

**Agenda**  
**General Faculty Meeting**  
**November 29, 2016 – Lowrimore Auditorium**

- I. Call to Order**
- II. Approval of the Minutes from the October 13, 2016 meeting**
- III. Elections**
- IV. Report from Executive Committee**
- V. Report from the Senate** (*See the attachment for complete proposals. See the appendix for supporting materials.*)
  - 1. Office of the Provost
    - Item A. Modifies academic renewal policy
  - 2. School of Education
    - Item A. Modifies ELEM courses 315, 316, 317
    - Item B. Modifies MLE courses 315, 316, 317
    - Item C. Modifies EDUC courses 380, 391, 392, 394
    - Item D. Deletes EDUC courses 489, 491, 503, 520
  - 3. Department of Psychology
    - Item A. Adds courses for the ABA (Applied Behavioral Analysis) program
    - Item B. Adds required courses/hours for MS degree in Psychology in ABA
    - Item C. Adds statement about graduate non-degree status for ABA
  - 4. Admissions, Advising, and Retention Committee
    - Item A. Changes membership and chair composition for Admissions, Advising, and Retention Committee
- VII. Old Business**
- VIII. New Business**
- IX. Announcements**
- X. Adjournment**

**Attachment to the General Faculty Agenda –November 29, 2016**

**V. Proposal from the Senate**

**1. Proposal from the Office of the Provost**

A. **MODIFY** on page 58 under ACADEMIC RENEWAL POLICY

**FROM:**

A student formerly enrolled at FMU who has not been enrolled at FMU for three consecutive calendar years is eligible to apply for Academic Renewal. The intent of this policy is to provide a renewed start for students who experienced academic difficulty during their initial enrollment at FMU. Academic Renewal Applications are available to readmitted students in the Registrar's Office.

**TO:**

An undergraduate student formerly enrolled at FMU who has not been enrolled at FMU for three consecutive calendar years is eligible to apply for Academic Renewal. The intent of this policy is to provide a renewed start for undergraduate students who experienced academic difficulty during their initial enrollment at FMU. Academic Renewal Applications are available to readmitted students in the Registrar's Office.

Note: Academic renewal is not available to graduate students.

**2. Proposal from School of Education**

A. **MODIFY** on page 145, under **ELEMENTARY EDUCATION COURSES (ELEM)**

**FROM:**

**315 Methods of Instruction for Social Studies** (3) (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Methods of Instruction for Mathematics** (3) (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education

315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today's elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Methods of Instruction in Science (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background (check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

### TO:

**315 Methods of Instruction for Social Studies (3)** (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Methods of Instruction for Mathematics (3)** (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today's elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Methods of Instruction in Science (3)** (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background (check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)).

**Rationale for A:** Education 311 (course that teaching lesson planning and assessment) has always been a prerequisite for our elementary methods courses, but it was never listed as such in the catalog.

B. **MODIFY** on page 145, under **MIDDLE LEVEL EDUCATION COURSES (MLE)**

**FROM:**

**315 Teaching Social Studies to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. This course meets the “Standards for Social Studies Teachers” approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Teaching Mathematics to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. This course focuses on the essential components of successful math instruction at the middle grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s middle-level classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Teaching Science to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. The course focuses

on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**TO:**

**315 Teaching Social Studies to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program and Education 311) F, S. This course meets the “Standards for Social Studies Teachers” approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Teaching Mathematics to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program and Education 311) F, S. This course focuses on the essential components of successful math instruction at the middle grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s middle-level classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Teaching Science to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program and Education 311) F, S. The course focuses on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Rationale for B:** Education 311 (course that teaching lesson planning and assessment) has always been a prerequisite for our middle level methods courses, but it was never listed as such in the catalog.

C. **MODIFY** on page 146, under EDUCATION COURSES (EDUC)

**FROM:**

**380 Introduction to Exceptional Students (2)** (Prerequisite: Admission to Professional Education Program) [Early Childhood corequisite: Early Childhood Education 314, 319, and 321; Art Education corequisite: Education 391, 392, or 393; secondary corequisites: Education 393 and either Education 434 (English) or 436 (Mathematics)] F, S. This course is designed to provide pre-service teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines.

**391 Clinical Experience B: Early Childhood - Block B (2:1-3)** (Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED background check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; at least one elementary level methods course [Elementary Education 314, 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education

majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED background check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [Middle Level Education 314, 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. A SLED background check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

### TO:

**380 Introduction to Exceptional Students (2)** (Prerequisite: Admission to Professional Education Program) [Early Childhood prerequisite: Education 310 & Education 311; Art Education corequisite: Education 391, 392, or 393; Secondary Education corequisites: Education 393 and either Education 434 (English) or 436 (Mathematics)] F, S. This course is designed to provide pre-service teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines.

**391 Clinical Experience B: Early Childhood - Block B (2:1-3)** (Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should

also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**Rationale for C:** We are cleaning up the prerequisite listings (removing courses that have been deleted due to Read to Succeed) and changing the text related to SLED to be consistent for all courses.

D. **DELETE** on page 147, under EDUCATION COURSES (EDUC)

**489 Student Teaching Seminar** (1) (Corequisites: 487, 490) F, S. Emphasis is on preparation for student teaching, including an introduction to practical use of the state-adopted assessment instrument, in-class student teaching demonstration, and orientation to the role of student teacher.

**491 Senior Level Internship** (12) (Corequisites: 487, 489) F, S. This course is designed for Early Childhood and Elementary Education majors. The course allows the student opportunities to work with individuals at all levels in a public youth serving agency. This course will not satisfy licensure requirements.

**503 Teaching of Reading in the Secondary School** (3) F. Prepares preservice and in-service secondary and middle school teachers for the most effective use of printed content materials. Implications of current theory and the results of research in reading will be discussed. With written school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

**520 Introduction to the Exceptional Child** (3) As Needed. Introduction to and overview of the nature and needs of exceptional children. Focuses on the academically gifted, physically disabled, and mentally disabled. With written school approval, seniors may take courses numbered 500- 599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

**Rationale for D:** We are deleting courses that are no longer taught.

### **3. Proposal from the Department of Psychology**

A. **Add**, on page 196 the following courses

**501 Principles of Applied Behavior Analysis** (3). This course provides an introduction to the fundamental principles of behavior including the history, theory, definitions, processes, concepts, and characteristics of Applied Behavior Analysis (ABA). Particular emphasis is given to the scientific assessment and analysis of the environmental variables controlling a behavior and to the manipulation of these variables as a method of increasing or decreasing a target behavior. Attention will also be given to the development of the field of ABA.

**502 Research Methods in Applied Behavior Analysis** (3) (Prerequisite: 501). This course will introduce students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral

interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior by the use of behavior analysis, graphic display of data, and single-case research methodology. In addition, the course will provide an introduction to ABAB, multiple baseline, changing criterion, and alternating treatment designs.

**503 Ethics and Professional Practice in Applied Behavior Analysis (3)** (Prerequisite: 501). This course will cover the ethical standards and legal responsibilities including regulatory requirements for Applied Behavior Analysis professionals who provide services to individuals with special needs and their families. The Behavior Analyst Certification Board (BACB<sup>®</sup>) Professional and Ethical Compliance Code for Behavior Analysts will be a guiding framework for this course.

**504 Contemporary Topics and Applications of Applied Behavior Analysis (3)** (Prerequisite: 501). Survey of modern advances in the theories and applications of Applied Behavior Analysis (ABA), including the behavioral treatment of Autism Spectrum Disorder, behavioral economics and delay discounting, stimulus control, verbal behavior, and functional analysis. Students will gain skills in designing, implementing, and monitoring the effectiveness of a behavior change project. Attention will also be given to learning communication skills and developing an understanding of the importance of dissemination of new information in the field of ABA.

**574 Advanced Applications of Applied Behavior Analysis (3)** (Prerequisite: 503). This course will provide a survey of the applications of Applied Behavior Analysis (ABA) to clinical, educational, and organizational settings with an emphasis on empirically-supported interventions and treatments targeting the behavior of individuals or groups. This course will provide students with opportunities to develop skills in the techniques covered as well as to evaluate current research on behavioral techniques and determine whether treatments can be considered evidence-based. Attention will also be given to the barriers that affect the implementation and success of interventions for individuals in a variety of settings.

**699-B Internship: Applied Behavior Analysis (3)** (Prerequisite: Permission of department). A practical experience utilizing applied behavior analysis for a diverse array of problems. The roles of the Behavior Analyst are performed in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst (BCBA) currently working in the field.

**Rationale:**

The courses listed above are the courses that would be required to be taught in order to meet the educational requirements for the credentials of the Board Certified Behavior Analyst (BCBA).

- B. Add, on page 194 of the current catalog, before **Master of Science in Applied Psychology in Clinical Psychology Degree**

REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN APPLIED BEHAVIORAL ANALYSIS (ABA) DEGREE

1. Complete a minimum of 39 graduate hours.
  - a) Basic Core Courses  
.....18 hours  
  
PSY 602 Biological Basis of Behavior  
PSY 605 Personality and Social Psychology  
PSY 632 Quantitative Psychology  
PSY 634 Developmental Psychology  
PSY 635 Learning and Cognition  
PSY 703 Counseling for Social Justice and Diversity
  - b) Applied Specialty Courses  
.....18 hours  
  
PSY 501 Principles of Applied Behavior Analysis  
PSY 502 Research Methods in Applied Behavior Analysis  
PSY 503 Ethics and Professional Practice in Applied Behavior Analysis  
PSY 504 Contemporary Topics and Applications of Applied Behavior Analysis  
PSY 604 Behavioral Assessment and Intervention  
  
PSY 574 Advanced Applications of Applied Behavior Analysis  
OR  
PSY 674 Academic Assessment and Intervention: Literacy
  - c) Internship.....  
...3 hours  
PSY 699-B Internship: Applied Behavior Analysis
2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student’s particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under “Time Limit” and “Repeating Courses”).
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

**Rationale:**

FMU has the resources and capabilities to offer an Applied Behavior Analysis (ABA) training program by providing appropriate educational and clinical experiences and to assist students and graduates in obtaining employment to serve the diversified needs of the rural, underserved Pee Dee region and the state of SC.

Clemson University and University of South Carolina are the only ABA training programs offered in the state of SC at this time. The addition of a program offered by FMU would increase the availability of ABA professionals. The US Department of Labor Statistics predicts there will be an increased need for professionals with training in ABA. The job outlook for Behavior Counselors for opportunity growth is ‘faster than average’ (22%).

The Occupational Outlook Handbook does not currently distinguish BCBAAs from a general category of ‘Behavior Counselors.’ However, a report prepared by Burning Glass Technologies on behalf of the BACB<sup>®</sup> reviews the demand for behavior analysts in the workforce nationwide and is based on data collected in 2014.

The overall findings of the Burning Glass report are as follows:

- The demand for credentialed behavior analysts is increasing and more than doubled between 2012 and 2014
- The largest increase in demand is for the BCBA (master’s degree) credential
- The credentials are required in a variety of occupations and fields
- Occupations that included the BCBA credential in job postings include Counselors, All Other; Clinical, Counseling, and School Psychologists; Special Education Teachers; and Teacher Assistants; among others
- 85% of job postings are found in the fields of Health Care, Educational Services, or Social Assistance

**Current Established Need**

The South Carolina Department of Disability and Special Needs (SC DDSN, 2016) indicated that currently there are 837 individuals in the Pee Dee Region awaiting ABA services. These individuals have been found eligible for services, and funding to pay for the services is approved. Essentially, these individuals are waiting for services because there is a *significant shortage* of certified BCBAAs in the region.

- C. **Add**, on page 194 of the current catalog, before **COURSE REPITITION**

## GRADUATE NON-DEGREE STATUS FOR APPLIED BEHAVIORAL ANALYSIS

Students who already possess a Master's degree in any field from a university accredited by a body approved by the US Department of Education and wish to pursue the 18 hours of required coursework (PSY 501, PSY 502, PSY 503, PSY 504, PSY 574 or PSY 674, and PSY 604) for the program in Applied Behavioral Analysis should complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work.
3. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.

**Rationale:**

FMU has the resources and capabilities to offer an Applied Behavior Analysis (ABA) training program by providing appropriate education and clinical experiences, and assisting students and graduates in obtaining employment to serve the diversified needs of the rural, underserved Pee Dee region and the state of SC. Students who already possess a master's degree from a university accredited by a body approved by the US Department of Education may seek admission to the FMU graduate ABA program. In addition, teachers who already possess a Master's degree can utilize these hours towards advancing their certification to the Educational Specialist or +30 hours level as designated by the SC Department of Education.

**4. Proposal from the Admissions, Advising, and Retention Committee**

A. **CHANGE**, on page 102 of the current *Faculty Handbook*, under Admissions, Advising, and Retention

**FROM:**

1. *Membership and Chair.* The committee shall consist of five faculty members elected from the faculty for three-year terms. In addition, a) the Associate Provost for Enrollment Management, b) the Director of Admissions, c) the Coordinator for Orientation and Provisional Programs, and d) the Registrar shall serve as members. A Representative from the Financial Assistance Office shall serve without vote.

**TO:**

1. *Membership and Chair.* The committee shall consist of five faculty members elected from the faculty for three-year terms. In addition, a) the Associate Provost for Enrollment Management, b) the Director of Admissions, c) the Associate

Provost for Advising, and d) the Registrar shall serve as members. A Representative from the Financial Assistance Office shall serve without vote.

**RATIONALE: With the establishment of the Center for Academic Success and Advisement (CASA), all provisional programs, including probation advising, will now be carried out by the CASA staff in the Advising Center. Additionally, beginning January 2017, Orientation will be moved under the Office of Admissions, which already has a representative on the committee.**