
<td>Blights</td>
</tr>
<tr>
<td>Week 4: Fire ecology and fire regimes</td>
<td>Cankers</td>
</tr>
<tr>
<td>Week 5: Organizing fire management</td>
<td>Field Trip</td>
</tr>
<tr>
<td>Week 6: Fire strategies for forest health</td>
<td>Sap-feeding insects</td>
</tr>
<tr>
<td>Week 7: Wind and forest health</td>
<td>Woodboring insects</td>
</tr>
<tr>
<td>Week 8: Introduction to diseases</td>
<td>Bacterial infection</td>
</tr>
<tr>
<td>Week 9: Abiotic and animal-caused injuries</td>
<td>Nematodes</td>
</tr>
<tr>
<td>Week 10: Disease-causing organisms</td>
<td>Field Trip</td>
</tr>
<tr>
<td>Week 11: Nursery disease and mycorrhizae</td>
<td>Fungal pathogens</td>
</tr>
<tr>
<td>Week 12: Root diseases</td>
<td>Phytoplasmas</td>
</tr>
<tr>
<td>Week 13: Foliage disease and rusts</td>
<td>Root rot</td>
</tr>
<tr>
<td>Week 14: Stem and branch diseases</td>
<td>Vascular wilts</td>
</tr>
<tr>
<td>Week 15: Forest declines</td>
<td>Field Trip</td>
</tr>
<tr>
<td>Week 16: Forest entomology</td>
<td></td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: _X_ New Course _____ Course Modification

Department/School____ Biology/CLA____________ Date 01/06/22____________

Course No. or Level FRST 304 Title Silviculture__________

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites ________ Forestry 302__________

Enrollment expectation________ 18__________

Indicate any course for which this course is a (an)

modification__________________________
(proposed change in course title, course description, course content or method of instruction)

substitute____________________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate______________________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description /Vernon Bauer

Department Chairperson/Dean's Signature /Vernon W. Bauer

Provost's Signature _______________ /Peter King

Date of Implementation_________________ August 2022________

Date of School/Department approval______ 01/05/2022___________

Catalog description:

FRST 304: Silviculture (4:3-3) (Prerequisite: 302). Theory and techniques of controlling growth, regeneration, density, species composition and diversity, health, and overall quality of forest stands. Techniques learned include seeding growth and planting of tree species; thinning and regeneration cuts; and appropriate use of controlled burns, pesticides, herbicides, and fertilizers.

Purpose:
1. For Whom (generally?): Forestry Majors
2. What should the course do for the student? To develop an understanding of the fundamentals of silviculture and its role in forestry and natural resource management.
Teaching method planned: Three hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Lab will include a variety of field experiences and students will conduct a silviculture prescription project.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
Silviculture (FRST 304/304L)
Spring Semester

Instructor: Dr. Forest Faculty
Office: ESFB Office
Email: forest.faculty@fmarion.edu
Phone: 843-661-__

Office Hours: Wednesday or By Appointment

Time:
Lecture: ESFB Classroom
Lab: ESFB Lab and variable field locations

Textbook (recommended but not required):

Course Objective: To develop an understanding of the fundamentals of silviculture and its role in resource management. Topics covered will include history of land use, forest establishment and growth, regeneration systems, intermediate treatments, forest health and protection, fire, timber and non-timber outputs. We will study examples representative of southeastern silviculture to reinforce principles and practices.

Course Policies:
Class participation will be assessed based on attendance and discussion of reading assignments. The subject will be built in a cumulative manner. Quizzes and exams will be on current material, but this material may rely on knowledge from prior sections. The final exam will be comprehensive and cumulative: if a topic has been covered in the course, you may expect a question on that topic on the final exam. Except for cases of serious personal illness or emergency (requiring written verification), make-up tests and quizzes must be arranged in advance. Assignments are due on the date and time specified by the instructor. Late work will not be accepted. The course outline given below provides a general schedule for the course; deviations may be necessary. Textbook readings will be will be supplemented by handouts and library assignments.

Course Grading:
- Midterm Exams (x2) 30%
- Final Exam (cumulative) 20%
- Quizzes (x8)* 10%
- Class Presentation 5%
- Laboratory 35%
  - Prescription Project** >50%
  - Lab Reports/Memos*** >50%

*There will be at least eight pop quizzes during the lecture part of the course. Quizzes will cover material discussed in the previous lecture. The lowest grade quiz during the semester will be dropped.
**The Prescription Project will involve initial recon, maps, and letter to landowner. Once the project has been approved, preparation of preliminary prescriptions by stand must be completed and submitted in a final report. The project will conclude with a field presentation on location.
***Reports/memos will be required for each lab.
Do not count on any final or within-semester adjustments to grades. Your active participation in lectures and laboratories is an essential part of the class for both your learning experience and that of your classmates. You are expected to attend lecture and laboratory sessions on a consistent and timely basis. Failure to do so may significantly negatively impact your performance and, therefore, your grade.

**Laboratory Exercises and Field Trips:**

- Labs will meet regardless of prevailing weather conditions, with the exception that we will not stay out in lightning storms. Come to lab dressed for the field. Open shoes or sandals are not permitted, shorts are at your own risk.
- Several labs are at considerable distance from FMU and may require more time than the time period designated in the course listing. These labs will be identified on the course agenda. Let me know if you have scheduling problems with these particular labs.
- Attendance at every lab exercise is mandatory. Reports/memos will be required for each lab. If you miss a lab, the maximum score that you will receive on a lab report/memo will be 60 out of 100. Your lowest lab grade will be dropped. See me if you have an emergency resulting in your absence.
- Unless otherwise specified, lab reports are due by the start of the lab one week from the day of the lab assignment. No late reports will be accepted. All lab reports should be in WORD format and emailed to the instructor.
- While the quantitative summaries of laboratory data will be completed by the entire lab group, you will each need to know how to do calculations for exams, so failure to participate in working up the data is at your own peril. Note: Do not use any more digits in your answers than are significant.
- Questions to laboratory exercises will be answered individually, with all answers typed.
- Use proper grammar, sentence structure and spelling in your reports.
- For safety reasons, there will be no smoking or vaping during any lab. No exceptions.
- You are collectively responsible for all equipment used during lab, so treat it accordingly. Please inform me of any breakage ASAP.
- Do not break off, pull up, trample or otherwise molest the vegetation you encounter in the field. Likewise for wildlife and fellow students.
## Planned Lecture, Reading, and Lab Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topical Outline</th>
<th>Reading</th>
<th>Lab Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>History of the Southern Forest; Species-Site Relationships</td>
<td>Ch. 1 &amp; 2</td>
<td>Species-Site; Silvicultural Systems – Florence County</td>
</tr>
<tr>
<td>Week 3</td>
<td>Stand Structure and Development; Density and Stocking</td>
<td>Ch. 15</td>
<td>Plantation stand dynamics – Florence County</td>
</tr>
<tr>
<td>Week 4</td>
<td>Principles of Growth and Yield; Silviculture Guidelines; Silviculture Systems</td>
<td>None</td>
<td>Begin Silvicultural Prescription Exercise</td>
</tr>
<tr>
<td>Week 5</td>
<td>Harvesting; Regeneration Concepts; Even-aged Systems – Clearcut Method</td>
<td>Ch. 3, 4, 8, 9, &amp; 13</td>
<td>Even-aged Systems – Darlington County</td>
</tr>
<tr>
<td>Week 6</td>
<td>Artificial Regeneration – Plantations, Tree Improvement; Direct Seeding; Nursery and Greenhouse Operations</td>
<td>Ch. 3, 5, &amp; 7</td>
<td>Genetic improvement, planting stock, planting quality – Marion County</td>
</tr>
<tr>
<td>Week 7</td>
<td>Plantation Management ; Southern Pine Species Selection MIDTERM 1</td>
<td>Ch. 4, 5, &amp; 6</td>
<td>Vegetation Management Workshop</td>
</tr>
<tr>
<td>Week 8</td>
<td>Prescribed Fire for Site Prep and Competition Control; Herbaceous Weed Control</td>
<td>Ch. 16</td>
<td>Fire Management Workshop</td>
</tr>
<tr>
<td>Week 9</td>
<td>Fertilization; Intensive Management; Even-aged Systems – Seed Tree Method &amp; Shelterwood Method</td>
<td>Ch. 6, 7, &amp;14</td>
<td>Silviculture Prescription Project Exercise</td>
</tr>
<tr>
<td>Week 10</td>
<td>Coppice; Bottomland Hardwoods; Uneven-aged Systems – Single Tree Selection</td>
<td>Ch. 8, 10, 11, 12, &amp; 25</td>
<td>Natural Regeneration and Density Management of Hardwoods – Williamsburg County</td>
</tr>
<tr>
<td>Week 11</td>
<td>Intermediate Treatments – Thinning; Tree Quality – Improvement, Sanitation</td>
<td>Ch. 16, 17, 18, 19, &amp; 20</td>
<td>Thinning and Pruning – Darlington County</td>
</tr>
<tr>
<td>Week 12</td>
<td>Tree Quality – Salvage and Release Cuttings; Evolving Silviculture; Pine straw production, Wood Quality MIDTERM 2</td>
<td>Ch. 21, 22, &amp; 23</td>
<td>Francis Marion National Forest Silviculture</td>
</tr>
<tr>
<td>Week 13</td>
<td>Forest Protection; Water Quality</td>
<td>Ch. 24</td>
<td>Silviculture Prescription Project Exercise</td>
</tr>
<tr>
<td>Week 14</td>
<td>Mixed Stands; Forest Restoration; Wildlife and Recreation</td>
<td>Ch. 21</td>
<td>Pine Silviculture – Dillon County</td>
</tr>
<tr>
<td>Week 15</td>
<td>Silviculture Guidelines; Summary</td>
<td>Ch. 9 &amp; 26</td>
<td>Field Reports on Silviculture Prescription Project</td>
</tr>
</tbody>
</table>

47
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___X__ New Course _____ Course Modification

Department/School ______ Biology/CLA ___________ Date ___01/06/22___________

Course No. or Level ______ FRST 305 ______ Title ______ Forest Harvesting & Roads ______

Semester hours _____3____ Clock hours: Lecture _____2____ Laboratory _____3____

Prerequisites ____________ Forestry 201 and 203 __________

Enrollment expectation ______ 18 ______

Indicate any course for which this course is a (an)

modification ______
(proposed change in course title, course description, course content or method of instruction)

substitute ______
(The proposed new course replaces a deleted course as a General Education or Program requirement.)

alternate ______
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description ______ Vernoe Bauer ______

Department Chairperson’s/Dean’s Signature ______ Vernoe W. Bauer ______

Provost’s Signature ________ Peter King ______

Date of Implementation ___________ August 2022 ______

Date of School/Department approval _______ 01/05/2022 ______

Catalog description:

FRST 305: Forest Harvesting and Roads (3:2-3) (Prerequisite: 201 and 203). Introduction to timber harvesting systems and the design of forest roads. Includes discussions on production, cost, quality, safety, and environmental protection measures involved in harvesting and road production. Field exercises stress planning of harvesting and road construction operations to achieve high yield with low impact.

Purpose:
1. **For Whom (generally?):** Forestry Majors
2. **What should the course do for the student?** This course seeks to acquaint students with (1) modern logging equipment, methods, and systems; (2) methods of estimating logging
productivity and cost; (3) regulations and legislation affecting logging and procurement functions; and (4) basics of forest road construction and maintenance.

Teaching method planned: Two hours of lecture each week and three hours of lab each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Lab will include a variety of practical field experiences related to harvesting operations and road design.

Textbook and/or materials planned (including electronic/multimedia): Journal articles and technical releases will be posted online.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
FRST 305/305L: FOREST HARVESTING & ROADS [3 hours]
Spring Semester

Meeting Time & Place:
Lecture: 11:30 – 12:20 am M/W ESFB Classroom.
Lab: 1:30 – 4:20 pm F ESFB Lab or outside

Instructor:
Dr. Forest Faculty
ESFB Office
843-661-XXXX
Forest.Faculty@fmarion.edu

Course Description
Introduction to timber harvesting systems and the design of forest roads. Includes discussions on production, cost, quality, safety, and environmental protection measures involved in harvesting and road production. Field exercises stress planning of harvesting and road construction operations to achieve high yield with low impact.

Course Objectives
This course seeks to acquaint students with (1) modern logging equipment, methods, and systems; (2) methods of estimating logging productivity and cost; (3) regulations and legislation affecting logging and procurement functions; and (4) basics of forest road construction and maintenance.

Course Materials
There is no textbook for this course. A package of notes, articles, and technical releases will be posted on Blackboard throughout the semester.

Grading
- Lecture Exams (2) 1/3
- Final Exam (Cumulative and new material) 1/3
- Lab Assignments 1/3

Each hourly exam will consist of a combination of questions and problems. The final exam will be comprehensive. Reports will be due from lab exercises and field trips. These reports will be typed in the form of a memo to your job supervisor and be no more than one page, single-spaced. Calculations, maps, and other information should be included as attachments to the memo as needed. Reports will be graded on technical content, proper numerical reporting, correct spelling, and proper English usage. Late assignments are not accepted for credit without prior approval. You are expected to perform with honesty and integrity in all work for this class. While talking to each other is okay, taking the assignments should be your individual effort.
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>LAB TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Terminology</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Moving Wood to Roadside on the Ground</td>
<td>Felling Methods and Equipment</td>
</tr>
<tr>
<td></td>
<td>Delimbing &amp; Bucking</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Loading and Transportation</td>
<td>Introduction to Local Logging Operation</td>
</tr>
<tr>
<td></td>
<td>Cut-to-Length Logging Systems</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Cable &amp; Aerial Logging Systems</td>
<td>Measuring Truck Weights</td>
</tr>
<tr>
<td></td>
<td>BMPs / Protecting Water Resources</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Logging Site Impacts</td>
<td>BMP Compliance Check on Local Logging Operation</td>
</tr>
<tr>
<td></td>
<td>Production Estimation with Time Studies</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>EXAM 1</td>
<td>Analysis of Logger Production Data</td>
</tr>
<tr>
<td></td>
<td>Hourly Cost Estimation</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>System Balancing and Analysis</td>
<td>Cash Flow Analysis of a Logging Business</td>
</tr>
<tr>
<td></td>
<td>Logging Safety and OSHA</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>FALL BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workers Compensation Insurance</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Employer – Employee Relationships</td>
<td>System Balancing and Analysis</td>
</tr>
<tr>
<td></td>
<td>Independent Contractors</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Contracts for Logging Services and Timber Sales</td>
<td>Safety Compliance Check on Local Logging Operation</td>
</tr>
<tr>
<td></td>
<td>Forest Roads</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>EXAM 2</td>
<td>Francis Marion National Forest Road Tour</td>
</tr>
<tr>
<td></td>
<td>Direct Location of Forest Roads</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Forest Road Design</td>
<td>Curve Layout and Practice Problems</td>
</tr>
<tr>
<td></td>
<td>Culverts and Drainage Structures</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Logging Planning</td>
<td>Forestry Aesthetics</td>
</tr>
<tr>
<td></td>
<td>Local Logging Regulations</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Forestry Certification (SFI, FSC, ISO, PEFC, CSA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THANKSGIVING</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Logger Training</td>
<td>Harvest and Roads Plan for Local Project</td>
</tr>
<tr>
<td></td>
<td>Antitrust Laws</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: __X__ New Course _____ Course Modification

Department/School____ Biology/CLA________________ Date_01/06/22________________

Course No. or Level__ FRST 306__ Title____ Forest Resources Policy____________

Semester hours__3____ Clock hours: Lecture_3____ Laboratory_0____

Prerequisites____ Sociology 201____________

Enrollment expectation_________18__________

Indicate any course for which this course is a (an)

modification__________________________
(proposed change in course title, course description, course content or method of instruction)

substitute____________________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate____________________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description______________________Vernon Bader________________

Department Chairperson's/Dean's Signature______________________________Vernon W. Baur____________

Provost's Signature______________________________Peter Kiang________________________

Date of Implementation____________________August 2022____________________

Date of School/Department approval____________________01/05/2022____________________

Catalog description:

FRST 306: Forest Resources Policy (3) (Prerequisite: Sociology 201). This course examines the goals, issues, and policies affecting the use and management of renewable natural resources. Includes an introduction to important forest-related programs, laws, and policies as well as provides an overview of the processes involved in policy creation.

Purpose:
1. For Whom (generally?): Forestry Majors
2. What should the course do for the student? Students will: (1) Develop a background to and an appreciation of the policy process under which the broad range of renewable natural resources are managed in the U.S. (2) Learn how policies have evolved to meet changing
concerns and the issues that arise during policy implementation. (3) Learn techniques and criteria that have been used to evaluate the impact and effectiveness of policies.

Teaching method planned: Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions.

Textbook and/or materials planned (including electronic/multimedia): Journal articles and technical releases will be posted online.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
FRST 306: Forest Resources Policy
Fall Semester

"...natural resources students are usually drawn to their profession by love of nature, a desire to manage or protect intrinsically valuable wildland or environmental resources, and an attraction to work away from the problems of a complex urban society...New professionals expecting to manage natural resource things, in tranquil rural settings, often experience considerable 'reality shock' after college. They find themselves managing natural resources in the courthouse, the newspaper, or legislative conference rooms as much as in the field."

“Managing Natural Resources as Social Value”

Time & Location:
TTh 8:30 – 9:45 am, ESF Building Classroom

Instructor:
Dr. Forest Faculty
ESF Building Office; 843-661-XXXX; forest.faculty@marnion.edu
Office Hours: Tuesday and Thursday 10:00 – 11:00 AM or by appointment.

Course Description:
This course examines the goals, issues, and policies affecting the use and management of renewable natural resources. Includes an introduction to important forest-related programs, laws, and policies as well as provides an overview of the processes involved in policy creation.

Course Objectives:
Through this course, students will:
1. Develop a background to and an appreciation of the policy process under which the broad range of renewable natural resources are managed in the U.S. This includes not only defining the methods by which policy is created but also the actors involved in the process: the executive branch, the legislature, the courts, the press, interest groups, and the broad public.
2. Learn how policies have evolved to meet changing concerns and the issues that arise during policy implementation.
3. Learn techniques and criteria that have been used to evaluate the impact and effectiveness of policies.

Course Grade Scale:
A = 90–100
B+ = 87–89
B = 80–86
C+ = 77–79
C = 70–76
D+ = 67–69
D = 60-66
F = 59 and below

Course Grading Opportunities
The final grade in this course will be based on the percentage you earn out of a total of 100 points available. A breakdown of the various grading opportunities is listed below. I will give updates of your status as the semester progresses.

- Active participation – 15 points
- Quizzes and assignments – 15 points
- Exams (15 points each x 2) – 30 points
- Reading discussion (5 points each x 2) – 10 points
- First draft of final paper – 10 points
- Final draft of final paper – 20 points

Course Expectations & Policies
1. Attendance & Tardiness: Presence and participation in all classes is expected, and unexcused absences will count against your final grade. Students are expected to arrive on time. Any student with five
unexcused absences from class may be assigned an F for the course. Excused absences may be allowed with justification at the discretion of the instructor.

2. Deadlines: Assignments are to be submitted via Blackboard or handed in at or before the beginning of class on the date that they are due, according to the instructions given for the assignment.

3. Exams: All students are required to attend exams. Those not present will receive a zero for that exam. Make-ups may be allowed under special circumstances where documented evidence explains the absence.

4. Academic Honesty: Each student is responsible to inform themselves about those standards before performing any academic work. All students are expected to do their own work on all course assignments. Any student found cheating or plagiarizing will be subjected to university rules and policy decisions in respect to academic dishonesty. It is expected that all work handed in will be original; among other examples, text downloaded from the internet without attribution is not original and its use in assignments is considered plagiarism. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers.

5. Electronic devices: All cell phones and other electronic communication devices will be turned off or disabled during class. Use of a cell phone or other non-approved electronic communication device during a test or quiz will be considered a violation of the FMU Student Honor Code and referred to the Office of Academic Honesty. Any student using electronic devices without justification will be counted as absent for that day.

6. Blackboard: Course materials are available online on BBD. All students are expected to login regularly to BBD to check for updates to course information, announcements, and course material. Lecture outlines and important announcements regarding the course will also be posted on BBD. Announcements will also be sent using the email feature of BBD; check your FMU email regularly.

7. Class Conduct Policy: Any student causing a disruption to class by persistently texting, engaging in side conversations, using their phones, using computers for other than course-related work (e.g., social media, surfing the internet, etc.) will be asked to leave and counted as absent for that class period. If disruptive behavior continues, the student may be dropped from the class or deducted one letter grade on their final grade.

8. Special Accommodations: If you need accommodations (e.g., for exam-taking, etc.) because of a learning or other disability, please make an appointment to see the instructor before January 15, 2020. Note that you will also need to make an appointment with the FMU Counseling and Testing Center to obtain proper documentation.

9. Diversity and Inclusion: The phrase ‘diversity and inclusion’ encompasses welcoming and respect for differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status.

10. Students in Distress: Resources are available on campus for students experiencing distress in academic or personal matters. Students may contact the Counseling Center or the Center for Academic Success and Advising.

11. Syllabus Changes: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>Introduction to course</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>U.S. Constitution and policy processes</td>
<td>Andrews 1999 “The constitutional framework”</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>Common law: Nuisance and trespass</td>
<td>Buck 2008 “The common law and the environment in the courts” (pp. 621-636)</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>Early American wildlife law</td>
<td>Blumm and Ritchie 2005 “The pioneer spirit and the public trust”</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>Agencies, administration, and policy design</td>
<td>Salzman 2014 “The practice of environmental protection” (pp. 51-74)</td>
</tr>
</tbody>
</table>
4  T  Tax policy
5  T  NEPA
6  T  NEPA
7  H  Recent USFS policy
8  T  Certification
9  H  Lacey Act
10 T  ESA
   Paper Topic / Abstract Due
11 T  Environmental justice
12 T  Exam #2
   CWA
13 T  State law and BMPs
   Eminent domain
14 T  Property rights and regulatory takings
   Fire policy
15 T  Incentive-based wildlife conservation
   International environmental law

H  Federal forestland establishment/Antiquities Act
H  Weeks Act/MUSYA/Wilderness Act
H  NFMA
H  NEPA
H  NEPA
H  Recent USFS policy
H  Lacey Act
H  ESA

SPRING BREAK

9  T  ESA
10 T  ESA

Paper Topic / Abstract Due

Finals Week  Final Paper Due

* Readings marked with an asterisk are those for which reading discussion papers will be assigned
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ X ___ New Course  ____ Course Modification

Department/School Biology/CLA  Date 01/06/22

Course No. or Level FRST 401  Title Forest Planning and Management

Semester hours 4  Clock hours: Lecture 3  Laboratory 3

Prerequisites Forestry 305

Enrollment expectation 18

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description

Vernon Bauer

Department Chairperson’s/Dean’s Signature

Verna W. Bau

Provost’s Signature

Peter King

Date of Implementation August 2022

Date of School/Department approval 01/05/2022

Catalog description:

FRST 401: Forest Planning and Management (4:3-3) (Prerequisite: 305). The methods and practices relevant to the management, planning, maintenance, and decision-making processes of forest operations. Emphasis appraisal and inventory methods, productivity and yield forecasting, forest regulation, and management plan preparation.

Purpose:
1. For Whom (generally?): Forestry Majors
2. What should the course do for the student?
   o Provides the tools and foundations to understand forest growth and yield systems.
   o Apply concepts from mathematics and statistics to forest stand yield estimation and growth projection.
- Apply concepts of finance and economics to stand-level management decisions.
- Provide concepts of forest regulation and optimal rotation lengths.
- Teach the concepts related to forest level management by mathematical harvest scheduling.

Teaching method planned: Two hours of lecture each week and three hours of labs. Lectures will be a mix of PowerPoint, classroom activities, and discussions. Labs will involve the application of statistical analysis and programming methods to forest management and regulation.

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
Sections:
- Lecture: ESFB Classroom  MW  9:30 – 10:20 am
- Lab: ESFB Computer Lab  F  9:30 – 10:20 am

Instructor:
Dr. Forest Faculty
Office: ESFB Office
Phone: (843) 661 - ____
Email: forest.faculty@fmbarion.edu
Office Hours: T and Th (9:00 – 10:00 am)

Course Description:
The methods and practices relevant to the management, planning, maintenance, and decision-making processes of forest operations. Emphasis appraisal and inventory methods, productivity and yield forecasting, forest regulation, and management plan preparation.

Course Objectives:
- Provide the tools and foundations to understand forest growth and yield systems.
- Apply concepts from mathematics and statistics to forest stand yield estimation and growth projection.
- Apply concepts of finance and economics to stand-level management decisions.
- Provide concepts of forest regulation and optimal rotation lengths.
- Teach the concepts related to forest level management by mathematical harvest scheduling.

Grading Policy:
- Exams 1 & 2 – 28%
- Lab assignments – 40%
- Quizzes – 7%
- Final exam – 25%

Class attendance:
Students are expected to actively participate in class. However, due to the exceptional health conditions of the country, attendance will not be enforced or recorded.

Class materials:
**Required** –

**Recommended** –
Lab and Software:
For the Lab, there are various free R tutorials that might help you. You could start looking at: https://cran.r-project.org/; go to the Manuals link. Or go to the “contributed” link, you could find several documents in many languages explaining R basic commands and some advanced features. You are expected to bring your personal Laptop for the lab. Have R and RStudio installed before you come to our first session. You can download R from the following web site: (https://cran.r-project.org/bin/windows/base/) . RStudio can be downloaded from: (https://www.rstudio.com/)

Expected student behavior:
- Reading assignments are to be completed prior to the class meeting during which they will be discussed. Class participation will be assessed based on attendance and discussion of reading assignments.
- As in life, the concepts in this course build on each other in a cumulative way. All quizzes, tests and the final exam therefore will be cumulative. If a topic has been covered, you may expect a question on that topic on any subsequent quiz, test, or exam.
- Except for cases of serious personal illness or emergency (requiring written verification), make-up tests must be arranged in advance and quizzes will not be made-up.
- Lab Reports will be in the form of a one-page typed memorandum or other suitable business communication. Any supporting graph, chart or table will have a number and title. You are expected to follow the example and guide of conventions handed out in class. Deductions will be made for poor or improper grammar, incorrect spelling, and sloppiness as well as for inaccuracy of the calculations or incorrect conclusions.
- Assignments are due at the beginning of a class period. Late work will be penalized as follows: 1 day – 2 days = -5, 3-7 days = -10, more than 7 days = -25 (in a scale from 0 to 100).
- The University's academic honesty policy applies to all graded assignments in the course; i.e. you must not receive or give help on graded assignments. You are encouraged to work together, but the work you turn in must be your own.
- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Outline:

<p>| Week 1 | Introduction to Forest Management |
|        | Mensuration and Statistics Review  |
| Lab 1  | Basic Computing Using R           |
| Week 2 | Stand Productivity                |
|        | Prediction and Projection Equations |
| Lab 2  | Managing Data Frames and Building Site Index Equations |
| Week 3 | Stand Growth                      |
|        | Basal Area Growth                 |
| Lab 3  | Predicting Stand Growth using G&amp;Y Equations |
| Week 4 | Stand Density Management          |
|        | Projecting Stand Density          |
| Lab 4  | Stand Table Concepts and Density Functions |
| Week 5 | Thinning and Pruning Effects in Stand Value |
|        | G&amp;Y Systems                       |
| Lab 5  | Using G&amp;Y Simulators              |
| Week 6 | Maximizing Products               |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Lab 6 Management Regime</td>
</tr>
<tr>
<td>7</td>
<td>Intro to Dynamic Programming</td>
</tr>
<tr>
<td></td>
<td>MIDTERM 1</td>
</tr>
<tr>
<td>7</td>
<td>Lab 7 Dynamic Programming</td>
</tr>
<tr>
<td>8</td>
<td>Week 8 Stand Appraisal</td>
</tr>
<tr>
<td></td>
<td>Optimal Stand Rotation</td>
</tr>
<tr>
<td>8</td>
<td>Lab 8 Forest Appraisal using Machine Learning</td>
</tr>
<tr>
<td>9</td>
<td>Week 9 Forest Regulation</td>
</tr>
<tr>
<td></td>
<td>Stand Management and NPV Management Regimes</td>
</tr>
<tr>
<td>9</td>
<td>Lab 9 Review of R</td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>Week 10 Optimizing Log Bucking</td>
</tr>
<tr>
<td></td>
<td>Intro to Forest Planning using GIS</td>
</tr>
<tr>
<td>10</td>
<td>Lab 10 GIS and Forest Regulation</td>
</tr>
<tr>
<td>11</td>
<td>Week 11 MIDTERM 2</td>
</tr>
<tr>
<td></td>
<td>Intro to Linear Programming</td>
</tr>
<tr>
<td>11</td>
<td>Lab 11 Linear Programming – Model I vs. Model II</td>
</tr>
<tr>
<td>12</td>
<td>Week 12 Transportation Problems</td>
</tr>
<tr>
<td></td>
<td>TIMOS and REITs</td>
</tr>
<tr>
<td>12</td>
<td>Lab 12 Duality and Sensitivity Analysis</td>
</tr>
<tr>
<td>13</td>
<td>Week 13 Varietal Forest Management</td>
</tr>
<tr>
<td></td>
<td>Vertically Integrated Forest Companies</td>
</tr>
<tr>
<td>13</td>
<td>Lab 13 Harvest Scheduling</td>
</tr>
<tr>
<td>14</td>
<td>Week 14 Incorporating Silvicultural Decisions into G&amp;Y Models</td>
</tr>
<tr>
<td></td>
<td>Harvest Scheduling and Sensitivity Analysis</td>
</tr>
<tr>
<td>14</td>
<td>Lab 14 Harvest Scheduling with Even Flow Constraints</td>
</tr>
<tr>
<td>15</td>
<td>Week 15 FINAL EXAM</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ X ___ New Course  ___ Course Modification

Department/School Biology/CLA Date 01/06/22

Course No. or Level FRST 402 Title Wood Properties, Utilization, and Valuation

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Forestry 204

Enrollment expectation 18

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement)

alternate
(The proposed new course can be taken as an alternate to an existing course)

Name of person preparing course description Vernon Bauer

Department Chairperson’s/Dean’s Signature Vernon W. Bauer

Provost’s Signature

Date of Implementation August 2022

Date of School/Department approval 01/05/2022

Catalog description:

FRST 402: Wood Properties, Utilization, and Valuation (3) (Prerequisite: 204).
The course serves as a general introduction to wood and its associated products by introducing students to the structure, function, and physical properties of wood. The major uses of wood, characteristics of major wood products, manufacturing processes, as well as favorable qualities found in the raw material.

Purpose:
1. For Whom (generally?): Forestry Majors
2. What should the course do for the student?
   - Learn wood science terminology and classification of wood and wood-based products
Develop an understanding of tree growth, wood formation and wood structure
Recognize wood features, and use anatomical keys for the purposes of wood identification
Relationship between wood and water, and between wood physical and mechanical properties
Influence of silviculture on wood quality
Basic principles of primary and secondary wood processing

Teaching method planned: Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions. There will be the occasional in-class laboratory exercise.

Textbook and/or materials planned (including electronic/multimedia):
- Forest Products and Wood Science, 7th Edition; Rubin Shmulsky & P David Jones.
- The Wood Handbook published by the U.S. Forest Service Forest Products Laboratory.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Please see the attached syllabus for course details.

When completed, forward to the Office of the Provost.
Wood Properties, Utilization, and Valuation
FRST 402
Fall Semester

Meeting Time & Place
The class will meet from 8:30 AM to 9:45 AM on Tuesday and Thursday in Environmental Science and Forestry Building-Classroom 1. Some in-class labs will be held throughout the year in other locations.

Instructor
Dr. Forest Faculty
Office: Environmental Science and Forestry Building Office
E-mail: forest.faculty@fmarion.edu
Phone: 843-661-( - - - )
Office Hours: By appointment only.

Course description
The course serves as a general introduction to wood and its associated products by introducing students to the structure, function, and physical properties of wood. The major uses of wood, characteristics of major wood products, manufacturing processes, as well as favorable qualities found in raw material.

Course objectives
- Learn wood science terminology and classification of wood and wood-based products
  - Why are some products made using softwood tracheid versus hardwood fibers?
- Develop an understanding of tree growth, wood formation and wood structure
  - Which part of a loblolly pine tree contains the stiffest and strongest wood?
- Recognize wood features, and use anatomical keys for the purposes of wood identification
  - How to identify the wood of a red oak versus a white oak?
- Relationship between wood and water, and between wood physical and mechanical properties
  - Why does my outdoor furniture keep warping?
- Influence of silviculture on wood quality
  - How can we manipulate quality?
- Basic principles of primary and secondary wood processing
  - Why is OSB less expensive than plywood and does it perform differently?

Required Texts
- Forest Products and Wood Science, 7th Edition; Rubin Shmulsky & P David Jones.
- The Wood Handbook published by the U.S. Forest Service Forest Products Laboratory.
  - Can be found online at www.fpl.fs.fed.us.
- Other readings will be posted to Blackboard.

Class Lectures
Lectures will generally follow the order of the textbook. Lecture methods will include standard lectures, videos, and a few laboratories. Modified lecture notes in the form of half-filled in PowerPoints are available on the Blackboard system prior to class – it is highly recommended that you print these notes prior to class!

Course Grading
The grade will be assigned as follows:
  - Homeworks/Quizzes 10%
  - Exams (x3) 90%
### Tentative Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Tree Growth</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Macroscopic Character</td>
<td>Ch. 2</td>
</tr>
<tr>
<td></td>
<td>Composition and Structure</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Week 3</td>
<td>Softwood Structure</td>
<td>Ch. 4</td>
</tr>
<tr>
<td></td>
<td>Hardwood Structure 1</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Week 4</td>
<td>Hardwood Structure 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Softwood ID Lab</td>
<td>Wood Handbook</td>
</tr>
<tr>
<td>Week 5</td>
<td>Hardwood ID Lab</td>
<td>Wood Handbook</td>
</tr>
<tr>
<td></td>
<td>Juvenile and Reaction Wood 1</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Week 6</td>
<td>Juvenile and Reaction Wood 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test 1</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood and Water 1</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Wood and Water 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Density and Specific Gravity</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Week 9</td>
<td>Strength and Mechanics 1</td>
<td>Ch. 9</td>
</tr>
<tr>
<td></td>
<td>Strength and Mechanics 2</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Wood and Fiber Quality</td>
<td>Ch. 11</td>
</tr>
<tr>
<td></td>
<td>Durability and Protection 1</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Week 11</td>
<td>Durability and Protection 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Softwood and Hardwood Lumber 1</td>
<td>Ch. 12/Wood Handbook</td>
</tr>
<tr>
<td>Week 12</td>
<td>Softwood and Hardwood Lumber 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Structural Composites</td>
<td>Ch. 13</td>
</tr>
<tr>
<td></td>
<td>Nonstructural Composites and Adhesives</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>Week 14</td>
<td>Pulp and Paper 1</td>
<td>Ch. 15</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Pulp and Paper 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy and Chemicals</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Test 3/Final</td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Policies & Conduct:

- **Attendance & Tardiness**: Attendance is not compulsory, but classroom attendance is the first step in being successful in this or any other course. Students are required to be on time to class. By coming in late, you interrupt your fellow students and the lecture. Some quizzes will be held at the beginning of classes at the discretion of the instructor. If you will be gone from class due to a job interview, attendance at a meeting, etc. – please let me know at least the day before class. By notifying me at least a day prior to class you will be excused from any pop-quiz that may be held during that class. If you are sick, you will be excused from any pop-quiz provided you bring in a doctor’s note and you let me know the day of that you were gone due to illness.

- **Deadlines**: All assigned homework is to be handed in at the beginning of class on the date that they are due. Late assignments will be penalized 10% per day for two days and thereafter will not be accepted. **An assignment turned in at the end of class will be considered late.** For example, if an assignment was due on Tuesday, a student can turn in the assignment before the next class period to receive up to 80% of the points for the assignment; after Wednesday the assignment will not be accepted for grade. Why do I accept late assignments for only two days? Because I return most assignments and tests to students by the next class period.

- **Missed Exams**: Rapid communication is imperative. Absences from exams must be arranged in advance and only for serious reasons. Documentary evidence is required upon return to class for the
absence to be officially excused. An excused absence will result in you given a different exam as a makeup. Use good judgment - if you are not feeling well and go to the doctor on the exam day, let me know immediately and get a note saying you were at the doctor. However, if you fail to notify me for a lengthy period about your absence – the likelihood that your absence will count as excused will not be very high. Also note that life can throw unexpected events that cannot be planned for, these will be taken into consideration, but again rapid communication is imperative. Non-excused absences will result in a zero (0) given for that test.

- **Grading:** You are responsible for all material in the lecture and assigned text unless otherwise instructed. Exam questions will come from lecture notes, assigned chapters in the text, homework activities, slides and videos shown in class. Grades will be assigned on a 100-point scale. There will be no curve or dropped grades. You may NOT wear hats or earphones during the exams. **Some exams will require the use of a calculator; a cell phone is not a suitable device for use on the exams.** Units on math problems need to be clearly labeled throughout the problem on both homework assignments and the exams. Failure to label units WILL result in points deducted. Exams from previous years are available on Blackboard. Note that the posted exams will be slightly different than the ones assigned.

- **Academic Honesty:** As an FMU student, you have agreed to abide by the University’s academic honesty policy. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Students may work together on assignments but turned in work needs to be their own. Again, use good judgement. If two students turn in a typed assignment that is identical or nearly identical to each other – I will not consider the work your own and I will be meeting with you at the Academic Honesty Office. Copying and pasting answers from a website to your assignment is plagiarism.

- **Accommodations for Disabilities:** If you require a disability-required accommodation, it is essential that you register with the FMU Counseling and Testing Center and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Please note that accommodations cannot be provided retroactively.

- **Course Modifications:** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**In-Class Behavior**

Any student causing a disruption to class by persistently texting, using their phones, using computers for other than course related work (e.g., Facebook, surfing the internet, working on other classes, etc.) may be asked to leave and counted as absent for that class period. If disruption behavior continues, the student may be dropped from the class.

Some general behavior guidelines are:

- You must stay in your seat during class. You may get up to go the bathroom, but you cannot go ask students questions or visit with students in class.

- If you are late to class, do not provide the instructor with an explanation. This takes class time away from the other students. Just take a seat and start taking notes.

- If you are absent from class, you do not need to provide the instructor a reason when you return. You also cannot expect the instructor to review material that you missed. It is your responsibility to arrange to get notes from other students outside of class. Whether you attend class or not is up to you, but do not expect the instructor to make accommodations for your absence.

- Try to limit yourself to three questions per lecture. If you have more questions, approach the instructor after class.

- After tests are handed out during test days, the instructor will not review material or answer questions for you before you get started. You may ask the instructor to clarify a question, but you cannot ask about class material once the test has started.
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: __X__ New Course _____ Course Modification

Department/School______Biology/CLA______________Date__01/06/22_____________________

Course No. or Level __FRST 499___ Title _______Senior Thesis and Capstone_________

Semester hours ___3___ Clock hours: Lecture ___3___ Laboratory ___0__________

Prerequisites _______Forestry 304 and 401____________

Enrollment expectation _______18_________

Indicate any course for which this course is a (an)

modification_____________________
(proposed change in course title, course description, course content or method of instruction)

substitute_____________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate_____________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description ______Jeremy Rentch_____________________

Department Chairperson’s/Dean’s Signature _____________

Provost’s Signature ____________

Date of Implementation ___________August 2022________________

Date of School/Department approval _______01/05/2022______________

Catalog description:

FRST 499: Senior Thesis and Capstone (3) (Prerequisite: 304 and 401). This is a capstone course under the direct supervision of a faculty member. Students will write a thesis or other professional capstone product (e.g., a report or portfolio) that describes a systematic inquiry into an unknown, fundamental, or applied problem in forestry. Participation in senior thesis requires the submission of a proposal the prior semester that is to be approved by a supervising faculty member and the chair of the Forestry Department. The thesis or capstone product is written in close collaboration with the faculty member and must be approved by that faculty member and a second faculty reader within the department.

Purpose:
1. **For Whom (generally?):** Forestry Majors
2. **What should the course do for the student?** Culmination of the forestry program. Student should be able to apply what they have learned professionally.

Teaching method planned: The specific teaching methods for this course will be highly variable dependent upon the faculty mentor.

Textbook and/or materials planned (including electronic/multimedia): Depends on the nature of the thesis project.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

This course will not have a specific syllabus. This is a capstone course under the direct supervision of a faculty member. Students will write a thesis or other professional capstone product (e.g., a report or portfolio) that describes a systematic inquiry into an unknown, fundamental, or applied problem in forestry. Participation in senior thesis requires the submission of a proposal the prior semester that is to be approved by a supervising faculty member and the chair of the Forestry Department. The thesis or capstone product is written in close collaboration with the faculty member and must be approved by that faculty member and a second faculty reader within the department.

**When completed, forward to the Office of the Provost.**
Catalog description:

This course will help to prepare seniors both for their future careers and for further post-baccalaureate study. Topics will include preparing resumes; finding, interpreting, and applying to job ads; interviewing; and applying to graduate schools. Students will practice reading scientific papers, and will learn strategies to better understand these papers. For the final project, each student will pick a topic that is relevant to their future plans and will produce both a written report and an oral presentation.

Purpose:

1. For Whom (generally?)
   Seniors majoring in either Physics or Engineering Technology.
2. What should the course do for the student?
   Better prepare the student to either get a job or start graduate school.
Teaching method planned:

Weekly course meetings will include class discussions about topics relevant to the students' post-baccalaureate careers, including: resumes, interviewing, applying (for both jobs and graduate schools), reading the technical literature, and preparing and giving technical presentations. Students will have weekly assignments in which they will “do” these things: prepare a resume, participate in a mock interview, prepare a job application, read and interpret scientific articles, and prepare and give technical presentations.

Textbook and/or materials planned (including electronic/multimedia):

There will not be a textbook, readings of online materials will be assigned.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

A brief syllabus is attached on the next page.

When completed, forward to the Office of the Provost.
Physics 419 – Senior Seminar in Physics

Instructor: Dr. Larry Engelhardt
Office: 103E Leatherman Science Facility

Email: lengelhardt@fmurion.edu
Phone: 661-1452

Office Hours: Mon, Wed, & Fri: 8 AM – 10 AM; Tues & Thurs: 8 – 11 AM
Additional office meeting times will happily be arranged by contacting me via phone or email (both given above) or by talking to me immediately after class. If possible, try to let me know before coming for an office visit, just to make sure that you will be able to find me.

Course objectives:
The purpose of this course is to prepare you for the next step after graduation (graduate school, employment, etc.). Specifically, we will focus on the following topics: applying to graduate school, preparing a resume, applying for jobs, interviewing, giving technical presentations, and report writing.

Assignments and grading:
45% – Final Report
15% – Draft of Report
15% – Final Presentation
10% – Resume
10% – Interview
5% – Smaller Weekly Assignments

Late assignments will not be accepted, except under extreme, unavoidable circumstances.

Course Website: http://blackboardtest.fmurion.edu
All assignments are to be submitted electronically via BlackBoard.

Approximate order of topics throughout the semester:
- Graduate school
- Using the library’s resources
- Resume preparation
- Interview preparation
- Searching for a job
- Preparing for the GRE
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ New Course  X  Course Modification

Department/School  Physics & Engineering  Date  October 19, 2021

Course No. or Level  220  Title  Computational Methods for Physics and Engineering

Semester hours  3  Clock hours: 3 Lecture  X  Laboratory

Prerequisites  Physics 201

Enrollment expectation  30-40

Indicate any course for which this course is a (an)

modification  PHYS 220
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description  Larry Engelhardt

Department Chairperson’s/Dean’s Signature

Provost’s Signature

Date of Implementation  Fall 2022

Date of School/Department approval  October 19, 2021

Catalog description:
An introduction to the computational tools and numerical methods used in physics and engineering. Students will use both spreadsheets (e.g., Excel) and numerical packages (e.g., Python or MATLAB) to obtain numerical solutions to a wide variety of physical problems, including: motion with air resistance, oscillations, nuclear decay, planetary motion, and circuit analysis. Students will learn to work with data, including reading data from a file, plotting, and fitting. Methods used will include finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, numerical solutions for coupled algebraic equations, and the use of both symbolic packages and numerical methods for computing derivatives and integrals.

Purpose:
1. For Whom (generally?)
   Physics and Engineering students, typically at the sophomore level.
2. What should the course do for the student?
   Prepare students to use computational methods in later courses, research, and careers.
Teaching method planned:

This is a very “hands on” course in which students are constantly creating and using computer models, and analyzing their results. Students are expected to read about methods outside of class; will practice the use of these methods during class time, during which they can get help from both the instructor and classmates; and will complete larger assignment/projects outside of class.

Textbook and/or materials planned (including electronic/multimedia):

* A Student’s Guide to Python for Physical Modeling, Updated Edition
  Jesse M. Kinder and Philip Nelson

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

An example syllabus is attached.

When completed, forward to the Office of the Provost.
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ New Course    ☑ Course Modification

Department/School_ Department of Physics and Engineering_ Date_09/23/2021___________

Course No. or Level_ENGR411_Title_Design for Manufacturing and Assembly___________

Semester hours___ Clock hours:  Lecture___ Laboratory________

Prerequisites___ Design for Manufacturing and Assembly___________

Enrollment expectation___10 students________

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description  Rahul Sharan Renu

Department Chairperson’s/Dean’s Signature  [Signature]

Provost’s Signature  [Signature]

Date of Implementation Fall 2022

Date of School/Department approval October 19, 2021

Catalog description:
411 Design for Manufacturing and Assembly (3) (Prerequisites: 350 Prerequisite/corequisite: 401)
F. The course is based on concurrent engineering techniques to link product design to manufacturing and assembly process design. The course will introduce students to manufacturing and assembly process design techniques used to reduce costs. Course topics include geometric dimensioning and tolerancing, design for manufacturing principles, design for assembly principles, and other design for X principles.

Purpose:
1. For Whom (generally?)
   Mechanical engineering students

2. What should the course do for the student?
By successfully completing this course, students will be able to: design new products while considering manufacturing and/or assembly processes; redesign existing products to reduce product realization costs; analyze manufacturing and assembly systems to determine inefficiencies; and apply several other Design for X principles.

Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic/multimedia):

Course Content:  (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
The course is based on concurrent engineering techniques to link product design to manufacturing and assembly process design. The course will introduce students to manufacturing and assembly process design techniques used to reduce costs. Course topics include geometric dimensioning and tolerancing, design for manufacturing principles, design for assembly principles, and other design for X principles.

Course syllabus:

Design for Manufacturing and Assembly Syllabus

1. Course Name and Number - Design for Manufacturing and Assembly: ENGR 411
2. 3 credits, 45 contact hours
4. Specific Course Information
   a. The course is based on concurrent engineering techniques to link product design to manufacturing and assembly process design. The course will introduce students to manufacturing and assembly process design techniques used to reduce costs. Course topics include geometric dimensioning and tolerancing, design for manufacturing principles, design for assembly principles, and other design for X principles.
   b. Prerequisites: ENGR350; Pre/Corequisite: Design of Mechanisms
   c. Required
5. Specific Goals for the Course
   a. By successfully completing this course, students will be able to: design new products while taking in to consideration manufacturing and/or assembly processes; redesign existing products to reduce product realization costs; analyze manufacturing and assembly systems to determine inefficiencies; and apply several other Design for X principles.
6. Brief List of Topics to be covered
   • Engineering design process
   • Overview of Design for X, where X includes manufacturing, assembly, and sustainability
   • Design for injection molding
   • Design for casting
• Design for machining
• Design for sheet metal working
• Design for manual assembly
• Design for automated assembly
• Other Design for X techniques
• Overview and application of lean manufacturing
• Process variability and control
• Overview of AI techniques to optimize product realization

Grading Scale
100 - 90 = A
89 - 88 = B+
87 - 80 = B
79 - 78 = C+
77 - 70 = C
69 - 68 = D+
67 - 60 = D
< 60 = F
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ New Course  [X] Course Modification

Department/School: Department of Physics and Engineering  Date: 09/23/2021

Course No. or Level: ENGR401  Title: Design of Mechanisms

Semester hours: 3  Clock hours: Lecture 3  Laboratory

Prerequisites: 201, 250, 301, Mathematics 301

Enrollment expectation: 12 students

Indicate any course for which this course is a (an)

[Modification]
(proposed change in course title, course description, course content or method of instruction)

[Substitute]
(The proposed new course replaces a deleted course as a General Education or program requirement.)

[Alternate]
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Rahul Sharan Renu

Department Chairperson’s/Dean’s Signature: [Signature]

Provost’s Signature: [Signature]

Date of Implementation: Fall 2022

Date of School/Department approval: October 19, 2021

Catalog description:

401 Design of Mechanisms (3) (Prerequisites: 201, 250, 301, Mathematics 301) F. The course focuses on the function, classification, position, velocity, acceleration, and dynamic forces of multi-element mechanical linkages. Furthermore, the course discusses design methods and practical information about common mechanisms and mechanism components, including four-bar linkages, gears, gear trains, and cams.

Purpose:

1. For Whom (generally?)
   Mechanical engineering students

2. What should the course do for the student?
By successfully completing this course, students will be able to identify and analyze various mechanical linkage mechanisms including four bar mechanisms, gears, gear trains, and cams.

Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic/multimedia):


Course Content:  (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)
The course focuses on the function, classification, position, velocity, acceleration, and dynamic forces of multi-element mechanical linkages. Furthermore, the course discusses design methods and practical information about common mechanisms and mechanism components, including four-bar linkages, gears, gear trains, and cams.

Course Syllabus:

1. **Course Name and Number - Design of Mechanisms: ENGR 401**
2. 3 credits, 45 contact hours

4. Specific Course Information
   a. The course focuses on the function, classification, position, velocity, acceleration, and dynamic forces of multi-element mechanical linkages. Furthermore, the course discusses design methods and practical information about common mechanisms and mechanism components, including four-bar linkages, gears, gear trains, and cams.

   b. Prerequisites: 201, 250, 301, Mathematics 301
   c. Required

5. Specific Goals for the Course
   a. By successfully completing this course, students will be able to identify and analyze various mechanical linkage mechanisms including four bar mechanisms, gears, gear trains, and cams.

6. Brief List of Topics to be covered
   - Introduction and overview of application of mechanisms
   - Kinematics chains and inversions
   - Description of various mechanisms
   - Velocity and acceleration analysis of mechanisms
   - Spur gears
   - Gear trains
   - Cams
Grading Scale

100 - 90  =  A
89 - 88   =  B+
87 - 80   =  B
79 - 78   =  C+
77 - 70   =  C
69 - 68   =  D+
67 - 60   =  D
< 60      =  F
Check the appropriate box: ___ New Course  _☒_ Course Modification

Department/School  Department of Physics and Engineering  Date  09/23/2021

Course No. or Level  ENGR370  Title  Fluid Mechanics

Semester hours  3  Clock hours:  Lecture  3  Laboratory

Prerequisites  250, 301, Mathematics 301, Mathematics 306, Physics 200

Enrollment expectation  12 students

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description  Rahul Sharan Renu

Department Chairperson’s/Dean’s Signature  

Provost’s Signature  

Date of Implementation  Spring 2023

Date of School/Department approval  October 19, 2021

Catalog description:

370 Fluid Mechanics (3) (Prerequisite: 250, 301, Mathematics 301, Mathematics 306, Physics 200) S. The course introduces the concepts and applications of fluid mechanics and dimensional analysis with an emphasis on fluid behavior, internal and external flows, applications of conservation equations to different engineering systems, and analysis of engineering applications of incompressible pipe systems.

Purpose:

1. For Whom (generally?)
   Mechanical engineering students

2. What should the course do for the student?
By successfully completing this course, students will be able to determine types of flow, apply dimensional analysis to fluid systems, and design fluid systems.

Teaching method planned:
Lecture

Textbook and/or materials planned (including electronic/multimedia):


Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

In this course, students are taught the fundamentals of fluid mechanics, fluid behavior and design of fluid systems.

Course Syllabus:

**Fluid Mechanics Syllabus**

1. **Course Name and Number - Fluid Mechanics: ENGR 370**
2. 3 credits, 45 contact hours
4. Specific Course Information
   a. The course introduces the concepts and applications of fluid mechanics and dimensional analysis with an emphasis on fluid behavior, internal and external flows, applications of conservation equations to different engineering systems, and analysis of engineering applications of incompressible pipe systems.
   b. Prerequisites: 250, 301, Mathematics 301, Mathematics 306, Physics 200
   c. Required
5. Specific Goals for the Course
   a. By successfully completing this course, students will be able to determine types of flow, apply dimensional analysis to fluid systems, and design fluid systems.
6. Brief List of Topics to be covered
   - Introduction and overview of fluid mechanics
   - Hydrostatic forces/ Fluid Statics
   - Types of fluid flow
   - Bernoulli’s Theorem
   - Flow losses
   - Internal Pipe Flow
   - External Flow
   - Dimensional analysis
- Compressible fluid flow

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89 - 88</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>87 - 80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79 - 78</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77 - 70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>69 - 68</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67 - 60</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
<td></td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ New Course    _✓_ Course Modification

Department/School   Department of Physics and Engineering   Date   09/23/2021

Course No. or Level   ENGR 201   Title   Engineering Graphics

Semester hours   3   Clock hours:   Lecture   3   Laboratory

Prerequisites   ___ None.

Enrollment expectation   ___ 40 students

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description   Rahul Sharan Renu

Department Chairperson's/Dean's Signature   

Provost's Signature   

Date of Implementation   Spring 2023

Date of School/Department approval   October 19, 2021

Catalog description:

201 Engineering Graphics (3) S. Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (e.g., AutoCAD®, SolidWorks®) will be used.

Purpose:

1. For Whom (generally?)
   Industrial engineering students and mechanical engineering students.

2. What should the course do for the student?
   Introduce students to fundamentals of engineering drawings in two- and three-dimensions.
Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic-multimedia):

No textbooks. Students will use computer-aided design software such as SolidWorks © and AutoCAD©

Course Content:  (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (e.g., AutoCAD®, SolidWorks®) will be used.

Syllabus:

PRE/CO-REQUISITES

None.

COURSE DESCRIPTION

Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (e.g., AutoCAD®, SolidWorks®) will be used

REQUIRED TEXT BOOK

None.

STUDENT LEARNING OBJECTIVES

After successfully completing this course, students will be able to:

- Draw and interpret two-dimensional engineering technical drawings
- Draw and interpret three-dimensional engineering technical solid models
- Understand spatial relationships and constraints.

EXPECTATIONS

- I expect you to be prepared so that you may engage yourself in the learning process.
- Take a professional approach to the materials you prepare.
- Above all, be honest and ethical in your work.

COMMUNICATION

You are expected to check your student (fmarion.edu) email and Blackboard regularly.
Course updates and notifications will be communicated to you through either your student email, or Blackboard, or both.

COURSE POLICIES
- If you decide to withdraw from the course, you should do so following FMU policies, dates, and procedures
- Students must be on time for class.
- Use of electronics (laptop, cellphones, smart watches etc.) in the classroom is prohibited, unless specified by the instructor.
- In-class Decorum: You are encouraged to discuss class topics during in-class work times, but you are expected to pay quiet attention when your instructor is speaking.
- FMU is a tobacco-free campus.

The schedule, policies, procedures, and assignments in this course are subject to change to improve learning outcomes or by class-instructor consensus.

GRADING
Your final grade will be determined by your performance on homework, quizzes, tests, projects, and your attendance and class participation.

<table>
<thead>
<tr>
<th>In-class Assignments</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Two Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation and attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

GRADING SCALE

| 100 - 90 | = | A |
| 89 - 88  | = | B+ |
| 87 - 80  | = | B  |
| 79 - 78  | = | C+ |
| 77 - 70  | = | C  |
| 69 - 68  | = | D+ |
| 67 - 60  | = | D  |
| < 60     | = | F  |

ACADEMIC INTEGRITY

Plagiarism and collusion are common ways of violating FMU’s honor code (please refer to FMU’s Academic Integrity Policy in your student handbook). Copying assignments from any other source is strictly for homework assignments and in-class problems.

COURSE SCHEDULE
1. Introduction to engineering graphics
2. Multi-view drawings
3. Auxiliary views and section views
4. Dimensioning and tolerances
5. Reading and interpreting drawings
6. 3-D modeling of parts
7. 3-D modeling of assemblies
8. Conversion of 3-D models to 2-D drawings
RELATIONSHIP TO ABET COURSE OUTCOMES

2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ___ New Course  _☒_ Course Modification

Department/School_ Department of Physics and Engineering_ Date_ 09/23/2021____________________

Course No. or Level ENGR250 Title____ Mechanics of Materials ______

Semester hours_ 3 ___Clock hours: Lecture_ 3 ______Laboratory_______

Prerequisites_101, 301; Corequisite: Mathematics 301____

Enrollment expectation___12 students_______

Indicate any course for which this course is a (an)

modification___________________
(proposed change in course title, course description, course content or method of instruction)

substitute_______________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate_______________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description ___ Rahul Sharan Renu ________________

Department Chairperson’s/Dean's Signature _____________________________________________

Provost's Signature ________________________________________________________________

Date of Implementation Spring 2023

Date of School/Department approval October 19, 2021

Catalog description:

250 Mechanics of Materials (3) (Prerequisite: 101, 301; Prerequisite/corequisite: Mathematics 301) S.
The course covers determination of stresses, deflections, and stability of deformable bodies. The course will include methods to identify, formulate, and solve problems related to the effect of forces on deformable bodies. An emphasis will be placed on the behavior of beams and columns.

Purpose:

1. For Whom (generally?)
   Mechanical engineering students

2. What should the course do for the student?
   By successfully completing the course, students will be able to identify, formulate and solve problems related to the effect of forces on deformable bodies. An emphasis will be placed on the behavior of beams and columns.
Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic/multimedia):

Course Content:  (Please explain the content of the course in enough detail so that the 
Academic Affairs Committee can make an informed judgement. 
Include a syllabus for the course.)
This course teaches students methods to analyze the effects of forces on deformable bodies. The 
analysis of beams and columns is emphasized as these are elementary structures that are components 
of many designs.

TEGR250 – Mechanics of Materials 
Course Syllabus

COURSE DESCRIPTION
The course covers determination of stresses, deflections, and stability of deformable bodies. The course 
will include methods to identify, formulate, and solve problems related to the effect of forces on 
deformable bodies. An emphasis will be placed on the behavior of beams and columns.

PRE/CO-REQUISTES
Prerequisite: 101, 301; Prerequisite/corequisite: Mathematics 301

REQUIRED TEXT BOOK

STUDENT LEARNING OBJECTIVES
By successfully completing this course, students will be able to identify, formulate and solve problems 
related to the effect of forces on deformable bodies. An emphasis will be placed on the behavior of beams 
and columns.

EXPECTATIONS
• I expect you to be prepared so that you may engage yourself in the learning process.
• Take a professional approach to the materials you prepare.
• Above all, be honest and ethical in your work.

COMMUNICATION
You are expected to check your student (fmarion.edu) email and Blackboard regularly.
Course updates and notifications will be communicated to you through either your student email, or 
Blackboard, or both.

GRADING
Your final grade will be determined by your performance on homework, quizzes, tests, projects, and 
your attendance and class participation.
<table>
<thead>
<tr>
<th>Homework assignments</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two exams</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Final project</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation and attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 88</td>
</tr>
<tr>
<td>B</td>
<td>87 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 78</td>
</tr>
<tr>
<td>C</td>
<td>77 - 70</td>
</tr>
<tr>
<td>D+</td>
<td>69 - 68</td>
</tr>
<tr>
<td>D</td>
<td>67 - 60</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

**ACADEMIC INTEGRITY**

Plagiarism and collusion are common ways of violating FMU’s honor code (please refer to FMU’s Academic Integrity Policy in your student handbook). Copying assignments from any other source is strictly for homework assignments and in-class problems.

**COURSE SCHEDULE**

- Definition of stress and strain
- Deformation of axially loaded members
- Torsion of circular bars
- Shear force and bending moment diagrams
- Normal and shear stress in beams
- Properties of sections
- Beam deflection
- Stress and strain transformation at a point
- Principal stresses and maximum shear stress
- Mohr’s circle
- Combined loading
- Column buckling
- Introduction to Finite Element Analysis

**Note:** This list is subject to change.

**RELATIONSHIP TO ABET COURSE OUTCOMES**

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies