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 Karen K. Gittings

Provost's Signature Peter King

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 *Virtual meetings/FaceTime can also be scheduled. Email for appointment.*

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:

Assignment	Percent of Final Grade
Site Supervisor Assessment	20%
Intern Self-Evaluation Assessment	10%
Zoom Debrief and Discussion Sessions (2 x 10%)	20%
Final Presentation	50%

Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

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.

Available Sites	Internships Available
MUSC (Florence, Marion)	10
McLeod & Pee Dee AHEC (Florence)	6
HopeHealth (Florence)	5
CareSouth (Darlington and Hartsville)	5
Naomi Project (Florence)	2
Darlington Free Medical Clinic (Darlington)	1
Dillon Free Medical Clinic (Dillon)	1
Genesis Healthcare (Darlington)	1
Empowered to Heal (Florence)	1
A Father's Place (Conway)	1
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:

Week	Content Covered	Assignments Due
Week 1: Aug 24 - 30	Students review existing internship sites and/or seek additional sites for internship	**Post introduction in discussion board**
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):
Fahey, K.R., Hulit, L.M., & Howard, M.R. (2019). Born to Talk: An Introduction to Speech and Language Development, Seventh Edition. Boston, Massachusetts: Pearson. ISBN 978-0134760797

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

Francis Marion University
School of Health Sciences
Speech-Language Pathology Minor Courses
Tentative Syllabus

COURSE TITLE: Speech and Language Development	**COURSE NUMBER:** SLP 407
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 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!

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

Fahey, K.R., Hulit, L.M., & Howard, M.R. (2019). Born to Talk: An Introduction to Speech and Language Development, Seventh Edition. Boston, Massachusetts: Pearson. ISBN 978-0134760797

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 DELETE RED TEXT.

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:

Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Bantam Books.

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

Week	Date(s)	Topic	Readings	Assignments
1		Introduction to speech and language	Chapter 1 Chapter 2 Chapter 10: pp 408-413	
2		Language Acquisition		
3		The Brain: The Computer Center for Speech and Language		
4		Cognitive development and language acquisition theories	Chapter 3 Chapter 4 pp. 113-179	
5		In the Beginning: Communication development from birth to 2 year		
6				**Midterm Exams**
7		Language development through the preschool years	Chapter 6	
8		Taking language from home to school	Chapter 7	
9		Speech sound development	Chapter 8	
10		Cultural variations in speech and Language Development		
11		Language sample transcription/ analysis	Chapter 5	
12		Language analysis		
13		**ASHA**		
14		No Class 11/24-26 Thanksgiving Break		
15		Speech and language disorders	Chapter 9, 10	
16				**Final Exams**

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: Susan Burns

Provost's Signature: Peter King

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):

Small, L.H. (2020). Fundamentals of phonetics: A practical guide for students, fifth edition. Pearson. ISBN-13: 978-0-13-520649-2

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

COURSE TITLE: Phonetics	**COURSE NUMBER:** SLP 415
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 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!

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

Small, L.H. (2020). *Fundamentals of phonetics: A practical guide for students, fifth edition*. Pearson. ISBN-13: 978-0-13-520649-2

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

Homework

10% of course grade	14 points total

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

20% of course grade	28 points total (2 quizzes x 14 points each)

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

15% of course grade	21 points

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.

Student Learning Outcome	Measured by:	Point/Percentage Value
1. Demonstrate knowledge of the theories, foundation, and principles of human speech production	Midterm Examination	**35 points/25%**
2. Demonstrate knowledge of disorders and differences, including the appropriate etiologies, characteristics,	Homework Final Examination	**14 points/10%** **35 points/25%**

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.	Homework Transcription Quizzes Transcription Project Midterm Examination Final Examination	**14 points/10%** **28 points/20%** **21 points/15%** **35 points/25%** **35 points/25%**
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.	Homework Transcription Project Final Examination	**14 points/10%** **21 points/15%** **35 points/25%**

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:

Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness.* New York: Bantam Books.

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.

  Statement adapted from Martinez Ramos, G. & Ausbrooks, A. R. (2021). The Myriad Components of Diversity and Inclusion in Higher 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 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.

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- 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."
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    - 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

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

*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: Frances Burns

Provost's Signature: Peter King

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):

Robb, M. P. (2020) Intro: A guide to communication sciences and disorders (3rd ed.). San Diego,CA: Plural Publishing, Inc.
ISBN-13: 978-1-59756-542-4

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

COURSE TITLE: Introduction to Communication Disorders	**COURSE NUMBER:** SLP 410
COURSE SCHEDULE:	**MEETING:**
SEMESTER:	**LEVEL:**
CREDITS: 3	**COURSE PREREQUISITES:** None
INSTRUCTOR: .	**LABORATORY COMPONENTS:** None
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 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!

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* (3rd ed.). San Diego,CA: Plural Publishing, Inc.

ISBN-13: 978-1-59756-542-4

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/

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 SpeechLanguage 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 linguisticand cultural correlates **(Standard-IV-B)**
   Assessment of SLO: Guest speaker reflection papers; Research Presentation; Culturalcompetence 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 relevantresearch **(Standard-IV-B)**
   Assessment of SLO: Guest speaker reflection papers; Research presentation; In-classdiscussions 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 pprafter 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 ofassignment 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 postshould 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

available on Blackboard.

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 thisassignment will be available on Blackboard.

In all assignments, students must demonstrate proficiency in written composition because writtencommunication 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.

Tests	
• 1 Quiz	**10%**
• Midterm	**30%**
• Final	**30%**
Assignments	
• 2 Reflection Papers (5% each)	**10%**
• Research presentations	**10%**
• 3 Cultural Competence Discussions (2% each)	**6%**
• Class Participation	**2%**
• 1 Hour Service Activity	**2%**
Total Percentage	**100%**

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

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:

Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Bantam Books.

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 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.
  Statement adapted from Martinez Ramos, G. & Ausbrooks, A. R. (2021). The Myriad Components of Diversity and Inclusion in Higher 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, 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):
    - 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.

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- 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.
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  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

Week	Date(s)	Topic	Readings	Assignments
1		Introductions/Overview	Robb (2020): Chapter 1 Check BB for research article	Class Participation **(.5%)**
2		Anatomy of Speech and Hearing	Robb (2020): Chapters 2 Check BB for research article	
3		Child Phonological Disorders	Robb (2020): Chapter 4 Research article	Quiz on Anatomy and Physiology
4		Child Language Disorders Guest Lecture: Early Language	Robb (2020): Chapter 3	Class Participation Points (1%)
5		Fluency Disorders	Robb (2020): Chapter 5	Discussion 1
6		Cleft Palate	Assigned readingson BB	Reflection Due
7		**Midterm Exams**		
8		Neurogenic Communication Disorders	Robb (2020): Chapter 8	
9		AAC Palooza	Robb (2020): Chapter 10	Discussion 2
10		Voice Disorders	Robb (2020): Chapter 7	Reflection on AAC Palooza Due
11		Special Populations/ Multiculturalism	Readings Assigned on Bb	Discussion 3
12		Hearing Disorders and Rehabilitation	Robb (2020): Chapter 12-13	Class Participation
13		Dysphagia	Robb (2020): Chapter 7	
14		**No Class Thanksgiving Break**		
15		**Research Presentations**		
16		**Final Exams**		

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: Frances Burns

Provost's Signature: Pete King

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.

Textbook and/or materials planned (including electronic/multimedia): Required Seikel J. A., Drumright, D. G., & King, D. W. (2016). Anatomy & physiology for speech, language, and hearing, 6th edition. Clifton Park, New York: ISBN: 978-1-63550-279-4

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

Francis Marion University
School of Health Sciences
Speech-Language Pathology Minor Courses
Tentative Syllabus

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!

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

Seikel J. A., Drumright, D. G., & King, D. W. (2016). Anatomy & physiology for speech, language, and hearing, 6th edition. Clifton Park, New York: ISBN: 978-1-63550-279-4.

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:

ASSIGNMENTS

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.

Student Learning Outcome	Measured by:	Point/Percentage Value
1. Demonstrate knowledge of the support structures of the respiratory, articulatory, and laryngeal systems.	**Modeling Projects** **Tests 1 – 4**	10 points each/20% total 75 points each/60% total
2. Demonstrate knowledge of the function of muscles in the respiratory, articulatory, and laryngeal system.	**Modeling Projects** **Tests 1 – 4**	10 points each/20% total 75 points each/60% total
3. Demonstrate knowledge of neurological structures and pathways associated with speech production and swallowing.	**Modeling Projects** **Tests 1 – 4**	10 points each/20% total 75 points each/60% total
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.	**Research Review** **Tests 1 – 4**	50 points/11% 75 points each/60% total

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:

Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Bantam Books.

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.

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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.

Statement adapted from Martinez Ramos, G. & Ausbrooks, A. R. (2021). The Myriad Components of Diversity and Inclusion in Higher 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.
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- Arriving 15 minutes late to class counts as an unexcused absence.
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- Class participation is important not only for the student but the classmates of the student.

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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.
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    - Cheating (including copying other's work)
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    - 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."
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- 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

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

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: Frances 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.

Nippold (2016). Later Language Development: School-age Children, Adolescents, and Young Adults-4th Edition. Pro Ed. ISBN: 9781416410133

Owens & Farinella (2018). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (The Pearson Communication Sciences and Disorders Series) 6th Edition. Pearson. ISBN: 9780134801476

Supplementary

Robb, M.P. (2013). A guide to Communication Sciences and Disorders (2nd ed.). San Diego, CA: Plural Publishing Inc. ISBN-13: 978-59756-542-4

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, the 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

COURSE TITLE: Speech and Language Disorders Across the Lifespan	**COURSE NUMBER:** SLP 404
SCHEDULE:	**MEETING:**
SEMESTER:	**LEVEL:** Prerequisite
CREDITS: 3.0	**COURSE PREREQUISITES:**
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.

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

Nippold (2016). Later Language Development: School-age Children, Adolescents, and Young Adults-4th Edition. Pro Ed. ISBN: 9781416410133

Owens & Farinella (2018). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (The Pearson Communication Sciences and Disorders Series) 6th Edition. Pearson. ISBN: 9780134801476

Supplementary

Robb, M.P. (2013). A guide to Communication Sciences and Disorders (2nd ed.). San Diego, CA: Plural Publishing Inc. ISBN-13: 978-59756-542-4

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

15% of course grade	45 points

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.
   i. Students will lead the discussion during the class period related to their area of interest.
   ii. The research article must be submitted 1-week prior to the class period to allow time for all students to read the article.
   iii. Students leading discussion must guide the discussion, including creating potential discussion questions and demonstrate adequate knowledge and understanding of the research article.
   iv. 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 ASSESMENTS:

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

25% of course grade	75 points

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

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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:

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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.

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  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

Week	Date(s)	Topic	Readings	Assignments
1			Review Syllabus	
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

COURSE TITLE: Introduction to Audiology	**COURSE NUMBER:** SLP 509
SCHEDULE: Asynchronous	**MEETING:** Online, asynchronous via Blackboard*
SEMESTER: Fall 2021	**LEVEL:** Prerequisite
CREDITS: 3	**COURSE PREREQUISITES:** N/A
INSTRUCTOR: Mani Aguilar, Au.D., CCC-A	**LABORATORY COMPONENTS: N/A**
E-MAIL: mani.aguilar@fmarion.edu	**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.
OFFICE HOURS: Instructor is available via email at any time. Please expect a response within, at most, 48 hours Monday through Friday.	**OFFICE:** N/A

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!

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

Class begins: 8/24. Fall Break: 10/11 and 10/12. Thanksgiving Break: 11/24-11-26. Class ends: 12/6. Final Exam Due: Between12/8 and 12/14; date to be determined by the Dept.

*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:
Required eTextbook: Martin, F.N. & Clark, J.G. (2019). *Introduction to Audiology* (13th Ed.). Boston: Pearson Education, Inc. ISBN-13: 9780134694900
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.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   g. 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:

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

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:

SLO	CAA/CFCC Standard
1. Describe audiology as a profession and provide examples of the collaboration between audiologists and speech-language pathologists.	Standard IV-G
2. Describe the basic anatomy and physiology of the human auditory system.	Standard IV-B
3. Given case studies, explain the objective and subjective test procedures used to assess hearing across the lifespan.	Standard IV-D
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).	Standard IV-D
5. Considering risk factors associated with hearing loss, discuss primary, secondary, and tertiary prevention opportunities for individuals across the lifespan.	Standard IV-D
6. Demonstrate how to conduct a pure-tone hearing screening.	Standard V-B
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.	Standard IV-C
8. Discuss the signs of a possible auditory processing disorder, as well as the referral criteria for screening and evaluation of that disorder.	Standard IV-D
9. List the parts of a digital hearing aid, a cochlear implant, and several assistive listening devices.	Standard IV-D
10. Provide an overview of assessments available for individuals who have a vestibular disorder.	Standard IV-B
11. Discuss cultural considerations related to hearing loss.	Standards IV-B, IV-C, IV-D, & V-B

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.

Summary of Course Plan, Points, Due Dates, and Course Objectives Measured by Each Assignment/Course Requirement

The table below shows all course assignments/requirements, their point values and due dates, as well as the Course Objectives measured by each assignment/requirement:

Assignments/Course Requirements (All due by 11:59 PM ET)	Point Values	Due Dates	Course Objectives Measured by Each Item
Self-introduction	Not graded	August 24	NA
Respondus Lockdown Browser Practice Quiz	Not graded	August 24	NA
Study Guides	Not graded (not required)	Not graded; they are for your benefit.	NA
Journal Entries	Not graded (not required)	Not graded; they are for your benefit. Due each Tuesday.	NA
Discussion Week 1 - The Profession of Audiology/ Auditory Anatomy & Physiology	12	First Post: August 28 Second Post: August 31	1. Describe the profession of audiology and its relationship to speech-language pathology.
Quiz 1	20	September 1, by 4:00 PM	1. Objective 1 described in cell immediately above. 2. Describe the main components of the structure and function of the peripheral and central auditory & balance systems.
Discussion Week 2 - The Physics of Sound	12	First Post: September 4 Second Post: September 7	3. Discuss the basic, physical and psychophysical attributes of sound and their relationship to speech intelligibility.
Quiz 2	20	September 15, by 4:00 PM	
Discussion Week 4 - Case Study (Part I)	12	First Post: September 18 (Answer Key will post September 19) Second Post: September 21	4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.
Quiz 3	20	September 23, by 4:00 PM	
Assignment 1- via video - "Elevator Pitch" Assignment	23	September 26	1. Describe the profession of audiology and its relationship to speech-language pathology.

Assignments/Course Requirements (All due by 11:59 PM ET)	Point Values	Due Dates	Course Objectives Measured by Each Item
Discussion Week 6 - Case Study (Part II)	12	First Post: October 2 (Answer Key will post October 3) Second Post: October 5	4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.
Quiz 4	20	October 6, by 4:00 PM	
Fall Break	--	October 11-12	
Discussion Week 7 - Case Study (Part III)	12	First Post: October 9. Second Post: WED., October 13	4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.
Assignment 2 – Paper - "Hearing Loss Experience"	23	October 17	NA
Midterm Exam	227	Becomes available on October 19 at 3:30 PM and is due on October 19 by 6:30 PM	Objectives 1-4, described in the cells above.
Assignment 3 - via video - "Explaining Audiologic Results"	23	October 24	4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.
Discussion Week 10 - Prevention of Hearing Loss	12	First Post: October 30 Second Post: November 2	6. Discuss risk factors for hearing loss and prevention opportunities within the scope of practice of SLP across the lifespan.
Quiz 5	20	November 3, by 4:00 PM	5. Describe hearing screening procedures across the lifespan.
Discussion Week 11 - Outer Ear and Middle Ear Auditory Disorders	12	First Post: November 6 (Answer Key will post November 7) Second Post: November 9	7. Describe common disorders of the auditory and balance system, including site of dysfunction and characteristics of the resulting hearing loss.
Discussion Week 12 - Inner Ear/Central Auditory Disorders	12	First Post: November 13 (Answer Key will post on November 14) Second Post: November 16	Objective 7 described in cell immediately above. 10. Describe a brief overview of vestibular structure, function, and assessment.

Assignments/Course Requirements (All due by 11:59 PM ET)	Point Values	Due Dates	Course Objectives Measured by Each Item
Assignment 4 - via video - "Perform a Hearing Screening" **(in pairs)**	23	November 17	5. Describe hearing screening procedures across the lifespan.
Quiz 6	20	TUE., November 23	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.
Thanksgiving Break	--	November 24-28	
Discussion Week 14 - What have you learned from this course?	12	First Post: December 4 Second Post: MON., December 6	1. Describe the profession of audiology and its relationship to speech-language pathology.
Assignment 5 - Virtual Observation of Complete Hearing Evaluations	55	December 5	9. Describe an overview of audiologic intervention/aural (re)habilitation, including cultural differences, counseling, amplification, cochlear implants, and assistive devices.
Assignment 6 - "Cultural Considerations Related to Hearing Loss" **(group project/paper)**	23	December 5	
Final Exam	375	TBD by Dept. Will be between 12/8-12/14	All Course Objectives listed in this column.
TOTAL (Quizzes/exams/ discussions/assignments/ papers)	1000		

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

<u>There Are Six Assignments</u> (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:
  - The second post for Week 7, is due on **Wednesday, 10/13**, due to the Tuesday Fall Break.
  - 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**:
  - **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)
  - 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).**
  - 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."
  - **Must be completed by the due dates/times specified on this syllabus.**
  - **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.
  - 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.
  - Quizzes generally require about 15 minutes to complete and they cover the Learning Modules for that week or as listed on this syllabus.
  - 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.

A	900-1000 points = 90%-100%
B+	850-899 points = 85%-89%
B	800-849 points = 80%-84%

C+	750 -799 points = 75%-79%
C	700-749 points = 70%-74%
F	699 points and below

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:

SLOs	Measured By	Points
1. Describe audiology as a profession and provide examples of the collaboration between audiologists and speech-language pathologists.	Assignment 1 Discussion Board Assignment Week 1 Quiz 1	23 12 20
2. Describe the basic anatomy and physiology of the human auditory system.	Discussion Board Assignment Week 1 Quiz 1	12 20
3. Given case studies, explain the objective and subjective test procedures used to assess hearing across the lifespan.	Discussion Board Assignments Weeks 4, 6, and 7 Assignments 3 and 5 Quiz 2 Quiz 3 Quiz 4 Midterm Exam	36 46 20 20 20 250
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).	Discussion Board Assignments Weeks 4, 6, and 7 Assignments 3 and 5 Quiz 2 Quiz 3 Quiz 4 Midterm Exam	36 78 20 20 20 250

SLOs	Measured By	Points
5. Considering risk factors associated with hearing loss discuss primary, secondary, and tertiary prevention opportunities for individuals across the lifespan.	Discussion Board Assignment Week 10 Quiz 5	 12 20
6. Demonstrate how to conduct a pure- tone hearing screening.	Assignment 4 Quiz 5	23 20
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.	Discussion Board Assignments Weeks 11 and 12 Assignment 5 Quiz 6 Final Exam	 24 55 20 375
8. Discuss signs of a possible auditory processing disorder, as well as the referral criteria for screening and evaluation of that disorder.	Quiz 6 Final Exam	20 375
9. List the parts of a digital hearing aid, a cochlear implant, and several assistive listening devices.	Final Exam	375
10. Provide an overview of assessments available for individuals who have a vestibular disorder.	Final Exam	375
11. Discuss cultural considerations related to hearing loss.	Assignment 6	23

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.

- 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 on 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:
  - Syllabus: Course Objectives and Student Learning Outcomes.
  - Learning objectives for each Module (usually described on Bb at the beginning of each Module).
  - Accompanying class materials (files and websites) for each Module.
  - PowerPoints with accompanying audio presentation by the instructor.
  - PowerPoints without audio are also available. These show instructor notes and animations/videos.
  - Required eTextbook.
  - Chapter Learning Outcomes: First page of each eTextbook chapter.
  - Chapter Summaries and FAQs at the end of each eTextbook chapter.
  - 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.

- Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness.* New York: Bantam Books.
- 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
  - 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 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 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

- **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):
  - 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.

Weeks/Modules	Assignments
Start Here and Introduction Activities 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 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/CICSsim/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 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 Sound? http://www.fearofphysics.com/Sound/dist.html and http://www.howstuffworks.com/sound-info1.htm -What is a decibel? http://science.howstuffworks.com/question124.htm -Study Guides -Discussion Board -Journal

Week 3 – Module 4 9/8 – 9/14	**-PowerPoint Presentation** (posted on course site): **"Psychoacoustics"** -Chapter 2: pp. 37-40 -Chapter 2: p. 52 – Summary -Chapter 2: p. 53 – Tables 2.2 and 2.3 -Chapter 2: pp. 54-55 – FAQ's 2, 3, 4, 7, 9, 11 and 12 -For review: http://www.audstudent.com 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) -Study Guide -Journal **-Quiz 2**
Week 4 – Modules 5-1, 5-2 & 5-3 9/15 – 9/21	**-PowerPoint Presentations** (posted on course site): **"Behavioral Assessments: General Information, Case History, and Otoscopy"** **"Behavioral Assessments: Pure-tone Testing and Audiograms"** **"Behavioral Assessments: Degrees, Types, and Configurations of Hearing Loss"** -Chapter 15: pp. 426-429 -Chapter 3: pp. 56-63 -Chapter 3: p. 63 – Check Your Understanding -Chapter 3: pp. 92-96 (Case histories for the four Evolving Case Studies) -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) -Chapter 3: Check Your Understanding and Activities 3.1, 3.2, 3.3, 3.5 and 3.6 -Chapter 2: pp. 40-44 (Sound Measurement) Chapter 3: pp. 66-97 (Pure-tone Audiometry) and Videos on pp. 71, 74, & 83 -Chapter 4: pp. 122-125 -Chapter 8: Section on Otoscopy and Video Otoscopy, pp. 224-230 -Chapter 8: p. 230: Two videos from eTextbook on Otoscopy & - Video Otoscopy -Different audiograms with superimposed speech sounds, posted on Bb -Otoscopy: http://www.meddean.luc.edu/lumen/MedEd/medicine/pulmonar/pd/pstcp18.htm -Hearing Handicap Inventory: https://www.sfotomed.com/webdocuments/questionnaire-hearing-handicap.pdf - Pure-tone Testing: http://www.emedicine.com/ent/topic311.htm -Three videos from eTextbook: p. 71 (Patient Response), p. 74 (AC Placement), and p. 83 (BC Placement)

	-For review: http://www.audstudent.com: Go to "Additional Resources," then scroll down to "Archived Resources," and click on "Read More." Review "Part I-Foundations" & "Part II-Recognizing Types of Loss" -Discussion Board -Study Guides -Journal **-Quiz 3**
Week 5 – Modules 6-7 9/22 – 9/28	- **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 9/29 – 10/5	**-PowerPoint Presentation** (posted on course site): **"Objective Assessments: Impedance Audiometry (Tympanometry and Acoustic Stapedial Reflexes)"** -Readings posted on Bb: -Impedance Audiometry article by K. Campbell and G. Mullin, adapted from: http://emedicine.medscape.com/article/836182-overview and -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 10/6 – 10/10 (This is a "short" week due to Fall Break on 10/11 and 10/12).	**-PowerPoint Presentation** (posted on course site): **"Objective Assessments: Otoacoustic Emission (OAE) and Auditory Brainstem Response (ABR) Tests"** -Chapter 6 pp. 177-194

	-Otoacoustic Emissions: http://emedicine.medscape.com/article/835943-overview -Auditory Evoked Potentials: http://emedicine.medscape.com/article/836277-overview -ASSR article by Douglas L. Beck, David Speidel, and Jill Gordon Craig, posted on Bb. For review: p. 34 of https://mediasrc.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf -Discussion Board -Study Guide -Journal
Week 8 – A few days to study for the Midterm Exam and work on Assignments 2 and 3 10/13 – 10/18	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.) -Journal
Week 9 – Module 10 10/20 – 10/26	**-PowerPoint presentation** (posted on course site): **"Pediatric Audiology"** -Chapter 7: Entire chapter. -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 -Study Guide -Journal
Week 10 – Module 11 10/27 – 11/2	**- 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 -Podcast on "Protecting the Hearing of the Young" by Dr. J. Battey, Jr.: https://www.thehealthcarepolicypodcast.com/2017/01/upcoming-podcast-the-nihs-its-a-noisy-planet-education-program-January-6th-2017.html -"60/60" Hearing Loss Prevention Rule" https://www.chicagotribune.com/lifestyles/health/sc-one-simple-thing-volume-earbuds-health-1104-20151026-story.html -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)

	-Discussion Board -Study Guide -Journal **-Quiz 5**
Week 11 – Modules 12-13 11/3 – 11/9	**-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 -Explore "Ear Pressure" http://www.merckmanuals.com/professional/SearchResults?query=outer+ear+disorders -Explore "Myringotomy" & "Ear Tubes Video" https://www.merckmanuals.com/home/ear,-nose,-and-throat-disorders/middle-ear-disorders/otitis-media-acute#v26621858 -Discussion Board -Journal
Week 12 – Module 14 11/10 – 11/16	**-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 -Explore: https://www.merckmanuals.com/home/ear-nose-and-throat-disorders/inner-ear-disorders/overview-of-the-inner-ear#v42282600 -pp. 77-83 of: https://mediasrc.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf

	-Tinnitus: http://www.ata.org -Auditory Neuropathy Spectrum Disorder: http://emedicine.medscape.com/article/836769-overview and https://www.babyhearing.org/professional-resources/Documents/PediatricAuditoryNeuropathyFactSheet.pdf -Balance Disorders: https://www.mayoclinic.org/diseases-conditions/balance-problems/symptoms-causes/syc-20350474 **Also, scroll down to "Diagnosis and Treatment"** https://www.asha.org/Practice-Portal/Clinical-Topics/Superior-Canal-Dehiscence/ -Discussion Board -Journal
Week 13 – Module 15 11/17 – 11/23	**-PowerPoint Presentation** (posted on course site): **-"Auditory Disorders: Central Auditory Processing"** -Chapter 11: Entire chapter -Chapter 15: pp.460-463 https://www.asha.org/public/hearing/understanding-auditory-processing-disorders-in-children/ http://kidshealth.org/parent/medical/ears/central_auditory.html http://www.howsyourhearing.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 -Aural (Re)-habilitation: https://www.asha.org/practice-portal/professional-issues/aural-rehabilitation-for-adults/ https://www.asha.org/uploadedFiles/AIS-Aural-Audiologic-Habilitation-Children.pdf -Study Guide -Journal
Final Exam Date TBD	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)

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

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!

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

1. Meyer, S. M. (2004). Survival Guide for the Beginning Speech-Language Clinician. (2nd ed.). ISBN-13: 9780890799819

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

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- Assigned Master Clinician Videos and Blackboard Expansion Discussions are due each Thursday at 5pm EST.
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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.

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

A = 90-100%

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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.

Student Learning Outcome	Measured by:	Point/Percentage Value
V-C	Blackboard Discussion/Completed Hours	≥ 80%
V-C	On-Campus Visits/Presentation	≥ 80%
V-C	External Site Visits/Presentation	≥ 80%

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**

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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:

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- Mindful Movement
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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):
    - 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

Week	Date(s)	Topic	Readings	Assignments
1		Introductions/Overview	FMU Clinic Handbook	None
2		No Class: Complete Community Observation #1	ASHA Scope of Practice	Community Observation #1 Participate in Blackboard Response Post Master Clinician: Kerry Mandulak Patient: Mathew 83 mins **Due 9/2/2021 at 5pm EST**
3		Child Language In class: Master Clinician: Susie Roach Stewart Patient: Abigail (Session 1) 59 mins	ASHA Practice Portal	Participate in Blackboard Response Post Participate in Blackboard Response Post Master Clinician: Susie Roach Stewart Patient: Abigail (Session 2) 72 mins and finish Session 1 from class **Due 9/9/2021 at 5pm EST**
4		Voice In class: Master Clinician: Joni Long Patient: Brendan 51 mins	ASHA Practice Portal	Participate in Blackboard Response Post In class: Master Clinician: Eryn Gitelis Patient: Kayla 69 mins

				Due 9/16/2021 at 5pm EST
5		Child Language In class: Master Clinician: Susie Roach Stewart Patient: Abigail (Session 3) 55 mins	ASHA Practice Portal	Participate in Blackboard Response Post Participate in Blackboard Response Post Master Clinician: Susie Roach Stewart Patient: Megan 66 mins **Due 9/23/2021 at 5pm EST**
6		Hearing In class: Master Clinician: Amy White Patient: Audiology-5 42 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician: Amy White Patient: Audiology-3 64 mins **Due 9/30/2021 at 5pm EST**
7		Presentations	FGRBI Website http://fgrbi.com/	**On-Campus Observation Presentations Due 10/6/2021** Participate in Blackboard Response Post Master Clinician: Bob Buckendorf Patient: Evan 45 mins **Due 10/7/2021 at 5pm EST**
8		Adult Language In class: Master Clinician:	ASHA Practice Portal	Participate in Blackboard Response Post

		Karen Copeland Patient: Carol 33 mins		Master Clinician Tammie Cook Patient: Mark 55mins **Due 10/14/2021 at 5pm EST**
9		AAC In class: Master Clinician: Tammi Cook Patient: Ali 44 mins	Communication Bill of Rights	**Extra Credit: Attend FMU AAC Palooza on 10/22/2021 for 1 Extra Credit Point Added to Final Grade Complete Case Studies from Dr. Wada and submit by Sunday 10/24/2021 at 5pm EST** Participate in Blackboard Response Post Master Clinician: Sara Roelofs Patient: Bob 51 mins **Due 10/2012021 at 5pm EST**
10		Speech Sound Disorder In class: Master Clinican: Glenn Weybright Patient: Fox 34 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician Jon Preston_Megan Leece Patient: Stephan 50 mins

				Due 10/28/2021 at 5pm EST
11		Adult Language In class: Master Clinician Amanda Stead Patient: Maye 20 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician Larry Boles Patient: Edie 48 mins **Due 11/4/2021 at 5pm EST**
12		Speech Sound Disorder In class: Master Clinician Glenn Weybright Patient: JJ (Session 2) 27 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician: Rhea Paul Patient: Peter 52 mins **Due 11/11/2021 at 5pm EST**
13		No Class- (ASHA) Complete Community Observation #2		Participate in Blackboard Response Post Master Clinician John Tracy Patient: Demo 49 mins **Due 11/18/2021 at 5pm EST**
14		No Class 11/24-26 Thanksgiving Break		Participate in Blackboard Response Post Master Clinician Eryn Gitelis Patient: Anna B. 50 mins

				Due 11/26/2021 at 5pm EST
15		Child Language In class: Master Clinician Carlee Lewis Patient: Group 5th grade 18 mins	ASHA Practice Portal	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!

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

1. Meyer, S. M. (2004). Survival Guide for the Beginning Speech-Language Clinician. (2nd ed.). ISBN-13: 9780890799819

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.

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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.

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- 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):
    - 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

Week	Date(s)	Topic	Readings	Assignments
1		Introductions/Overview	FMU Clinic Handbook	None
2		No Class: Complete Community Observation #1	ASHA Scope of Practice	Community Observation #1 Participate in Blackboard Response Post Master Clinician: Kerry Mandulak Patient: Mathew 83 mins **Due 9/2/2021 at 5pm EST**
3		Child Language In class: Master Clinician: Susie Roach Stewart Patient: Abigail (Session 1) 59 mins	ASHA Practice Portal	Participate in Blackboard Response Post Participate in Blackboard Response Post Master Clinician: Susie Roach Stewart Patient: Abigail (Session 2) 72 mins and finish Session 1 from class **Due 9/9/2021 at 5pm EST**
4		Voice In class: Master Clinician: Joni Long Patient: Brendan 51 mins	ASHA Practice Portal	Participate in Blackboard Response Post In class: Master Clinician: Eryn Gitelis Patient: Kayla 69 mins

				Due 9/16/2021 at 5pm EST
5		Child Language In class: Master Clinician: Susie Roach Stewart Patient: Abigail (Session 3) 55 mins	ASHA Practice Portal	Participate in Blackboard Response Post Participate in Blackboard Response Post Master Clinician: Susie Roach Stewart Patient: Megan 66 mins **Due 9/23/2021 at 5pm EST**
6		Hearing In class: Master Clinician: Amy White Patient: Audiology-5 42 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician: Amy White Patient: Audiology-3 64 mins **Due 9/30/2021 at 5pm EST**
7		Presentations	FGRBI Website http://fgrbi.com/	**On-Campus Observation Presentations Due 10/6/2021** Participate in Blackboard Response Post Master Clinician: Bob Buckendorf Patient: Evan 45 mins **Due 10/7/2021 at 5pm EST**
8		Adult Language In class: Master Clinician:	ASHA Practice Portal	Participate in Blackboard Response Post

		Karen Copeland Patient: Carol 33 mins		Master Clinician Tammie Cook Patient: Mark 55mins **Due 10/14/2021 at 5pm EST**
9		AAC In class: Master Clinician: Tammi Cook Patient: Ali 44 mins	Communication Bill of Rights	**Extra Credit: Attend FMU AAC Palooza on 10/22/2021 for 1 Extra Credit Point Added to Final Grade Complete Case Studies from Dr. Wada and submit by Sunday 10/24/2021 at 5pm EST** Participate in Blackboard Response Post Master Clinician: Sara Roelofs Patient: Bob 51 mins **Due 10/2012021 at 5pm EST**
10		Speech Sound Disorder In class: Master Clinican: Glenn Weybright Patient: Fox 34 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician Jon Preston_Megan Leece Patient: Stephan 50 mins

				Due 10/28/2021 at 5pm EST
11		Adult Language In class: Master Clinician Amanda Stead Patient: Maye 20 mins .	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician Larry Boles Patient: Edie 48 mins **Due 11/4/2021 at 5pm EST**
12		Speech Sound Disorder In class: Master Clinician Glenn Weybright Patient: JJ (Session 2) 27 mins	ASHA Practice Portal	Participate in Blackboard Response Post Master Clinician: Rhea Paul Patient: Peter 52 mins **Due 11/11/2021 at 5pm EST**
13		No Class- (ASHA) Complete Community Observation #2		Participate in Blackboard Response Post Master Clinician John Tracy Patient: Demo 49 mins **Due 11/18/2021 at 5pm EST**
14		No Class 11/24-26 Thanksgiving Break		Participate in Blackboard Response Post Master Clinician Eryn Gitelis Patient: Anna B. 50 mins

				Due 11/26/2021 at 5pm EST
15		Child Language In class: Master Clinician Carlee Lewis Patient: Group 5th grade 18 mins	ASHA Practice Portal	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: 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 R Spear (coordinator)

Provost's Signature Peter King

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:

- Edited by Shaw and Lee. *Gendered Voices, Feminist Visions: Class and Contemporary Readings*. 7th edition (ISBN: 9780190924874)
- Allison, Dorothy. *Two or Three Things I Know for Sure*. (ISBN: 0452273404)
- 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:

CATEGORY	BREAKDOWN		WORTH	EARNED
Small Projects		200 pts		
	#1		50 pts	
	#2		50 pts	
	#3		50 pts	
	#4		50 pts	
Participation & Posts		100 pts		
	01		12.5 pts	
	02		12.5 pts	
	03		12.5 pts	
	04		12.5 pts	
	05		12.5 pts	
	06		12.5 pts	
	07		12.5 pts	
	08		12.5 pts	
Tests		400 pts		
	#1		100 pts	
	#2		100 pts	
	#3		100 pts	
	#4		100 pts	
Final Project		300 pts		
	Proposal		50 pts	
	Research / Annotated Bib		50 pts	
	Project + Reflection		200 pts	
TOTAL		**1,000 pts**		

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:

READINGS & DAILY PLANS WITH ASSIGNMENT DEADLINES*	
KEY: • BB = Blackboard (refer to the Supplemental Reading folder for pdf files or links) • DP = Discussion Thread Posts • Assume that readings are in *Gendered Voices, Feminist Visions: Class and Contemporary Readings* unless otherwise mentioned.	
Week (Dates)	**Topic Covered and Abbreviated Tasks**
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	

	Lessons: On Media and Culture Readings: Ch. 5, pp. 222-248; Woolf, pp. 249-251; Lorde, pp. 251-253; Turley and Fisher, pp. 253-256; Williams, pp. 267-269 DP #3 and Test #2
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; Khaleeli, 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 Almirzanah, 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 R Spear (coordinator)

Provost's Signature Peter King

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 con't...
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):
Bidlack, J & Jansky, S. 2020. Introductory Plant Biology. 15th Edition. McGraw-Hill, ISBN 1260240835 or ISBN 978-1260240832.

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 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.

Lecture 1	Course introduction and plant cells
Lecture 2	Plant tissues
Lecture 3	Roots
Lecture 4	Stems
Lecture 5	Leaves
Lecture 6	**EXAM 1**
Lecture 7	Meiosis and alternation of generations
Lecture 8	Reproductive structures and diversity of the Embryophytes
Lecture 9	Floral anatomy, evocation, and genetics
Lecture 10	Angiosperm reproduction
Lecture 11	Angiosperm reproduction
Lecture 12	Genome structure and gene expression
Lecture 13	Water in plants
Lecture 14	**EXAM 2**
Lecture 15	Photosynthesis – the light reactions
Lecture 16	Photosynthesis – the carbon reactions
Lecture 17	Plant hormones and movement
Lecture 18	Mycorrhizae and mycoheterotrophic plants
Lecture 19	Evolution and evolutionary mechanisms I
Lecture 20	**EXAM 3**
Lecture 21	Evolution and evolutionary mechanisms II
Lecture 22	Speciation
Lecture 23	Non-vascular plants
Lecture 24	Seedless vascular plants
Lecture 25	Gymnosperms
Lecture 26	Angiosperms
Lecture 27	**EXAM 4**

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___4____Clock hours: Lecture____3_____Laboratory___3_____

Prerequisites_____Biology 109, 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 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 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:

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

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):
Harlow and Harrar's Textbook of Dendrology 9th edition. 1994. by James Hardin, Donald Leopold and Fred White, McGraw-Hill

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, Cuppressaceae, 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 Reatsch_____

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 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):
Bolstad, P. 2019. GIS Fundamentals: A first text on geographic information systems, 6th Edition.

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 practicals.
- 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 ft^2" or "100 m^2", 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.

Week of	Lecture Topic	Readings	Lab
24 Aug Week 1	**Module One: Basics of Geospatial Data** Introduction and Class Overview; Installing ArcGIS or QGIS; Introduction to GIS;	Syllabus; 1-27; 147-156 (Maps),	Lab 1 – Introduction to GIS, Visualizing Spatial Data, Making a Map
31 Aug Week 2	2. Lecture videos and documents on Spatial Data Models and Scale, Data Sources and Available Digital Data	183-193 (Cartography); 29-84 (Spatial data types); 297-327 (digital data);	Lab 2 – Vector and Raster Data Models: Shapefiles, Geodatabases, Feature Classes, Rasters, GRIDs, etc.
7 Sept Week 3	3. Queries – Select Features Based on Attributes & Location	331-356	Lab 3 – Spatial Queries: Getting Information out of ArcGIS
14 Sept Week 4	**Monday**: *Online Review* **Wednesday**: *Online Only:* **Quiz 1**	Review all to date	**Lab Test 1**
21 Sept Week 5	**Module 2: Vector Analysis Work Flows** Lecture 4. Introduction to Spatial Analysis – Topological Overlays	vector sections in 373-428	Lab 4 – Vector Analysis: Timber Harvest Planning
28 Sept Week 6	5: Vector Analysis - putting the pieces together; Cartographic Models	571-606, Please read through the intro text for Lab 5 prior to lab	Lab 5: Vector Analysis 2: Recreational Opportunity Spectrum Analysis
5 Oct Week 7	6. Coordinate Systems	85-137; 170-182, Coordinate Systems flow chart pdf	Lab 6 – Coordinate Systems, importing XY data into GIS
12 Oct Week 8	**Monday:** *Online Review*	Review	**Lab Test 2**

	Wednesday: *Online only:* **Quiz 2**		
19 Oct Week 9	**Module 3: Remote Sensing** 7. GPS Review; Field Data Gathering using GPS; Introduction to Remote Sensing, UAV & Aerial Photography Interpretation, Image Distortion & Image Registration	203-246; 247-271	Lab 7: Comparing Field data with Screen-digitized data using Aerial Photographs, Georeferencing an image
26 Oct Week 10	8. Satellite Remote Sensing: examples, vegetation indices & vegetation phenology, image classification	272-294; Phenology Pdf & Lillesand & Kiefer pdf	Lab 8: Remote Sensing Indices, Vegetation Phenology, basics of image classification
2 Nov Week 11	**Wednesday**: *Online only:* **Quiz 3**		**Lab Test 3**
9 Nov Week 12	**Module 4: Raster Analysis and Raster-Vector integration in GIS work flows** 9. Raster Analysis	Raster related pages 373-428, Raster analysis 443-472	Lab 9: Raster Analysis: Analysis of Wildlife Habitat
16 Nov Week 13	10. Terrain & Watershed Analysis	483-507	Lab 10: Watershed Analysis
23 Nov Week 14	11. Review of Vector and Raster Methods & Spatial Models; Project workflow & doing a GIS project of your own.	Readings TBA	No Labs (Classes on Monday and Tuesday Only)
30 Nov *Week 15*	***Monday: Online Review*** ***Wednesday: Online only: Lecture Quiz 4***		***Lab Test 4 (online only)***
7 Dec Week 16	*Course Wrap-up, Jobs in Natural Resources using Geospatial Technologies & Data Standards & Quality (online only)*		*No Labs*

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 Verna W. Bauer

Provost's Signature Peter King

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):
Burkhart, H.E., T.E. Avery, and B.P. Bullock. 2019. Forest Measurements. 6th edition Waveland Press.

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

Burkhart, H.E., T.E. Avery, and B.P. Bullock. 2019. *Forest Measurements.* **6th edition** Waveland Press.

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

Week No.	Topic	Readings / Problems
1	**-Course overview**	**Ch. 2-1 to 2-16**
8/18-8/20	**-Basic statistical review:** Populations, samples, mean, variance, confidence intervals, distributions	
2	**-Regression review** and examples (Simple linear	**Ch. 2-18 to 2-23**
8/23-8/27	regression)	**Ch. 2-24**
	-Multiple Linear Regression & Logarithmic transformations	
	-Goodness of fit, comparing models	
3	**-Forest Inventory & Sampling Introduction**	**Ch. 11-6 to 11-16**
8/30-9/3	**-Plot Sampling**	**Ch. 12-1 to 12-18**
	-Point Sampling	
4	**-Simple random sampling**	**Ch. 8-1 to 8-11**
9/6-9/10	**-Systematic sampling**	
	-Stratified random sampling: Allocation of plots	
5	**-Regression estimation** (for use in sampling)	**Ch. 8-12 to 8-14**
9/13-9/17	**-Ratio estimation**	
6	**-Sampling cont.**	**Ch. 8-15 to 8-16**
9/20-9/24	**-Double sampling:** Ratio and regression estimation	
7	**-Volume equations continued**, cubic feet, Girard	**Ch. 4-3 to 4-4**
9/27-10/1	form class	**Ch. 7-1 to 7-6**
	-Individual tree volume measures	**Ch. 7-10 to 7-12**
	-Exam I	

8	**-Volume equations continued**	
10/4-10/8	**-Nonlinear models**, volume ratio equations	
	-Taper equations and tables	
9	**-Taper equations,** application to utilization	**Ch. 7-8 to 7-9**
10/11-10/15	**-Relation between taper and volume equations**	
10	-Site index models, uses and development	**Ch. 14-1 to 14-6**
10/18-10/22	**-Anamorphic and polymorphic models**	**Ch. 14-10**
11	**-Site index models cont.**	
10/25-10/29	**-Exam II**	
12	***-SAF National Conference – 11/3-7 – Online***	**Ch. 16-1 to 16-9**
11/1-11/5	***-Timberland Investment Conf – 11/1-3***	**Ch. 14-11 to 14-20**
	-Growth and Yield	
	-Density and Stocking, measures of competition	
	-Even-aged stands: Models (stand and single-tree)	
	-Diameter Distributions and Applications	

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

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-8089-8cc2f6c2c50d

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.

Homework & Lab	**35%**
Quizzes	**10%**
Exam I	**15%**
Exam II	**15%**
Final Exam	**20%**
Professionalism	**5%**
Total	**100%**

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_____Vernon W. Bauer_____

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?**
   - 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):
M.J. Vepraskas & C.B. Craft (2015) *Wetland Soils: Genesis, Hydrology, Landscapes, and Classification*, Second Edition. CRC Press.

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	Lab for each week
1. Soils and Landscapes a. What is soil and what does it do? b. Landscapes: soil, water, rock c. Watersheds and landscape formation	Lab 0: Campus walking field trip (ex. credit)
2. Soil Profiles and Their Formation a. Weathering of rocks b. Soil profile formation c. Soil horizons	Lab 1: Maps; Rocks and Soil Profiles
3. Physical Properties of Soils a. Soil texture b. Soil density and porosity c. Managing soil physical properties	Lab 2: Soil Properties and Profiles
4. Soil Horizons and Classification a. The soil taxonomy system b. Diagnostic horizons c. Soil orders	Lab 3: Soil Profiles in the Field
5. Chemical Properties of Soils a. Soil mineralogy b. pH and ion exchange c. Acidity and salinity	Lab4: Soil and Landscape Interpretation
6. Plant Nutrients a. Plant nutrition and essential elements b. N, P, and K, in soils c. Microelements	Lab 5: Soil Physical Properties
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	Lab 6: Cation Exchange Capacity
8. Fertilization a. Fertilizers b. Nutrient and soil management c. Sustainability	Lab 7: Soil Testing and Organic Matter
9. Soil Water a. Interaction of water with soil b. Storage capacity of soils and profiles	Lab 8: Soil Water Content

c. Water flow in soils

10. Precipitation and Evapotranspiration — Lab 9: Water Movement
    a. Precipitation
    b. Evapotranspiration
    c. Field water budgets

Exam 2: Weeks 6-9

11. Infiltration, Streamflow, Groundwater — Lab 10: Rainfall and Runoff
    a. Infiltration (forest and cropland)
    b. Sources of stream flow
    c. Aquifers
12. Hydrologic Statistics and Hydraulics — Lab 11: Measuring Streamflow (Local Stream)
    a. Hydrographs
    b. Basic hydraulics
    c. Management effects on hydrology
13. Erosion and Sedimentation — Lab 12: Discharge and Soil Erosion
    a. Importance of erosion
    b. Erosion mechanics
    c. Erosion control

Exam 3: Weeks 10-13

14. Waste Treatment and Assimilation — Lab 13: Lead in the Environment
    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 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 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.

Textbook and/or materials planned (including electronic/multimedia):
Hirons and Thomas (2018) Applied Tree Biology. Wiley-Blackwell.

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. 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: 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 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_____Vernon W. Bauer_____

Provost's Signature_____Peter Kiang_____

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):
Edmonds, R., Agee, J., & Gara R. (2011). *Forest Health and Protection (2nd Ed).* Waveland Press, Inc. Long Grove, IL. ISBN: 1577666526.

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:

	Lecture	Lab
Week 1:	Concept of forest health	
Week 2:	Ecological principles	Fire damage
Week 3:	Fire as a physical process	Wind damage
Week 4:	Fire ecology and fire regimes	Blights
Week 5:	Organizing fire management	Cankers
Week 6:	Fire strategies for forest health	Field Trip
Week 7:	Wind and forest health	Sap-feeding insects
Week 8:	Introduction to diseases	Woodboring insects
Week 9:	Abiotic and animal-caused injuries	Bacterial infection
Week 10:	Disease-causing organisms	Nematodes
Week 11:	Nursery disease and mycorrhizae	Field Trip
Week 12:	Root diseases	Fungal pathogens
Week 13:	Foliage disease and rusts	Phytoplasmas
Week 14:	Stem and branch diseases	Root rot
Week 15:	Forest declines	Vascular wilts
Week 16:	Forest entomology	Field Trip

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'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 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):
Nyland, R.D. 2016. Silviculture: Concepts and applications.3rd Edition. Waveland Press, ISBN 1-4786-2714-X or ISBN 978-1-4786-2714-2.

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):
Nyland, R.D. 2016. Silviculture: Concepts and applications.3rd Edition. Waveland Press, ISBN 1-4786-2714-X or ISBN 978-1-4786-2714-2.

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 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.

Planned Lecture, Reading, and Lab Schedule:

Date	Topical Outline	Reading	Lab Activity
Week 1	Introduction		
Week 2	History of the Southern Forest; Species-Site Relationships	Ch. 1 & 2	Species-Site; Silvicultural Systems – Florence County
Week 3	Stand Structure and Development; Density and Stocking	Ch. 15	Plantation stand dynamics – Florence County
Week 4	Principles of Growth and Yield; Silviculture Guidelines; Silviculture Systems	None	Begin Silvicultural Prescription Exercise
Week 5	Harvesting; Regeneration Concepts; Even-aged Systems – Clearcut Method	Ch. 3, 4, 8, 9, & 13	Even-aged Systems – Darlington County
Week 6	Artificial Regeneration – Plantations, Tree Improvement; Direct Seeding; Nursery and Greenhouse Operations	Ch. 3, 5, & 7	Genetic improvement, planting stock, planting quality – Marion County
Week 7	Plantation Management ; Southern Pine Species Selection MIDTERM 1	Ch. 4, 5, & 6	Vegetation Management Workshop
Week 8	Prescribed Fire for Site Prep and Competition Control; Herbaceous Weed Control	Ch. 16	Fire Management Workshop
Week 9	Fertilization; Intensive Management; Even-aged Systems – Seed Tree Method & Shelterwood Method	Ch. 6, 7, &14	Silviculture Prescription Project Exercise
Week 10	Coppice; Bottomland Hardwoods; Uneven-aged Systems – Single Tree Selection	Ch. 8, 10, 11, 12, & 25	Natural Regeneration and Density Management of Hardwoods – Williamsburg County
Week 11	Intermediate Treatments – Thinning; Tree Quality – Improvement, Sanitation	Ch. 16, 17, 18, 19, & 20	Thinning and Pruning – Darlington County
Week 12	Tree Quality – Salvage and Release Cuttings; Evolving Silviculture; Pine straw production, Wood Quality MIDTERM 2	Ch. 21, 22, & 23	Francis Marion National Forest Silviculture
Week 13	Forest Protection; Water Quality	Ch. 24	Silviculture Prescription Project Exercise
Week 14	Mixed Stands; Forest Restoration; Wildlife and Recreation	Ch. 21	Pine Silviculture – Dillon County
Week 15	Silviculture Guidelines; Summary	Ch. 9 & 26	Field Reports on Silviculture Prescription Project

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_____Vernon Bauer_____

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 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.

Class Outline [tentative topic schedule]

DATE	LECTURE TOPIC	LAB TOPIC
Week 1	Introduction and Terminology	
Week 2	Moving Wood to Roadside on the Ground	Felling Methods and Equipment
	Delimbing & Bucking	
Week 3	Loading and Transportation	Introduction to Local Logging Operation
	Cut-to-Length Logging Systems	
Week 4	Cable & Aerial Logging Systems	Measuring Truck Weights
	BMPs / Protecting Water Resources	
Week 5	Logging Site Impacts	BMP Compliance Check on Local Logging Operation
	Production Estimation with Time Studies	
Week 6	**EXAM 1**	Analysis of Logger Production Data
	Hourly Cost Estimation	
Week 7	System Balancing and Analysis	Cash Flow Analysis of a Logging Business
	Logging Safety and OSHA	
Week 8	SPRING BREAK	
	Workers Compensation Insurance	
Week 9	Employer – Employee Relationships	System Balancing and Analysis
	Independent Contractors	
Week 10	Contracts for Logging Services and Timber Sales	Safety Compliance Check on Local Logging Operation
	Forest Roads	
Week 11	**EXAM 2**	Francis Marion National Forest Road Tour
	Direct Location of Forest Roads	
Week 12	Forest Road Design	Curve Layout and Practice Problems
	Culverts and Drainage Structures	
Week 13	Logging Planning	Forestry Aesthetics
	Local Logging Regulations	
Week 14	Forestry Certification (SFI, FSC, ISO, PEFC, CSA)	
	THANKSGIVING	
Week 15	Logger Training	Harvest and Roads Plan for Local Project
	Antitrust Laws	
Finals Week	**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 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 Bauer_____

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 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."

–James J. Kennedy and Jack Ward Thomas (1995)
"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@fmarion.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 = 80–86	C = 70–76	D = 60-66
B+ = 87–89	C+ = 77–79	D+ = 67–69	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:

Week	*Day*	*Topic*	*Readings/Assignments*
1	T	Introduction to course	--
	H	U.S. Constitution and policy processes	Andrews 1999 "The constitutional framework"
2	T	Common law: Nuisance and trespass	Buck 2008 "The common law and the environment in the courts" (pp. 621-636)
	H	Early American wildlife law	Blumm and Ritchie 2005 "The pioneer spirit and the public trust"
3	T	Agencies, administration, and policy design	Salzman 2014 "The practice of environmental protection" (pp. 51-74)

	H	Federal forestland establishment /Antiquities Act	Hays 1999 "Woodman spare that tree"
4	T	Tax policy	Greene et al. 2013 "Effect of taxes and financial incentives…" (pp. 261-272)
	H	Weeks Act / MUSYA /Wilderness Act	Lewis and Bramwell 2018 "The Weeks Act…"
5	T	**Exam #1**	
	H	NFMA	Nie et al. 2018 "Planning rule perspectives"
6	T	NEPA	Council on Environmental Quality 2007 "A Citizen's Guide to NEPA" (pp. 1-30)
	H	NEPA	Foothills Landscape EA (pp. 1-44)
7	T	NEPA	Foothills Landscape EA (pp. 45-113)
	H	Recent USFS policy	Abrams 2019 "The emergence of network governance…"
8	T	Certification	Moore et al. 2012 "Impacts of FSC and SFI forest certification in North America"
	H	Lacey Act	Dieterle 2014 "The Lacey Act: A case study in overcriminalization"*
9		*SPRING BREAK*	
10	T	ESA **Paper Topic / Abstract Due**	ESA Basics
	H	ESA	Arha and Thompson 2011 "Federalism under the Endangered Species Act" (pp.3-12) / USFWS 2005 "Working together"
11	T	Environmental justice	Finney 2014 "Bamboozled" (Ch. 1 of Black Faces, White Spaces)
	H	CWA	Battle and Lipeles 1998 "Introduction and jurisdiction" (pp. 12-23)
12	T	**Exam #2**	
	H	CWA	Ramirez 2019 "An attempt at clearing the muddied waters of the United States"
13	T	State law and BMPs **Paper Draft Due**	--
	H	Eminent domain	Stroud and Warrick 2004 "Eminent domain proceedings as a crucial final step…"*
14	T	Property rights and regulatory takings	Freyfogle 2003 "The many elements of owning land"*
	H	Fire policy	Stephens et al. 2016 "U.S. Federal fire and forest policy…"*
15	T	Incentive-based wildlife conservation	Riley et al. 2019 "Case studies of scalable wildlife conservation…"
	H	International environmental law	McGinley and Cubbage 2011 "Governmental regulation and nongovernmental certification…"
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 Vernon W. Bauer

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?**
   - Provides 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.

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):

- Clutter, Forston, Pienaar, Brister and Bailey. 1983. Timber Management: A Quantitative Approach. John Wiley & Sons Inc.
- Buongiorno, J. and Gilless, K. 2003. Decision Methods for Forest Resource Management. Academic Press. USA.
- Bettinger, Boston, Siry and Gebner. 2008. Forest Management and Planning (1st Edition). Academic Press.

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:

o Lecture	ESFB Classroom	MW	9:30 – 10:20 am
o Lab	ESFB Computer Lab	F	9:30 – 10:20 am

Instructor:

Dr. Forest Faculty
Office: ESFB Office
Phone: (843) 661 - ____
Email: forest.faculty@fmarion.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 –

Clutter, Forston, Pienaar, Brister and Bailey. 1983. Timber Management: A Quantitative Approach. John Wiley & Sons Inc.

Recommended –

Buongiorno, J. and Gilless, K. 2003. Decision Methods for Forest Resource Management. Academic Press. USA.

Bettinger, Boston, Siry and Gebner. 2008. Forest Management and Planning (1st Edition). Academic Press.

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:

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&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&Y Systems
Lab 5	*Using G&Y Simulators*
Week 6	Maximizing Products

	Stand Optimization
Lab 6	*Management Regime*
Week 7	Intro to Dynamic Programming
	MIDTERM 1
Lab 7	*Dynamic Programming*
Week 8	Stand Appraisal
	Optimal Stand Rotation
Lab 8	*Forest Appraisal using Machine Learning*
Week 9	Forest Regulation
	Stand Management and NPV Management Regimes
Lab 9	*Review of R*
[redacted]	[redacted]
Week 10	Optimizing Log Bucking
	Intro to Forest Planning using GIS
Lab 10	*GIS and Forest Regulation*
Week 11	MIDTERM 2
	Intro to Linear Programming
Lab 11	*Linear Programming – Model I vs. Model II*
Week 12	Transportation Problems
	TIMOS and REITs
Lab 12	*Duality and Sensitivity Analysis*
Week 13	Varietal Forest Management
	Vertically Integrated Forest Companies
Lab 13	*Harvest Scheduling*
Week 14	Incorporating Silvicultural Decisions into G&Y Models
	Harvest Scheduling and Sensitivity Analysis
Lab 14	*Harvest Scheduling with Even Flow Constraints*
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 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 Peter King

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 with 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

Date	Topic	Reading
Week 1	Introduction	Introduction
	Tree Growth	Ch. 1
Week 2	Macroscopic Character	Ch. 2
	Composition and Structure	Ch. 3
Week 3	Softwood Structure	Ch. 4
	Hardwood Structure 1	Ch. 5
Week 4	Hardwood Structure 2	
	Softwood ID Lab	Wood Handbook
Week 5	Hardwood ID Lab	Wood Handbook
	Juvenile and Reaction Wood 1	Ch. 6
Week 6	Juvenile and Reaction Wood 2	
	Test 1	
Week 7	Break	
	Wood and Water 1	Ch. 7
Week 8	Wood and Water 2	
	Density and Specific Gravity	Ch. 8
Week 9	Strength and Mechanics 1	Ch. 9
	Strength and Mechanics 2	
Week 10	Wood and Fiber Quality	Ch. 11
	Durability and Protection 1	Ch. 10
Week 11	Durability and Protection 2	
	Softwood and Hardwood Lumber 1	Ch. 12/Wood Handbook
Week 12	Softwood and Hardwood Lumber 2	
	Test 2	
Week 13	Structural Composites	Ch. 13
	Nonstructural Composites and Adhesives	Ch. 14
Week 14	Pulp and Paper 1	Ch. 15
	Break	
Week 15	Pulp and Paper 2	
	Energy and Chemicals	Ch. 16
Final Exam	**Test 3/Final**	

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 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 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.

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 419 **Title** Senior Seminar in Physics

Semester hours 1 Clock hours: 1 Lecture 1 Laboratory 0

Prerequisites None

Enrollment expectation 5-10

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

modification PHYS 419
(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 [signature]

Provost's Signature Peter King

Date of Implementation Fall 2022

Date of School/Department approval October 19, 2021

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 **Fall 2022**

Instructor: Dr. Larry Engelhardt *Email*: lengelhardt@fmarion.edu
Office: 103E Leatherman Science Facility *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.fmarion.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 [signature]

Provost's Signature Peter King

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 3 Clock hours: Lecture 3 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 Derek Rykerisch

Provost's Signature Peter King

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 roducts 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):
Product Design for Manufacture and Assembly, Geoffrey Boothroyd, Peter Dewhurst, Winston A. Knight, 3rd edition, CRC Press, ISBN 978-1420089271

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

3. Product Design for Manufacture and Assembly, Geoffrey Boothroyd, Peter Dewhurst, Winston A. Knight, 3rd edition, CRC Press, ISBN 978-1420089271

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 _☑_ 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 Derek W. Yoskisch

Provost's Signature Peter King

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):

Design of Machinery, R.L. Norton, 5th edition, McGraw-Hill, 2012, ISBN 978-0-07-352935-6

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
3. Design of Machinery, R.L. Norton, 5th edition, McGraw-Hill, 2012, ISBN 978-0-07-352935-6

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

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_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 Derek R Gokcen

Provost's Signature Pete King

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):

Fundamentals of Fluid Mechanics, Munson, B.R., Young, D.F., Okiishi, T.H. and Huebsch, W.W. Eighth Edition, John Wiley & Sons, Inc. ISBN: 9781119311157

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
3. Fundamentals of Fluid Mechanics, Munson, B.R., Young, D.F., Okiishi, T.H. and Huebsch, W.W. Eighth Edition, John Wiley & Sons, Inc. ISBN: 9781119311157
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

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 _☑_ 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-REQUISTES

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.

In-class Assignments	30%
Assignments	30%
Two Projects	30%
Class participation and attendance	10%

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):
Mechanics of Materials, 10th Edition, Russell C. Hibbeler, ISBN: 978-0134319650

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.

ENGR250 – 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

Mechanics of Materials, 10th Edition - Russell C. Hibbeler, ISBN: 978-0134319650

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.

Homework assignments	25%
Two exams	40%
Quizzes	10%
Final project	15%
Class participation and attendance	10%

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

- 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