

Minutes
Faculty Meeting
April 10, 2012

- I. Chair Best called the meeting to order at 3:47 p.m.
- II. The minutes from the February 21, 2012 meeting were approved as posted.
- III. Elections – results at the end of the attachment to the minutes.
- IV. Executive Committee Report
 - A few things from the AAUP Forum for those who weren't able to attend.
 - A. Retirement is changing. Contact Human Resources or President Carter if you have questions.
 - B. Currently a 2% pay increase for state employees in the House budget.
 - C. Technology fee. 30-50-75-100.
 - D. State budget includes 1.2 mill for deferred maintenance—roofs, HVAC, and FAC theatre.
 - E. Nurse Practitioner Program will be followed by Industrial Engineering, Physicians Assistant, and Masters in Public Administration as a joint degree with Coastal.
 - F. PAC had a good year. In the black.
 - G. Buildings – Athletic Complex, Office Services, Centers Building, this summer a Master Plan for the next 10 years
- V. Report from the Faculty Senate
 - A. President's Strategic Planning Committee**
 1. Item 1 concerning replacing the former Mission Statement for the University with a revised version. - passed
 - B. Provost's Office and Distance Education Workgroup**
 1. Item 1 concerning adding information in the catalog about alternate class delivery methods. - passed
 - C. Ad-Hoc Committee on General Education Goals**
 1. Item 1 concerning adopting a revised version of General Education Goals for the University. - passed
 2. Item 2 concerning the addition of the revised General Education Goals to the catalog. - passed
 3. Item 3 concerning the deletion of former General Education language from the catalog. - passed
 - D. Department of Biology**
 1. Item 1 concerning the addition of BIOL 215, Microbiology for Healthcare Professionals. - passed
 2. Item 2 concerning catalog changes relevant to the addition of BIOL 215. - passed
 3. Item 3 concerning the modification of the title of BIOL 236, Human Physiology to BIOL 236, Human Physiology for Healthcare Professionals. - passed
 4. Item 4 concerning a modification of BIOL 406. - passed
 5. Item 5 concerning the addition of BIOL 317, Marine Ecology. - passed
 6. Item 6 concerning a modification of BIOL 204, Marine Biology. - passed
 7. Item 7 concerning the addition of BIOL 318, Tropical Ecology. - passed
 8. Item a-b concerning including BIOL 317 and BIOL 318 as electives in ecology. - passed

9. Item 9 concerning adding BIOL 413, Biological Research Methods. - passed
- E. Department of English, Modern Languages and Philosophy**
- Item 1 concerning the merging of the discrete Religious Studies and Philosophy minors into one minor in Philosophy and Religious Studies. - passed
 - Item 2 concerning the merging of the discrete Religious Studies and Philosophy collaterals into one collateral in Philosophy and Religious Studies. - passed
- F. Department of Fine Arts**
- Items a - b concern changing prerequisites for MU 170 and 171. - passed
 - Item 2 concerning adding a new course, MU 371. - passed
 - Item 3 concerning adding a new course, MU 372. - passed
 - Item 4 concerning adding production methods courses to program requirements. - passed
 - Item 5 concerning adding THEA 200, Acting for Non-Majors. - passed
 - Item 6 concerning changes to the Theatre major. - passed
 - Item 7 concerning changes to the Theatre minor. - passed
 - Item 8 concerning changes to the Theatre collateral. - passed
 - Item 9 concerning changes in the course description for THEA 203. - passed
 - Item 10 concerning changes in the course description for THEA 205. - passed
 - Item 11 concerning a title change in the catalog description of the Visual Communication Design Specialty. - passed
 - Item 12 concerning catalog changes relevant to major requirements. - passed
- G. Department of History**
- Item 1 concerning the addition of HIST 370, African History. - **passed**
- H. Department of Mathematics**
- Item 1 concerning changing the joint listing of Math 110 and Math 110L. - passed
 - Items a - e concern catalog changes related to the division of Math 110 and Math 110L. - passed
 - Item 3 concerning changing the title of MATH 230. - passed
 - Item 4 concerning changing MATH 240, Concrete Math to MATH 332, Discrete Mathematics II. - passed
 - Item 5 concerning changing the prerequisites for MATH 301. - passed
- I. Department of Nursing**
- Item 1 concerning catalog changes relevant to courses that may be taken by Nursing students. - passed
 - Item 2 concerning the addition of a new course, NURS 211, Healthcare Terminology. - passed
 - Item 3 concerning changing NURS 402, Population-Focused Nursing to NURS 409, Population-Focused Nursing and Healthcare Policy. - passed
 - Item 4 concerning changing NURS 404, Healthcare Systems and Policy and NURS 405, Leadership and Management in Nursing to NURS 410, Leadership and Management in Nursing. - passed
 - Item 5 concerning changes to the Nursing Plan of Study Upper Division. - passed
- J. Department of Psychology**
- Item 1 concerning the addition of prerequisites to the PSY 220. - passed
- K. School of Business**
- Item 1 concerning the addition of several collaterals in the Business Administration Program. - passed

2. Item 2 concerning changing NPM 351, The Nonprofit Sector: Structure and Dynamic to NPM 358, The Nonprofit Sector: Structure and Dynamic. - passed
3. Item 3 concerning changing NPM 352, Managing the Nonprofit Organization to NPM 453, Managing the Nonprofit Organization. - passed
4. Item 4 changing the requirement for the Non Profit Management section using these new numbers. - passed
5. Item 5 concerning adding language in the catalog to cross-list these NPM courses with Management classes. - passed
6. Item 6 concerning changing the requirements for the Management track. - passed

L. From the School of Education

1. Concerning changing the title of Education 720. - passed
2. Concerning changing the title of Education 725. - passed
3. Concerning modifying the course description of Education 720. - passed
4. Concerning modifying the course description of Education 725. - passed
5. Concerning modifying the course description of Education 760. - passed

- VI. Approval of Candidates for Graduation – were approved contingent upon final verification from the Registrar.
- VII. Old Business - none
- VII. New Business – Chair Best thanked the faculty for their support during his four years serving as Chair of the faculty.
- IX. Announcements – various and numerous announcements were made concerning upcoming campus events.
- X. Adjournment – the meeting adjourned at 4:46 p.m.

Attachment to the Faculty Minutes – April 10, 2012

V. Faculty Senate

A. President's Strategic Planning Committee

1. **Item 1 - REPLACE**, on page 7 of the current catalog, the current mission statement with the following:

PURPOSE – MISSION STATEMENT

Francis Marion University is a four-year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has more than 4,000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.

Francis Marion University adheres to the primary purpose for which it was established as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of all students. To achieve its educational goals, the University has outstanding faculty members distinguished by high achievement and diverse academic backgrounds. We provide traditional and, when appropriate, non-traditional instruction, access to an excellent library as well as electronic resources, and staff members committed to student learning and success. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goals. The University recognizes the importance of the out-of-the-classroom experience and offers opportunities for students to engage in activities that promote personal growth. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad destinations, and cooperative degree programs.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members are essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication and for use in the classroom. The University provides faculty members with support for professional development through resources for innovative teaching, scholarship, and service. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The University also serves the needs of Florence and the surrounding area in ways beyond formal education. Numerous artistic and cultural activities, athletic programs, health initiatives, and outreach efforts benefit not only our students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a wide range of community activities.

Francis Marion emphasizes liberal arts education while offering new academic programs with innovative technology. It is small enough to provide attention to each student, but large enough to offer a variety of academic and cultural resources. It thus combines the advantages of a liberal arts college with the resources and programs of a public university.

(February 16, 2012)

Rationale: The President's Strategic Planning Committee has been reviewing the University's mission statement, and after considerable discussion and the editing of various drafts, the Strategic Planning Committee recommends this latest version of the revised mission statement to the Academic Affairs

Committee. If approved by the AAC, the faculty senate, faculty, and Board of Trustees, the revised mission statement will **replace** the existing mission statement on page 7 of the current catalog.

B. The Provost’s Office and the Distance Education Workgroup:

1. **Add**, on page 60 of the current catalog, after the section “Off-Campus Courses” in the larger section entitled ACADEMIC PROGRAM DELIVERY the following:

On-Line Courses—The University offers online, dual delivery, and/or hybrid educational opportunities in the RN to BSN track in the Department of Nursing, as well as in courses of study within the Master’s programs in Education and Business. For more information about those programs, please consult those sections of the catalog.

C. Report from Ad-Hoc Committee on General Education Goals:

1. **Change** General Education Goals

FROM:

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

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

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

Goal 4: An understanding of the cultural heritages of the United States and knowledge of the language or literature of another country.

Goal 5: An understanding of the artistic processes and products.

Goal 6: An understanding of fundamental mathematical principles and the skills to apply them.

Goal 7: The ability to use computers for acquiring, processing, and analyzing information.

Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions.

Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior.

Goal 10: An understanding of the governing structures and operations of the United States including rights and responsibilities of its citizens.

Goal 11: The ability to reason logically and think critically in order to improve problem-solving skills and the ability to make informed and responsible choices.

TO:

General Education Goals

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

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

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

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

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

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

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

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

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

Rationale:

1. This proposal does NOT recommend any changes to the General Education Curriculum. Rather, the purpose of this proposal is to make small changes to the language of the General Education Goals so that they will be more amenable to assessment.
2. The general education consultant recommended sharpening our verbs (thus the loss of the phrase “understanding” in some instances), as a way to make our goals more active and measurable.
3. One of our charges was to look at how to incorporate technology in the goals in a meaningful (and measurable) way. We feel including it in Goal 3 expresses the way our students make use of technology in our general education courses. We have eliminated the need for current Goal 7.
4. We have also collapsed current Goal 4 with current Goal 9. We felt these two goals were trying to get at some of the same basic ideas, so we have tried to represent that in our new Goal 7.
5. Goals 4 and 5 are simply re-writes of our current Goals 5 and 6.
6. Goals 10 and 11 have been tweaked slightly for parallelism and clarity.

2. **Add**, to current catalog, on page 72, first column, following the words: “Our educational goals are sustained by the liberal arts tradition and seek to provide all baccalaureate degree students with the following:

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

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

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

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

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

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

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

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

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

Rationale: The group believes this would make a good addition to the catalog; this inclusion was also considered positive by our outside consultant.

3. **Delete**, on page 72 of the current catalog, first column, the following text:

proficiency in listening, reading, speaking, and writing, proficiency in the use of quantitative skills and scientific method, the ability to access and use information, an introductory level of knowledge in various disciplines in the Arts and Sciences, an understanding and appreciation of the Western heritage and cultures of the United States and the world, basic computer skills, global awareness and tolerance for a diversity of ideas, a sense of individual responsibility and ability to work cooperatively, and a lifelong love for inquiry and learning.

Rationale: The inclusion of the Goals will make this text obsolete.

D. Proposal from the Department of Biology:

1. **ADD** on page 80 of the current catalog, the new course BIOL 215.

215 Microbiology for Healthcare Professionals (4:3-3) (Prerequisite: 105 or permission of department) F, S, SU. Introduction to the cause, diagnosis, treatment, and prevention of infectious diseases, with an emphasis on clinical considerations and real-world healthcare applications. Intended for pre-nursing majors.

Rationale: The existing 300-level Microbiology course does not emphasize clinical applications of Microbiology, such as case studies, diagnostics, and treatment of infectious disease. It does not have a “system-based” approach (*i.e.*, infections of the respiratory system, gastrointestinal system, urinary system). Familiarity with these topics is advantageous for pre-nursing students and valuable for other students interested in healthcare careers. Furthermore, the existing course covers topics that are not directly relevant or applicable to healthcare professionals (*e.g.*, taxonomy and classification, biotechnology, industrial and environmental microbiology).

2. **CHANGE** on page 130 in the current catalog, the list of required coursework necessary to apply to the nursing program

FROM:

Biology 3114

	<u>TO:</u>	
Biology 215 or 311		4

Rationale: This change reflects the addition of the new course BIOL 215 that will fulfill the microbiology requirement for nursing students.

3. **MODIFY** on page 80 of the current catalog, the title and course description of BIOL 236.

FROM:

236 Human Physiology (4:3-3) (Prerequisite: 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and human body systems, emphasizing their mechanisms of operation, including clinical considerations. Credit cannot be given for both BIOL 236 and BIOL 406.

TO:

236 Human Physiology for Healthcare Professionals (4:3-3) (Prerequisite: 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and human body systems, emphasizing their mechanisms of operation, including clinical considerations. This course is recommended for pre-nursing majors only. Credit cannot be given for both BIOL 236 and BIOL 406.

Rationale: Since the creation of this course in Fall 2012, there has been some confusion among pre-nursing students and biology majors preparing for careers in medicine or allied health professions as to which physiology course (BIOL 236 vs. BIOL 406) is appropriate for their chosen career path. The proposed change to the course description and title is intended to clarify that point and to parallel the title of the new microbiology course intended for pre-nursing majors.

4. **MODIFY** , on page 84 of the current catalog, the title and course description of BIOL 406

FROM:

406 General Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201 or permission of department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as biogenetics and enzyme function will be covered. Credit cannot be given for both BIOL 236 and BIOL 406.

TO:

406 Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201 or permission of department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both BIOL 236 and BIOL 406.

Rationale: The change in course title is proposed in order to clarify that this is an advanced, upper level course. The current title “General” implies that the course is not rigorous and has caused some concern from professional and graduate programs. The course description change is to correct a misprint of the word: bioenergetics.

5. **ADD** on page 84 of the current catalog, the new course BIOL 317.

317 Marine Ecology (4:3-3) (Prerequisite: 106 or permission of the department) S. Structure and function of marine ecosystems, communities, and populations. Adaptations of marine organisms and their relationships to their environments will be examined. The ecology of coastal Carolina systems and animals will be emphasized. Credit cannot be given for both BIOL 204 and BIOL 317.

Rationale: This new course adds to the courses that fulfill the ecology requirement for biology majors.

6. **MODIFY** on page 80 of the current catalog, the course description of BIOL 204.

FROM:

204 Introductory Marine Biology (4:3-3) (Prerequisite: 106 or 103 and 104 and permission of the department) AF. Scope and application of marine biology, with emphasis on coastal Carolina animals and their ecology.

TO:

204 Introductory Marine Biology (4:3-3) (Prerequisite: 106 or permission of the department) Scope and application of marine biology, with emphasis on coastal Carolina animals and their ecology. Credit cannot be given for both BIOL 204 and BIOL 317.

Rationale: BIOL 204 is at the appropriate level for Education majors or any student completing a collateral in Biology whereas BIOL 317 is a more rigorous course geared toward majors.

7. **ADD** on page 84 of the current catalog,

318 Tropical Ecology (4:3:3) (Prerequisite: 106 or permission of the department) SU. Principles of tropical ecology, plus individual research projects focusing on field techniques, biodiversity, and/or behavioral, population, or community ecology. Travel study course held at FMU and at Wildsumaco Biological Station in Ecuador. The course incurs an extra trip expense.

Rationale: This new course will provide a new course to fulfill the ecology requirement for biology majors. The course supports enrollment at Francis Marion's new Wildsumaco Biological Station in Ecuador.

8. **Concerning including BIOL 317 and BIOL 318 as electives in ecology.**

a. **MODIFY** the list of courses on page 78 of the current catalog to include two additional courses (BIOL 314 and BIOL 317).

FROM:

A major in biology requires the following....
4. One course in ecology (either 308, 402, 408, or 411)

TO:

A major in biology requires the following....
4. One course in ecology (either 308, 314, 317, 318, 402, 408, or 411)

b. **MODIFY** the list of courses on page 79 of the current catalog to include two additional courses (BIOL 314 and BIOL 317).

FROM:

ENVIRONMENTAL SCIENCE OPTION IN BIOLOGY....
Natural sciences.....61-65 hours
Ecology: one course from
Biology 308 and 402 and 408 or 411

TO:

Natural sciences.....61-65 hours
Ecology: one course from
Biology 308, 314, 317, 318,402, 408 or 411

Rationale for H and I: These modifications incorporate the new courses that will fulfill the ecology requirement for biology majors.

9. **ADD** on page 85 of the current catalog, the new course BIOL 413.

413 Biological Research Methods (3) (Prerequisite: 106, Math 132 or higher, or permission of department) AS. Experimental design and analysis for the biological sciences. Covers considerations in designing experiments as well as appropriate statistical analysis for each design. Designs and analysis from a variety of biological fields will be covered.

Rationale: Anyone entering a biological field has a need to understand basic experimental design and analysis. Those going into medical professions will need to read and understand current scientific literature to keep current in their fields, and this cannot be done without some basic understanding of biological research methods. This understanding is even more important for those entering research careers, who will be designing their own projects. In the short term, this course will be of immediate value to Biology students who are conducting independent research projects, as it will provide them with the skills necessary to help design and analyze those projects properly. Research methods courses exist in other departments (e.g. PSY 303: Research Methodology), but the Biology Department currently does not have a comparable course.

E. Proposal from the Department of English, Modern Languages, & Philosophy:

1. **CHANGE** , on page 103 of the current catalog,

FROM:

A minor in philosophy requires 18 semester hours in philosophy and religious studies (six courses designated Philosophy and Religious Studies, at least two courses of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201, 203, and 306.

A minor in religious studies requires 18 semester hours in philosophy and religious studies (six courses designated Philosophy and Religious Studies, at least two courses of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 202, 204, and 205.

TO:

A minor in philosophy and religious studies requires 18 semester hours in philosophy and religious studies (six courses designated Philosophy and Religious Studies, at least two courses of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201, 202, 203, and either 204 or 205.

2. **CHANGE** , on pages 103-104 of the current catalog,

FROM:

A collateral in philosophy requires 12 semester hours in philosophy and religious studies and must include four courses designated philosophy and religious studies, at least two of which must be at the 300 level or higher, and must include Philosophy and Religious Studies 201 and 203.

A collateral in religious studies requires 12 semester hours in philosophy and religious studies and must include four courses designated philosophy and religious studies, at least two of which must be at the 300 level or higher, and must include Philosophy and Religious Studies 202 and either 204 or 205.

TO:

A collateral in philosophy and religious studies requires 12 semester hours in philosophy and religious studies (four courses designated Philosophy and Religious studies, at least two of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201 and 202.

Rationale: From the inception of the PRS program, Francis Marion University has offered separate Philosophy and Religious Studies Minors and Collaterals that require the successful completion of courses specific to each discipline. The program offers sixteen total courses in both fields and PRS 497 Advanced Study (with faculty approval). The original design of the minors and collaterals has been to allow students a more intensive study in the fields of Philosophy or Religious Studies toward allowing them to experience how critical thought may be traditionally applied to each discipline. At its peak ten years ago, the PRS program staffed three full time tenured positions and two part-time adjunct positions. However, in the last ten years, staffing has been reduced to two full time faculty (2008 – 2011). One adjunct was added to teach an Intro Religious studies course in the 2011 – 2012 school year. Additionally, since 2005 the number of PRS minors has doubled from previous years. This decrease in faculty and increase in minors has made it difficult for majors and minors to complete their respective requirements during a four-year cycle. To address this dilemma, the PRS faculty, with the approval for the administration and on a case-by-case basis, has been substituting courses between Philosophy and Religious Studies to allow students to fulfill the minor or collateral requirements. The substitutions have been occurring on an increasing basis, and often students have suffered confusion about how to fulfill requirements as they plan their academic progress.

To address these issues, the PRS program proposes the merger of the two minors and collaterals as prescribed above. The approval of this action also will allow the Honors Committee to move forward considering establishing a PRS minor for FMU Honors-eligible students, as the PRS program offers Honors courses each fall and spring semester.

F. Proposal from the Department Fine Arts:

1. Concerning changing prerequisites for MU 170 and 171.

a. **CHANGE**, on page 108 of the current catalog,

FROM:

170 Introduction to Music Technology (3) Prerequisite: Music Industry major or permission of the department) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI application, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

TO:

210 Introduction to Music Technology (3) (Prerequisite: 215, 216 and Music Industry major or permission of the department) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI application, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

b. **CHANGE**, on page 108 of the current catalog,

FROM:

171 Sound Recording and Reinforcement (3) (Prerequisite: Music Industry major or permission of department) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation, microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

TO:

211 Sound Recording and Reinforcement (3) (Prerequisite: 210 and Music Industry major or permission of department) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation, microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

Rationale: The new prerequisites are required to make sure the student has the knowledge to be successful in the courses.

2. **ADD**, on page 109 of the current catalog, before 301 Music History I:

371 Advanced Production Techniques (3) (Prerequisite: 211 or permission of the department) A comprehensive study of advanced tracking, mixing and mastering techniques. Current trends in technology will be closely examined as well as mixing and mastering trends throughout all music genres.

3. **ADD**, on page 109 of the current catalog, after 371 Advance Production Techniques:

372 Principles and Techniques of Songwriting (3) (Prerequisite: 415 or permission of the department) This course is an introduction to the world of songwriting. It will cover such topics as melodic construction, phrasing and formal design. It will also cover lyrical structure throughout the appropriate genres. Copyright, licensing and publishing will also be covered.

Rationale: The new courses are required to instruct current industry technology and support creative efficiency in the music industry.

4. **CHANGE** on page 107 of the current catalog after **MAJOR**:

FROM:

5. Music business and technology: MU 170, 171, 172, 173 and 498 or 499

TO:

5. Music business and technology: MU 172, 173, 210, 211, 371 and 498 or 499

Rationale: This is to add the new production techniques course to program requirements.

5. **ADD**, on page 110 of the current catalog, before **201 Theatrical Makeup**:

200 Acting for Non-Majors (3) An overview of the actor's art, including the history, theory, and practices of the craft of acting. Class exercises and scene assignments will allow students to expand their ability to use their voices, bodies, and imaginations on the stage. Credit cannot be given for both THEA 200 and 203.

Rationale: Theatre major students are often unable to register for the first acting course because non-majors fill the enrollment limit. The department wants to continue to encourage non-majors to be involved in performances and this course is better suited for their needs.

6. **CHANGE**, on page 109 of the current catalog after **MAJOR**,

FROM:

A major in theatre arts requires the following:

1. Theatre 210 (4 one-semester hour courses), 201, 202, 203, 209, 220, 221, 301, SPCO 203, AND English 320

TO:

A major in theatre arts requires the following:

1. Theatre 210 (4 one-semester hour courses), 200 or 203, 201, 202, 209, 220, 221, 301, SPCO 203, AND English 320

7. **CHANGE**, on page 109 of the current catalog after **MINOR**,

FROM:

A minor in theatre requires 18 semester hours including THEA 201, 202, 203, 209, 301, and 3 semester hours selected from THEA 205, 210, 220, 221, 302, 303, 309, 402, SPCO 203 and ENG 320.

TO:

A minor in theatre requires 18 semester hours selected from theatre courses above the 199 level, SPCO 203 or ENG 320. Credit cannot be given for both THEA 200 and 203.

8. **CHANGE**, on page 109 of the current catalog after **COLLATERAL**,

FROM:

A collateral in theatre requires 12 semester hours, including THEA 201, 202 or 209, 203 or 301, and 3 semester hours selected from THEA 205, 210, 302, 309, 402, and SPCO 203.

TO:

A collateral in theatre requires 12 semester hours selected from theatre courses above the 199 level or SPCO 203. Credit cannot be given for both THEA 200 and 203.

9. **CHANGE**, on page 110 of the current catalog,

FROM:

203 Acting I (3) F. Analysis of and application of the principles underlying the actor's art, the development of poise, and the use of the voice and body on stage.

TO:

203 Acting I (3) (For theatre majors and minors only or permission of the department.) Analysis of and application of the fundamental principles underlying the actor's art, the development of poise, and the use of the voice and body on stage. First semester theatre majors should enroll in this class. Credit cannot be given for both THEA 200 and 203.

10. **CHANGE**, on page 110 of the current catalog,

FROM:

205 Acting II (2) (Prerequisite: 203 or permission of the department) AS. Application of basic improvisational and movement techniques. Introduction to the Stanislavski system. Solo and scene work stressing textual analysis and resulting characterization.

TO:

205 Acting II (2) (Prerequisite: 200 or 203 or permission of the department) Application of basic improvisational and movement techniques. Introduction to the Stanislavski system. Solo and scene work stressing textual analysis and resulting characterization.

Rationale: Acting I was originally created as a foundation course for theatre majors and minors, most of who would go on to take Acting II. It was also intended to be a new theatre major's introduction to the theatre program in their first semester. However, this beginning course has become increasingly popular among non-majors and non-minors to fulfill a humanities elective in Gen Ed. As a result, first semester theatre majors that should be enrolled in Acting I have difficulty enrolling in the class. In addition, students who have no experience in theatre often find themselves frustrated by the lack of scene study done in the class. The Acting I course focuses on very basic exercises to increase awareness in the actor and prepare them for the Acting II course.

An Acting for Non-Majors course is very common in theatre programs. Such a course is intended for non-theatre students to get an overview of acting in a self-contained course rather than just an introduction.

Acting I has become so popular we have taught two sections a year for the last few years instead of the usual one. One of the two sections we currently teach would become Acting for Non-Majors. No additional faculty or resources would be needed, and the same number of students could be served.

The changes in minor and collateral reflect the addition of the new course, but they also simplify the requirements. Some of the theatre courses required for the minor are taught only every other year (such as Directing I). Students deciding to minor in their Junior or Senior year often miss the course rotation and either have to stick around for a semester or two to take the course or the program must allow a course substitution. The way prerequisites are currently set for theatre courses, the theatre faculty feel confident that any 18 hours will result in a solid theatre foundation for a minor.

11. CHANGE on page 111 of the current catalog **FROM:**

d) Visual Communication Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.

TO:

d) Visual Communication Design Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.

Rationale: The title change is requested by the department to maintain nomenclature that reflects what the art and design industry uses as standard and what prospective students recognize and understand. These titles are consistent with similar courses at National Association of Schools of Art and Design (NASAD) accredited institutions. Because the words Visual Communication do not specify design courses at some institutions.

12. ADD, on page 111 of the current catalog, before 4. Minor/collateral requirements (two options)

VISUAL COMMUNICATION DESIGN SPECIALTY SOPHOMORE PORTFOLIO REVIEW IN THE DEPARTMENT OF FINE ARTS

A portfolio review is required for Visual Arts – Visual Communication Design Specialty majors seeking to enroll in Visual Communication Design courses at the 300 level. The portfolio review is also required for transfer students, students changing majors or students changing specialties who elect to continue in the Visual Communication Design Specialty within the Visual Arts program.

In order to register for any 300 level course in the Visual Communication Design Specialty the student must pass the review requirements. Students who do not pass the review are eligible to reapply the following semester.

To apply for a review the student must:

1. Have a grade point average of at least 2.25 in all undergraduate courses taken at FMU.
2. Have at least a 2.5 grade point average in all ART and ARTH courses attempted.
3. Have completed one foundation art history course from ARTH 220 or 221.
4. Have completed both ART 230 and ART 231.

Rationale: This review addition is to assist the student in determining if it is appropriate for them to continue in the Visual Communication Design Specialty at the intermediate-advanced level. The review will assist the faculty and students in determining if the student's level of aptitude is appropriate for the highly competitive design profession before making the commitment required for the specialty. The portfolio review will give insight and guidance to the student prior to enrolling in 300 level coursework. As indicated the student can reapply in a later semester when a non-favorable review is determined.

G. Proposal from the Department of History:

1. **ADD**, on page 115 of the current catalog,

370 African History (3) Survey of the African continent from human origins to the present. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa, with emphasis on Africa in a global context. One 200-level history course or permission of the department is prerequisite to all history courses about the 299 level.

Rationale: A new course in African History would fill a rather significant gap in the History Department's offerings, rounding out our coverage of major world regions. Moreover, given the University's commitment to serving people of African descent and the extensive historic connections between South Carolina and western Africa, I believe this course is both a necessary and a natural addition to our catalog.

H. Proposal from the Department Mathematics:

1. **CHANGE**, on page 122 of the current catalog, the joint listing of Math 110/110L:

FROM:

110/110L College Algebra with Modeling and Applications (4:3-3) (Prerequisite: Placement scores or permission of department) F, S. Study of real numbers and their operations and properties: algebraic operations, linear function, linear equations, linear inequalities, linear programming, and linear regression; systems of equations and inequalities and applications, functions and graphs, and data analysis. Credit cannot be given for both Math 110/110L and Math 105.

TO:

110 College Algebra with Applications (3) (Prerequisite: Placement scores or permission of department; Prerequisite/Corequisite: Math 110L). Study of real numbers and their operations and properties: algebraic operations, linear functions, linear equations, and linear inequalities; systems of equations; and introduction to functions and graphs. Credit cannot be given for both Math 110 and Math 105.

110L College Algebra with Modeling (1:3) (Prerequisite/Corequisite: Math 110): Study of algebraic operations, properties of the real number system, data analysis, and problem solving skills to complete a variety of assigned projects involving linear modeling, linear programming, and regression.

Rationale: The title changes better reflect both content in the courses and the relationship between the two courses Math 110 and Math 110L.

A grade of “CO” in Math 110/110L is due to deficiencies in Math 110. The separation of the two courses requires three credit hours to complete a “CO” in Math 110 whereas the current system requires 4 credit hours to complete a “CO” in Math 110/110L. Enrolling in a 4-credit hour course often results in an overload which must be authorized by the student’s advisor.

The “S” suffix is consistent with all other courses in the Self-Paced Mathematics Lab at FMU (i.e. 105S, 111S, 132S, 201S).

Separation of the two courses allows a student to complete his/her “CO” in Math 110S in a manner similar to students in Math 105S, 111S, 132S, and 201S.

2. a. **CHANGE**, on page 122 of the current catalog, the prerequisite for Math 111 and Math 121:

FROM:

Prerequisite: Grade of C or higher in Math 105 or Math 110/110L or placement scores.

TO:

Prerequisite: Grade of C or higher in Math 105 or Math 110 and 110L or placement scores.

- b. **CHANGE**, on page 122 of the current catalog, in the course description of Math 105:

FROM:

Credit cannot be given for both Math 105 and Math 110/110L.

TO:

Credit cannot be given for both Math 105 and Math 110

- c. **CHANGE**, on page 122 of the current catalog, under the heading “Other Information”:

FROM:

. . . are typically placed in Math 105 or Math 110/110L based on their chosen major. Math 105 and Math 110/110L are also. . .

TO:

. . . are typically placed in Math 105 or Math 110 and 110L based on their chosen major. Math 105 and Math 110 and 110L are also. . .

- d. **CHANGE**, on page 122 of the current catalog, under the heading “Other Information”:

FROM:

Math 105 and Math 110/110L while earning. . .

TO:

Math 105 and Math 110 and 110L while earning. . .

- e. **CHANGE**, on page 72 of the current catalog, under the heading “Mathematics”:

FROM:

A minimum of six hours in mathematics above 110/110L.
Math 105 and Math 110/110L are the only math courses that . . .

TO:

A minimum of six hours in mathematics above Math 110 and 110L.
Math 105 and Math 110 and 110L are the only math courses that . . .

3. **CHANGE**, on page 123 of the current catalog, the title for Math 230

FROM:

230 Discrete Mathematics

TO:

230 Discrete Mathematics I

4. **CHANGE**, on page 123 of the current catalog, the title, prerequisite, course number, and description for Math 240

FROM:

240 Concrete Math (3) (Prerequisites: 202 and 230) As needed. Major topics covered include sums, recurrences, integer functions (mod, floor, ceiling), elementary number theory, binomial coefficients, discrete probability. Additional topics may be chosen from generating functions (solving recurrences, convolutions), special numbers (e.g., Stirling, Bernoulli, Fibonacci), and asymptotics (O notation, manipulation, and summation formulas).

TO:

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

Rationale: The title change better reflects both the content in the course and the relationship between the two courses. The number change reflects the level of the course and will allow a student to count the course as an elective in the mathematics major.

5. **CHANGE**, on page 123 of the current catalog, the prerequisite for Math 301

FROM:

301 Ordinary Differential Equations (3) (Prerequisite or Corequisite: 203)

TO:

301 Ordinary Differential Equations (3) (Prerequisite: Grade of C or higher in 202 or permission of department)

Rationale: The department feels that students will be best served if they take 301 as soon as possible after completing 202. The prerequisite change will allow a student to take the course

after successfully completing Math 202 even if the student's schedule will not allow him/her to take Math 203 in the same semester.

I. **Proposals from the Department of Nursing:**

1. **CHANGE**, on page 126 of the current catalog, last sentence on the page,

FROM:

The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses.

TO:

The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses except NURS 210 and NURS 211.

2. **ADD**, on page 131 of the current catalog after NURS 210,

NURS 211 Healthcare Terminology (1) This course will assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

Rationale: This course has been designed to help the learner obtain a basic foundation in the understanding of health care terms. For those students who desire to pursue a career in a medical field, it will allow the novice in health care to understand many of the concepts and topics discussed during lectures. When a learner understands the terminology, it allows them to correlate concepts taught, which will improve progression through the curriculum.

3. **CHANGE**, on page 131 of current catalog,

FROM:

NURS 402 Population Focused Nursing (5:3-6) (Prerequisites: Completion of all 300-level courses; 401, 403, and 407). This course is designed to develop students' knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Emphasis is placed on community assessment strategies, community partnerships, the design, implementation, and evaluation of interventions for health promotion and/or disease prevention, and health policy implications. Content and practicum experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community population health project with a specific population in a community setting, as well as a variety of experiences in clinics and home health agencies.

TO:

NURS 409 Population-Focused Nursing & Healthcare Policy (6: 4-6) (Prerequisites: Completion of all 300-level courses, 401, 403, and 407). This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community

assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, *ANA Scope & Standards of Public Health Nursing*, and *ACHNE Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

Rationale: NURS 409 course description has been changed to reflect the combined courses of NURS 402 and NURS 404.

4. **CHANGE**, on page 132 of the current catalog,

FROM:

NURS 404 Health Care Systems and Policy (2) (Prerequisites: Completion of all 300-level courses, 401, 403 and 407. Corequisites: None). This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the American health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed.

NURS 405 Leadership and Management in Nursing (2) (Prerequisites: Completion of all 300-level courses, 401, 403, and 407). This course provides the student with the opportunity to explore the leadership behaviors and organizational structures that enhance the delivery of client care. Management techniques and nursing care decisions are examined by incorporating knowledge of various health care organizations and financing of health care delivery systems. Emphasis is on organizational roles, legal responsibilities and implications for professional nursing practice.

TO:

NURS 410 Leadership and Management in Nursing (3) (Prerequisites: Completion of all 300-level courses, 401, 403, and 407). This course provides the learner with the opportunity to explore leadership behaviors and organizational structures that enhance the delivery of patient care. Management techniques and nursing care decisions are examined by incorporating knowledge of various healthcare organizations and financing of health care delivery systems. Emphasis is on delegation, organizational structure, prioritization, and legal responsibilities and implications for professional nursing practice.

Rationale:

1. Eliminate NURS 402.
2. Change the credit hours to 3 for the leadership course and provide a new course number in order to distinguish it from the former 2 credit course.

5. **CHANGE**, on page 126 of the current catalog,

FROM:

NURSING PLAN OF STUDY UPPER DIVISION

**Year 3
Junior**

	Semester V Sem. Hours		Semester VI Sem. Hours
NURS 301 Health Assessment ¹	4	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Practice	2	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 305 Nursing Pharmacology	3	NURS 310 Adult Health I ¹	6
NURS 309 Fundamentals of Nursing ¹	6		
Total Credits	15	Total Credits	14

**Year 4
Senior**

	Semester VII Sem. Hours		Semester VIII Sem. Hours
NURS 401 Nursing Care of Children & Nursing Family	5	NURS 402 Population Focused Nursing	5
NURS 403 Women's Health Nursing	5	NURS 404 Health Care System and Policy	2
NURS 407 Adult Health II	6	NURS 405 Leadership and Management in Nursing	2
		NURS 408 Adult Health III and Nursing Knowledge: Synthesis Practicum	7
Total Credits	16	Total Credits	16

TO:

**Year 3
Junior**

	Semester V Sem. Hours		Semester VI Sem. Hours
NURS 301 Health Assessment ¹	4	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Practice	2	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 305 Nursing Pharmacology	3	NURS 310 Adult Health I ¹	6
NURS 309 Fundamentals of Nursing ¹	6		
Total Credits	15	Total Credits	14

**Year 4
Senior**

	Semester VII Sem. Hours		Semester VIII Sem. Hours
NURS 401 Nursing care of Children & Nursing Fam ¹	5	NURS 409 Population-Focused Nursing & Healthcare Policy ¹	6

NURS 403 Women's Health Nursing ¹	5	NURS 410 Leadership and Management	
NURS 407 Adult health II ¹	6	in Nursing	3
		NURS 408 Adult Health III and Nursing	
		Knowledge: Synthesis Practicum ¹	7
Total Credits	16	Total Credits	16

Rationale: NURS 402 Population Focused Nursing and NURS 404 Health Care Systems and Policy have overlapping content related to public health policy. NURS 405 Leadership and Management in Nursing covers very important, and increasingly emphasized, concepts in nursing such as organizational management, delegation, prioritization, and decision-making of complex patient care. In order to cover these topics completely three semester hours are needed.

This change does not alter the total semester hours for any of the semesters or for the upper division of the program. The total semester hours remains at 61.

J. Proposal from the Department of Psychology:

1. **CHANGE**, on page 144 of the current catalog, the course description

FROM:

220 Careers in Psychology (1) F, S. Provides general knowledge concerning careers that may be pursued in Psychology. Topics include strategies in making career decisions, how to apply to graduate schools and how to seek bachelor's level jobs. Entry-level evaluation of the major will occur.

TO:

220 Careers in Psychology (1) (Prerequisites: 206 and 216; for declared psychology majors only; does not count toward general education requirements or the psychology minor or collateral) F, S. Provides general knowledge concerning careers that may be pursued in Psychology. Topics include strategies in making career decisions, how to apply to graduate schools, and how to seek entry-level jobs with a bachelor's degree. Entry-level evaluation of the major will occur.

Rationale: Based on faculty discussion, this course is inappropriate for those not majoring in psychology. This allows the course instructor to focus solely on psychology majors seeking careers in the field after completing a Bachelor of Arts or a Bachelor of Science. The course is not aimed to cover material for career decision-making for students who are completing other majors or completing a minor or collateral in psychology.

The prerequisites that have been added are to ensure that students have a basic understanding of psychology as a science prior to undertaking study in the field.

K. Proposals from the School of Business:

1. **CHANGE** on Page 153 of the 2011-12 Catalog

FROM:

COLLATERAL

No collateral in the Bachelor of Business Administration Program is offered.

TO:

COLLATERAL

For BS and BA seeking degree students no collateral in business is offered.

For students seeking a BBA degree a Finance collateral consists of twelve hours from

FIN 344	Introduction to Real Estate
FIN 366	Real Estate
FIN 347	Investments I
FIN 348	Investments II*
FIN 442	Advanced Corporate Finance
FIN 443	Financial Markets**

*Prerequisite for FIN 348 (Investments II) is FIN 347

**Prerequisites for FIN 443 (Financial Markets) are ECON 321 and FIN 347

For students seeking a BBA degree a Management collateral consists of twelve hours from

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

For students seeking a BBA degree a Supply Chain and Operations Management collateral consists of twelve hours from

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

For students seeking a BBA degree a Human Resources Management collateral consists of twelve hours in

MGT 352	Organizational Behavior
MGT 353	Human Resources Management
MGT 452	Advanced Human Resources Management
MGT 460	International Management

For students seeking a BBA degree a Management Information Systems collateral consists of twelve hours from

CS 190	Programming Fundamentals
MIS 225	Modern Programming
MIS 347	Business Data Communications
MIS 378	Business Decision Support Systems
MIS 447	Data Base Management
MIS 467	E-Commerce – Data Driven Web Application Design

For students seeking a BBA degree a Marketing collateral consists of twelve hours from

MKT 334	Consumer Behavior
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MKT 335	International Marketing
MKT 333	Marketing Research
MKT 338	Personal Selling and Sales Management
MKT 339	Marketing Communications

For BBA seeking degree students a collateral is not required for graduation. The prerequisites for these courses must be met. Students taking collateral in Business must be admitted to the School of Business before taking 300-level business courses. Students must have a 2.0 grade point average in the courses taken as their collateral. **Courses cannot be double counted towards a major, a minor, or a collateral.**

Rationale: Business is a diverse subject area with a wide variety of majors. We currently offer majors in Accounting, Economics, Finance, General Business, Information Systems, Management and Marketing. By offering collaterals students gain specific skill sets which are important in the work place. Collaterals are not required for BBA seeking students. We do not need additional faculty or resources to implement this plan.

2. **CHANGE**, on page 192 of the current catalog,

FROM:

351 The Nonprofit Sector: Structure and Dynamic (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits

TO:

358 The Nonprofit Sector: Structure and Dynamic (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits. Credit cannot be given for both MGT 358 and NPM 358.

3. **CHANGE**, on page 192 of the current catalog,

FROM:

352 Managing the Nonprofit Organization (3) (Prerequisite 351 or MGT 358) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative costs low. Major topics include strategic planning, strategic management, fund raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

TO:

453 Managing the Nonprofit Organization (3) (Prerequisite 358 or MGT 358) S. An introduction to managing and improving the performance of nonprofit organizations in an

environment of pressure from stakeholders to rationalize management practices, show measurable outcomes and keep administrative costs low. Major topics include strategic planning, strategic management, fund raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes. Credit cannot be given for both MGT 453 or NPM 453.

Rationale: We are cross referencing the Non Profit Management classes with Management classes since they are electives for Management majors. We are renumbering them so that Non Profit Management and Management course numbers are aligned. No new faculty or additional resources are needed.

4. **CHANGE** the requirement for Non Profit Management on page 191 on the current catalog, as described below

FROM:

1. NPM 351 The Nonprofit Sector: Structure and Dynamic
2. NPM 352 Managing the Nonprofit Organization

TO:

1. NPM 358 The Nonprofit Sector: Structure and Dynamic
2. NPM 453 Managing the Nonprofit Organization

5. **ADD**, on page 159 of the current catalog, the following courses to Management

358 The Nonprofit Sector: Structure and Dynamics (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits. Credit cannot be received for both MGT 358 and NPM 358

453 Managing the Nonprofit Organization (3) (Prerequisite 358 or NPM 358) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes and keep administrative costs low. Major topics include strategic planning, strategic management, fund raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes. Credit cannot be received for both MGT 453 and NPM 453

Rationale: We are cross referencing the Non Profit Management classes with Management classes since they are electives for Management majors. No new faculty or additional resources are needed.

6. **CHANGE**, on page 151 of the current catalog, the requirement for Management as described below

FROM:

b) Management18 hours

15 semester hours in one track option: General Management Track,
Supply Chain Management Track, Human Resource Management Track

General Management Track.....15

Nine hours from:

MGT 352 Organizational Behavior.....3

MGT 353 Human Resource Management.....3

MGT 356 Process Improvement and Quality Control.....3

MGT 357 Management of Service Operations.....3

MGT 373 Management Science.....3

NPM 351 The Nonprofit Sector: Structure and Dynamics.....3

Six hours from:

MGT 452 Advanced Human Resources Management.....3

MGT 454 Entrepreneurship and Small Business Management...3

MGT 460 International Management.....3

MGT 467 Supply Chain Management.....3

MGT 468 Production Planning and Control.....3

NPM 352 Managing the Nonprofit Organization.....3

TO:

b) Management18 hours

15 semester hours in one track option: General Management Track,
Supply Chain Management Track, Human Resource Management Track

School Elective 3

General Management Track.....15

Nine hours from:

MGT 352 Organizational Behavior.....3

MGT 353 Human Resource Management.....3

MGT 356 Process Improvement and Quality Control.....3

MGT 357 Management of Service Operations.....3

MGT 358 The Nonprofit Sector: Structure and Dynamics.....3

MGT 373 Management Science.....3

Six hours from:

MGT 452 Advanced Human Resources Management.....3

MGT 453 Managing the Nonprofit Organization.....3

MGT 454 Entrepreneurship and Small Business Management...3

MGT 460 International Management.....3

MGT 467 Supply Chain Management.....3

MGT 468 Production Planning and Control.....3

Rationale: We are cross referencing the Non Profit Management classes with Management classes since they are electives for Management majors. No new faculty or additional resources are needed.

L. From the School of Education

1. **CHANGE** on page 208, the title of Education 720

FROM:

Educational Methods for Mental Disabilities

TO:

Educational Methods for Intellectual and Developmental Disabilities

2. **CHANGE** on page 209, the title of Education 725

FROM:

Practicum in Instruction for the Exceptional Child (Mental Disabilities)

TO:

Practicum in Instruction for the Exceptional Child (Intellectual and Developmental Disabilities)

3. **MODIFY** on page 208, the course description of Education 720

FROM:

720 Educational Methods for Mental Disabilities (3) (Prerequisite: PSY 599 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

TO:

720 Educational Methods for Intellectual and Developmental Disabilities (3) (Prerequisite: PSY 601 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with intellectual and developmental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

4. **MODIFY** on page 209, the course description of Education 725

FROM:

725 Practicum in Instruction for the Exceptional Child (Mental Disabilities) (3) (Prerequisite: PSY 599 or permission of school; Prerequisite/corequisite: S, SU. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with mental disabilities) in various educational settings.

TO:

725 Practicum in Instruction for the Exceptional Child (Intellectual and Developmental Disabilities) (3) (Prerequisite: PSY 601 or permission of school; Prerequisite/corequisite: 720) F, S. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with intellectual and developmental disabilities) in various educational settings.

5. **MODIFY** on page 209, the course description of Education 760

FROM:

760 Exceptionalities: Characteristics and Legal Foundations (3) F, S. The course introduces the graduate student to the etiologies, theoretical foundations, and characteristics of the spectrum of exceptionalities ranging from giftedness to high incidence disabilities (learning disabilities, mental disability, emotional/behavioral disorders) to low-incidence disabilities (orthopedic, sensorimotor deficits). Among the topics addressed are: options for delivery of appropriate services, federal and state legislation and accompanying regulations governing service delivery, roles played by members of multidisciplinary teams, rights and procedural safeguards to insure that parents and individuals with disabilities participate in the decision-making process, financial basis and state regulations regarding distribution of funding.

TO:

760 Exceptionalities: Characteristics and Legal Foundations (3) F, S. The course introduces the graduate student to the etiologies, theoretical foundations, and characteristics of the spectrum of exceptionalities ranging from giftedness to high incidence disabilities (learning disabilities, intellectual and developmental disabilities, emotional/behavioral disorders) to low-incidence disabilities (orthopedic, sensorimotor deficits). Among the topics addressed are: options for delivery of appropriate services, federal and state legislation and accompanying regulations governing service delivery, roles played by members of multidisciplinary teams, rights and procedural safeguards to insure that parents and individuals with disabilities participate in the decision-making process, financial basis and state regulations regarding distribution of funding.

Rationale for 1-5: Even though the federal government has not changed the terminology in the current law, Individuals with Disabilities Education Act (IDEA), most professionals, including the American Association on Intellectual and Developmental Disabilities (AAIDD) [formerly known as American Association on Mental Retardation (AAMR)], now use the term “intellectual and developmental disabilities” instead of “mental disabilities“ or “mental retardation.” The former terms are now considered inappropriate and demeaning. We expect (hope) that the reauthorization of IDEA will include the appropriate terminology.

In addition, the number for the prerequisite/corequisite Psychology course for 720 & 725 has changed from 599 to 601. EDUC 725 is a lab course and can only be scheduled in the fall and spring semesters.

Election Results

The following people were elected at today’s Faculty Meeting:

Academic Affairs – School of Business Representative

Michael Hughes

Academic Affairs – At-Large

Scott Brown (Geography)

Farrah Hughes (Psychology)

Tim Shannon (Biology)

Alissa Warters (Political Science)

Academic Freedom & Tenure Grievance

Scott Kaufman (History)

Damon Scott (Mathematics)

Academic Support

Fangjun Arroyo (Mathematics)

Shawn Smolen-Morton (English)

Louis Venters (History)

Admissions, Advising, and Retention

Chris Johnson (English)

Budget Review & Planning

Lynn Hanson (English)

Faculty Grievance

Fangjun Arroyo (Mathematics)

Pam Rooks (English)

Faculty Life – School of Education / The Library

Polly Haselden (Education)

Faculty Life – Science & Math

Buck Schnibben (Mathematics)

Faculty Life – Social Sciences & Psychology

Scott Brown (Geography)

Faculty Life – At-Large

Glen Gourley (Fine Arts)

Grade Appeals

Dawn Larsen (Fine Arts)

David White (Political Science)

Graduate Council – At-Large

Matt Nelson (English)

Honors Program

Jeff Steinmetz (Biology)

Information Technology

Jeff Steinmetz (Biology)

David Szurley (Mathematics)

Institutional Effectiveness

Rick Almeida (Political Science)

David Szurley (Mathematics)

Mediation

Jane Quick (Mathematics)

Marsha Taylor (English)

Nominating

Nick Newman (Mathematics)

Hubert Setzler (Business)

Professional Development – School of Business

Beth Sharer

Professional Development – School of Education / The Library

Cindi Nixon (Education)

Professional Development – Social Sciences & Psychology

Louis Venters (History)

Professional Development – At-Large

Rick Almeida (Political Science)