

Minutes
General Faculty Meeting
December 1, 2015 – Lowrimore Auditorium

- I. Chair Flannagan called the meeting to order at 3:47 PM
- II. The Minutes from the October 15, 2015 meeting were approved
- III. Executive Report

Chair Flannagan announced that Honorary Degrees will be conferred to Tom Rice and Rannie Gamble at the Fall 2015 Commencement, and Tom Rice will be the commencement speaker. A retirement reception is taking place Friday afternoon for Rannie Gamble, and Jennifer Taylor has been selected to be the new Administrative Manager for the Office of the Provost. There have been several Title IX training sessions this fall, including two sessions for faculty/staff training; a student “climate survey” related to Title IX will be conducted in the spring. Locks are being changed on classroom doors so that all locks are lockable. The Summer School Study Group has had several meetings throughout the semester including meetings with students; recommendations will be made to Dr. Carter before commencement. The Retention Committee has been meeting; it will report to the President before end of academic year and will provide an interim report before the end of the semester. The Provost Search Committee has begun screening applications. The Board of Trustees approved a new Speech Pathology program (the next step is the CHE); and the Board named the new Health Science building and the facilities it contains in honor of Dr. Fred Carter, W. Haigh Porter, and Dr. Sompong Kraikit. Dr. Ruth Wittman-Price has been appointed Dean of the new School of Health Sciences. With the addition of a new school, changes to the FMU constitution and by-laws will be needed. The SACS annual conference will be taking place this weekend. There are no new updates on registration software. The FMU budget request for the next year includes funding for the Speech Pathology program, a new advising initiative, and a Center for Centers.
- IV. Report from the Senate (*All proposals passed without opposition. See the attachment for proposals. See the appendix for supporting materials.*)
 1. **Office of the Provost**
 - Item A. Changes footnote format for the General Education listing
 - Item B. Adds a General Education footnote for ARTH 221 and Math 315
 - Item C. Adds references to the footnote from Item B
 - Item D. Changes footnote formatting for the General Education listing
 - Item E. Changes footnote formatting for the General Education listing

- Item F. Displays the General Education Requirements in their entirety (the result of Items A – E)
- Item G. Adds Physician Assistant Studies to the list of graduate programs

2. Department of Sociology

- Item A. Adds a new course, SOCI 496
- Item B. Modifies the listing of required courses for Sociology majors
- Item C. Changes the number of hours required for the Sociology major
- Item D. Modifies the General Track Four-Year Plan
- Item E. Modifies the Criminal Justice Track Four-Year Plan
- Item F. Adds a sentence under both “Minor” and “Collateral” on p. 155
- Item G. Modifies the mission statement for Sociology
- Item H. Modifies the title and description of SOCI 382
- Item I. Modifies the title and description of SOCI 403

3. Department of Fine Arts

- Item A. Changes the listing of required Gen Ed Humanities courses for the Teacher Licensure option in Art Education

4. Department of Mathematics

- Item A. Changes the listing of required Gen Ed Humanities courses for the Teacher Licensure option in Mathematics

5. School of Education

- Item A. Changes the description of Requirements for Admission to the Professional Education Program (Checkpoint I).
- Item B. Deletes the interview requirement for admission to the School of Education graduate programs
- Item C. Changes the title, prerequisites, and description for EDUC 763
- Item D. Adds four new courses: EDUC 637, 638, 639, and 737
- Item E. Changes the program listing for M.Ed. with Major in Instructional Accommodation
- Item F. Changes the program listing for M.Ed. with Major in Learning Disabilities
- Item G. Changes the program listing for M.A.T in Learning Disabilities

6. Department of Nursing

- Item A. Changes NURS 311 course description to include a prerequisite.
- Item B. Changes NURS 314 course description to include a prerequisite.
- Item C. Modifies the course description for IPHC 500

7. Department of Psychology

- Item A. Adds a new course, PSY 350.
- Item B. Modifies the Non-Degree Status Requirements
- Item C. Adds a new course, PDPD 525
- Item D. Modifies the Transient Student Requirements

8. Bachelor of General Studies Committee

- Item A. Changes the description of the BGS Program.
- Item B. Changes the listing of BGS concentration area options.

- V. Old Business – None
- VI. New Business – Approval of Degree Candidates
The list of candidates for graduation was approved, provided that they complete their current classes that are required for graduation.
- VII. Announcements – Various announcements were made concerning upcoming campus events.
- VIII. Adjournment – The meeting was adjourned at 4:04 PM

Attachment to the Faculty Minutes – December 1, 2015

1. Proposal from the Office of the Provost:

A. Change, on page 77 of the current catalog, under **GENERAL EDUCATION REQUIREMENTS**, after B.B.A. & B.G.S. degrees must satisfy the general education...

From:

*B.S.N. students may count Psychology 334 as social science elective,

To:

^aB.S.N. students may count Psychology 334 as social science elective,

B. Add, on page 77 of the current catalog, under **GENERAL EDUCATION REQUIREMENTS**, after *B.S.N. students may count Psychology 334 as social science elective,

^bArt Education students may count ARTH 221 as Humanities and Secondary Math Education students may count Math 315 as Humanities Elective

C. Change, on page 77 of the current catalog, under **GENERAL EDUCATION**, for 3c and 3d

From:

3. Humanities	12 hours	12 hours
c. Art 101, Music 101, or Theatre 101	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	3	3

To:

3. Humanities	12 hours	12 hours
c. Art 101, Music 101, or Theatre 101 ^b	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 ^b	3	3

D. Change, on page 77 of the current catalog, under **GENERAL EDUCATION**, for 6b and 6c

From:

6. Natural Sciences (Laboratories are required with all courses)	12 hours	12 hours
b. Chemistry, Physics, or Physical Science**	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science** Psychology 206/216, or Honors 280-289***	4	0

***Must be a four credit hour course with laboratory

To:

6. Natural Sciences (Laboratories are required with all courses)	12 hours	12 hours
b. Chemistry, Physics, or Physical Science ^c	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science ^c Psychology 206/216, or Honors 280-289 ^d	4	0

^dMust be a four credit hour course with laboratory

Rationale: South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs must require all candidates seeking

certification at **the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading.** All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

PK-12 (all areas): the requirement has been changed from a 6 credit hour sequence to a 3 credit hour course requirement. Teacher candidates will be required to take a 3 credit hour course in **content area reading and writing.**

Due to this state mandate, these general education substitutions are being requested for only students majoring in secondary math or PK-12 Art Education. When the new Read to Succeed courses are created and programs realigned, catalog changes will be forthcoming.

E. Change, on page 77 of the current catalog, under **GENERAL EDUCATION,** for 6b and 6c

From:

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

To:

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

F. Replace, on page 77 of the current catalog, the General Education Requirements with the following:

GENERAL EDUCATION REQUIREMENTS

Area	Semester Hours	
	B.S.	B.A.
1. Communications	9 hours	21 hours
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 200)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires completion of a 202 level course)	0	12
2. Social Sciences	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology ^a	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259 ^a	3	
3. Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101 ^b	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 ^b	3	3

4. Humanities/Social Sciences Elective	0 hours	3 hours
Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	0	3
5. Mathematics	6 hours	6 hours
Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	6	6
6. Natural Sciences (Laboratories are required with all courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science ^c	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science ^c Psychology 206/216, or Honors 280-289 ^d	4	0
^d Must be a four credit hour course with laboratory		
(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c.)		
Total Semester Hours for the General Education Program	48 hours	59 Hours

B.B.A. & B.G.S. degrees must satisfy the general education requirements for either B.S. or B.A.; B.S.N. degree must satisfy the general education requirements for the B.S.

^a B.S.N. students may count Psychology 334 as social science elective.

^b Art Education students may count ARTH 221 as Humanities and
Secondary Math Education students may count Math 315 as Humanities Elective

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

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one collateral is required), English Secondary Education option, Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required), Mathematics Secondary Education option (although no minor is required for the Mathematics Secondary Education option, one collateral is required), and Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

G. MODIFY on page 203 of the current Catalog
FROM:

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, and psychology.

TO:

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, **physician assistant studies**, and psychology.

2. Proposal from the Department of Sociology:**A. Add** on page 159 of the current catalog:

496 Sociology Capstone Experience (1) (Prerequisite: Senior standing; declared sociology major; and permission of department) F, S. This course will be used as the final step towards preparing seniors for the job market or graduate school. An examination of potential careers, professional goals, application materials, and employment/graduate school searches will occur. Students will also participate in an assessment of learning outcomes via an exit exam.

Rationale: Career preparation has been identified as one of the weaknesses of the Sociology program on graduating senior exit surveys. This course meets this need by discussing employment and graduate school issues at a time when students are most seriously thinking about them and need assistance. Moreover, we need a more effective venue through which we can conduct assessment activities for Institutional Effectiveness purposes; other methods have not been effective. Upon reviewing the catalog, we believe 496 Sociology Capstone Experience is an appropriate course number and title as our course appears to be the most similar to ENG 496 in terms of purpose and content (as outlined in their course description).

B. Modify, on page 155 of the current catalog, under “Major,” “1. All sociology majors are required to take the following courses:”**From:**

Six hours of introductory courses in sociology: Sociology 201, 302

Thirty semester hours of courses numbered 300 and above in sociology, including Sociology 303, 339, 403, **and** either 407 or 419

To:

Sociology 201 and thirty-four semester hours of courses numbered 300 and above in sociology, including Sociology **302**, 303, 339, 403, either 407 or 419, **and 496**

C. Change the number of hours required for the Sociology major, on page 155, in the paragraph right before “MINOR”**From:**

36

To:

37

D. Modify the General Track Four Year Plan on page 157 under “Senior Year,” “Spring Sem. Hrs.”**From:**

Sociology 497/498
or Sociology Elective
300-level or above 3

Minor Course	3
General Elective	3
General Elective	3
General Elective	3
Total Credits	15

To:

Sociology 497/498 or Sociology Elective 300-level or above	3
Sociology 496	1
Minor Course	3
General Elective	3
General Elective	3
General Elective	1
Total Credits	14

- E. **Modify** the Criminal Justice Track Four Year Plan on page 158 under “Senior Year,” “Spring Sem. Hrs.”

From:

Sociology 497/498 or Elective	3
Minor Course	3
General Elective	3
General Elective	3
General Elective	3
Total Credits	15

To:

Sociology 497/498 or Elective	3
Sociology 496	1
Minor Course	3
General Elective	3
General Elective	3
General Elective	1
Total Credits	14

- F. **Add** on page 155 of the current catalog, both under “Minor” and under “Collateral,” after the current sentence under both headings:

No more than six of these hours can be earned from courses below the 300 level.

Rationale for B – F: Sociology at FMU has only 2 courses (6 credit hours) at the 200 level. Students completing a minor/collateral by taking only FMU courses must take either 300- or 400-level courses to finish it. Therefore, those students taking courses outside of FMU should have to meet the same requirements as those enrolling for all of their courses at FMU.

- G. **Modify** the Mission Statement for Sociology on page 155 of the current catalog

From:

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views

and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program enables students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications and library research. The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with a broad-based education that will prepare them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students to pursue further education in areas such as law, medicine, business, religion, and social services, as well as sociology.

To:

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program prepares students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications. The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with skills that will prepare them for graduate school or careers that require investigative methods, critical observation, and attention to diversity.

Rationale for G: We are updating the statement to fit our current emphasis and to streamline it a bit. The mission statement has not been re-reviewed and modified in over two decades. Additionally, because we are required to assess/measure all parts of our mission statement for Institutional Effectiveness/accreditation purposes, we have removed wording about specific jobs or graduate school options as we cannot specifically assess this.

H. Modify SOCI 382 Families Public and Private, on page 159 of the current catalog

From:

382 Families Public and Private (3) (Prerequisite: 201 or permission of department)

Consideration of families in private settings and as a focus of public policy; impacts of social inequalities (class, race, and ethnicity) on family life; changing patterns of family relationships; work and family life; conflict and disruption in family relationships including divorce, remarriage, and step/blended families.

To:

382 Sociology of Families (3) (Prerequisite: 201 or permission of department) Examines sociological theories used to study the family. Explores current and historic American family trends, how society and various social institutions shape the family, and the internal dynamics of the family as a social group in society.

Rationale for H: To update the course title and description to fit the current course content. While there is substantial change to the description, the course is fundamentally the same.

I. Modify SOCI 403 Research Design and Analysis, on page 159 of the current catalog

From:

403 Research Design and Analysis (3) (Prerequisite: eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of the department) F, S. Selection of a research problem and formation of testable hypotheses with support drawn from published studies, application of sampling and concept measurement, collection of data and file

creation, data analysis using statistical software. Student research project **is central focus**. Survey research **emphasized**.

To:

403 Survey Methodology (3) (Prerequisite: eighteen hours of Sociology including 302, 303, and 339; senior standing; declared sociology major; and permission of department). F, S. **The focus of this course is an individual research project that involves using survey research methodology. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling, measurement, data collection, creating a data file, and conducting data analysis using statistical software. Finally, students are required to participate in the Institutional Review Board (IRB) process and present their findings to the class.**

Rationale for I: To update the course title and description to fit the current course content, and to reflect that SOCI 403 is just one of several FMU Sociology courses that require student research. SOCI 403 requires students to design a survey and collect data. As required by federal law, an institution's Institutional Review Board (IRB) must approve any research involving human subjects (US Dept. of Health & Human Services). Students in SOCI 403 are required to complete and submit an IRB proposal and comply with federal laws and regulations. Oral presentations are required in this class as part of the professionalization of sociology majors. Presentations are required in other sociology courses (i.e., SOCI 407 & SOCI 419) (See catalog, page 159). While there is substantial change to the description, the course is fundamentally the same.

US Department of Health and Human Services. Code of Federal Regulations Title 45, Part 46.
<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>.

3. Proposal from the Department of Fine Arts:

A. **Change**, on page 110, of the current catalog

From:

General Education.....	48 hours
Communications.....	9 hours
English 112.....	3
English 200.....	3
Speech Communication 101.....	3
Social Sciences.....	9 hours
Anthropology 200 or Geography 101.....	3
Political Science 101 or 103.....	3
Additional three hours to be chosen from economics, geography, political science, sociology, or Honors 250-259.....	3
Humanities.....	12 hours
Literature (in any language).....	3
History.....	3
Art History 220.....	3
Music 101 or Theatre 101	3
Mathematics.....	6 hours
Mathematics 121 or higher.....	6
Natural Sciences.....	12 hours
Biological Science with lab.....	4
Physical Science with lab.....	4
Psychology 206 and 216.....	4

<u>To:</u>	
General Education.....	48 hours
Communications.....	9 hours
English 112.....	3
English 200.....	3
Speech Communication 101.....	3
Social Sciences.....	9 hours
Anthropology 200 or Geography 101.....	3
Political Science 101 or 103.....	3
Additional three hours to be chosen from economics, geography, political science, sociology, or Honors 250-259.....	3
Humanities.....	12 hours
Literature (in any language).....	3
History.....	3
Art History 220.....	3
Art History 221.....	3
Mathematics.....	6 hours
Mathematics 121 or higher.....	6
Natural Sciences.....	12 hours
Biological Science with lab.....	4
Physical Science with lab.....	4
Psychology 206 and 216.....	4

Rationale: South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs must require all candidates seeking certification at **the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading.** All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

PK-12 (all areas): the requirement has been changed from a 6 credit hour sequence to a 3 credit hour course requirement. Teacher candidates will be required to take a 3 credit hour course in **content area reading and writing.**

Due to this state mandate, these general education substitutions are being requested for only students majoring in secondary math or PK-12 Art Education. When the new Read to Succeed courses are created and programs realigned, catalog changes will be forthcoming.

4. Proposal from the Department of Mathematics:

A. Change, on page 126, of the current catalog

<u>From:</u>		B.S.	B.A.
General Education			
Communications		9 hours	21 hours
English 112		3	3
English 200		3	3
Speech Communication 101		3	3

Foreign Language	0	12
Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	3	3

To:

General Education	B.S.	B.A.
Communications	9 hours	21 hours
English 112	3	3
English 200	3	3
Speech Communication 101	3	3
Foreign Language	0	12
Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Math 315	3	3

Rationale: South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs must require all candidates seeking certification at **the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading.** All middle and secondary teacher preparation programs must be approved by the department to ensure that all teacher candidates possess the necessary knowledge and skills to assist effectively all adolescents in becoming proficient readers. The General Assembly is not mandating an increase in the number of semester hours required for teacher candidates but rather is requiring that pre-service teacher education programs prioritize their mission and resources so all middle and secondary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

PK-12 (all areas): the requirement has been changed from a 6 credit hour sequence to a 3 credit hour course requirement. Teacher candidates will be required to take a 3 credit hour course in **content area reading and writing.**

Due to this state mandate, these general education substitutions are being requested for only students majoring in secondary math or PK-12 Art Education. When the new Read to Succeed courses are created and programs realigned, catalog changes will be forthcoming.

5. Proposal from the School of Education:

A. **CHANGE**, on pages 173-174, of the current catalog

From:

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECKPOINT I)

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible. For more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" webpage located at [http://www.fmarion.edu/academics/article 324714.htm](http://www.fmarion.edu/academics/article%20324714.htm). Please note that a potential for field experience exists for any education course. A SLED check will be required prior to field placement in a public school setting.

Admission to the professional education program is a prerequisite for enrollment in any education course (Early Childhood Education, Elementary Education, Middle Level Education, Education) beyond Education 305.

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.5* in all undergraduate courses taken at FMU.

* Freshmen and transfer students entering the institution in the Fall of 2014 or the Spring of 2015 must achieve a cumulative 2.6 grade point average for admission into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2015 and beyond must achieve a cumulative 2.75 grade point average for admission into the teacher education program.

3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Approval by the appropriate program committee.

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible.

To:**REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECKPOINT I)**

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education (SOE) as early as possible. For more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" on the SOE webpage. Please note that a potential for field experience exists for any education course. A SLED check will be required prior to field placement in a public school setting.

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

Admission to the professional education program is a prerequisite for enrollment in any education course beyond EDUC 305: Early Childhood Education (ECE), Elementary Education (ELE), Middle Level Education (MLE), and Education (EDUC).

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

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Completion and submission of application for admission with accompanying documents to the School of Education office.
9. Approval by the appropriate program committee.

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a

teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible.

Students will be informed via their university email account upon completion of these requirements.

Rationale: Students entering the university are listed as Education majors (ECE, ELE, etc.), but have not been accepted in the School of Education. Students must meet the above criteria and receive notification of acceptance before they are permitted to register for junior/senior level courses. The faculty recommendation would have the student classified as a "Pre-Education" (ECE, ELE, etc.) major until these conditions [see above] have been met.

B. Delete, on page 214, of the current catalog

6. Schedule an interview with the program coordinator or faculty adviser.

RATIONALE: The interview was used to gather information that is no longer pertinent to the programs. All information will be gathered through advising on an as needed basis.

C. Change, on page 220, of the current catalog

FROM:

763 Methods for Teaching Students with Learning Disabilities (3)
Prerequisites/corequisites: EDUC 761 **and PSY 663**, or permission of the school) F, S. This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

TO:

763 Methods for Teaching **Divergent and Exceptional Learners** (3)
(Prerequisite/corequisite: EDUC 761 or permission of the school) F, S, **SU**. This course examines a range of age-appropriate techniques for **quantitatively** teaching diverse and exceptional learners in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

RATIONALE: The School of Education graduate committee reviewed all courses in all programs, and determined there to be overlap in EDUC 744 and EDUC 763; therefore the course description for EDUC 763 is being adjusted slightly and EDUC 744 will be deleted once all students have matriculated through that course.

D. ADD, on page 219, of the current catalog

637 Foundations of Reading (3). This course is an overview of reading-related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

638 Assessment of Reading (3). This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

639 Practicum: Assessment of Reading (1) (Prerequisite EDUC 638). This course is designed to allow learners the practical experience of assessing Pk-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions.

737 Content Area Reading and Writing (3). This course is designed to prepare pre-service and in-service teachers in grades Pk-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a Pk-12 classroom.

RATIONALE: Literacy courses had to be created and added to programs per the South Carolina Read to Succeed Legislation.

E. CHANGE, on page 216, of the current catalog

FROM:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR
IN INSTRUCTIONAL ACCOMMODATION**

Coordinator: **Dr. Tracy E. Meetze**

Students must complete 30 graduate hours.

Education Foundation Core: 15 hours

EDUC 611 Solving Instructional Problems Using Technology
 EDUC 621 Understanding Learning Differences
 EDUC 622 Assessment of Learning and Behavior
 EDUC 624 Behavior Management of Students with Disabilities
 EDUC 648 Educational Research

Instructional Accommodation Education Specialty Core 12 hours

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner
 EDUC 742 Procedures for the Divergent Learner
EDUC 744 Quantitative Processing and the Divergent Learner
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Education Practicum Seminar 3 hours

EDUC 796 Capstone

TO:

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION

Coordinator: **Dr. Tracy Meetze-Holcombe**

Students must complete 30 graduate hours.

Education Foundation Core: 15 Hours

Education 611 Solving Instructional Problems Using Technology
 Education 621 Understanding Learning Differences
 Education 622 Assessment of Learning and Behavior
 Education 624 Behavior Management of Students with Disabilities
 Education 648 Educational Research

Instructional Accommodation Education Specialty Core 12 Hours

Education 741 Cognitive and Behavioral Aspects of the Divergent Learner
 Education 742 Procedures for the Divergent Learner
 Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners
Education 763 Methods for Teaching Divergent and Exceptional Learners

Education Practicum Seminar **3**
Hours
 Education 796 Capstone

F. **CHANGE**, on pages 216-217, of the current catalog

FROM:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR
 IN LEARNING DISABILITIES**

Coordinator: Dr. Karen M. Fries

Students must complete 33 graduate hours.

Education Foundation Core **9 Hours**

Education 611 Solving Instructional Problems Using Technology (3)
 Education 622 Assessment of Learning and Behavior (3)
 Education 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation **21 Hours**

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
 PSY 664 Practicum: Formal and Informal Assessment (1)
 EDUC 745 Teaching Reading and Written Language to Divergent and
 Exceptional Learners (3)
 EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional
 Learners (1)
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
 EDUC 761 Learning Disabilities: Characteristics, Identification and Placement
 (3)
 EDUC 763 Methods for Teaching **Students with Learning Disabilities** (3)
 EDUC 764 Practicum – Methods for Teaching Students with Learning
 Disabilities (1)
 EDUC 769 Case Study, Small Group, and Action Research (3)

**Candidates may select one course from among the following courses. Course
 selection must be made after consultation with program coordinator (3).**

**EDUC 720 Educational Methods for Intellectual and Developmental Disabilities
 (3)**
EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
EDUC 744 Quantitative Processing and the Divergent Learner (3)
EDUC 771 Introduction to Early Childhood Special Education (3)
EDUC 780 Assessment of Young Children with Disabilities (3)

EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children
 with Disabilities (3)

TO:

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR
 IN LEARNING DISABILITIES**

Coordinator: Dr. Karen M. Fries

Students must complete 36 graduate hours.

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)
 Education 621 Understanding Learning Differences (3)
 Education 624 Behavior Management of Students with Disabilities (3)
 Education 648 Educational Research (3)

Literacy Preparation 7 Hours

Education 637 Foundations of Reading (3)
 Education 638 Assessment of Reading (3)
 Education 639 Practicum: Assessment of Reading (1)

Learning Disabilities Professional Preparation 17 Hours

Education 745 Teaching Reading and Written Language to Divergent and
 Exceptional Learners (3)
 Education 746 Practicum: Teaching Reading and Written Language To
 Exceptional Learners (1)
 Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
 Education 761 Learning Disabilities: Characteristics, Identification, and
 Placement (3)
 Education 763 Methods for Teaching Divergent and Exceptional Learners (3)
 Education 764 Practicum – Methods for Teaching Students with Learning
 Disabilities (1)
 Education 769 Case Study, Small Group, and Action Research (3)

RATIONALE: PSYCH 663 and 664 are being deleted to make room for
 Literacy courses as required by Read to Succeed. We are correcting a catalog
 error- deleting electives as they have never been part of the M.Ed.-LD program.
 The title for EDUC 763 is being amended. We are adding a research course to be
 consistent with sister institutions.

G. CHANGE, on page 217, of the current catalog

FROM:

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Cynthia A. Nixon

Students must complete 45 graduate hours.

Education Foundation Core

9 Hours

Education 611 Solving Instructional Problems Using Technology (3)

Education 622 Assessment of Learning and Behavior (3)

Education 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation

33 hours

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)

PSY 664 Practicum: Formal and Informal Assessment (1)

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)

EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)

EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)

EDUC 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)

EDUC 763 Methods for Teaching Students with Learning Disabilities (3)

EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)

EDUC 769 Case Study, Small Group, and Action Research (3)

EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives

3 hours

Candidates may select one course from among the following courses. Course selection must be made after consultation with program coordinator.

EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)

EDUC 744 Quantitative Processing and the Divergent Learner (3)

EDUC 771 Introduction to Early Childhood Special Education (3)

EDUC 780 Assessment of Young Children with Disabilities (3)

EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children
 with Disabilities (3)

TO:

**PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN
 LEARNING DISABILITIES**

Coordinator: Dr. Cynthia A. Nixon

Students must complete 51 graduate hours.

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)
 Education 621 Understanding Learning Differences (3)
 Education 622 Assessment of Learning and Behavior (3)
 Education 624 Behavior Management of Students with Disabilities (3)

Literacy Preparation 10 Hours

Education 637 Foundations of Reading (3)
 Education 638 Assessment of Reading (3)
 Education 639 Practicum: Assessment of Reading (1)
 Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation 29 Hours

Education 745 Teaching Reading and Written Language to Divergent and
 Exceptional Learners (3)
 Education 746 Practicum: Teaching Reading and Written Language To
 Exceptional Learners (1)
 Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
 Education 761 Learning Disabilities: Characteristics, Identification and Placement
 (3)
 Education 762 Instructional Planning and IEP Development for Students with
 Learning Disabilities (3)
 Education 763 Methods for Teaching Divergent and Exceptional Learners (3)
 Education 764 Practicum – Methods for Teaching Students with Learning
 Disabilities (1)
 Education 769 Case Study, Small Group, and Action Research (3)
 Education 770 Learning Disabilities: Supervised Internship (9)

RATIONALE: PSYCH 663 and 664 and program electives are being deleted to make room for the addition of Literacy courses as required by Read to Succeed.

6. Proposal from the Department of Nursing:

- A. **Modify**, on page 138 of the current catalog, the course description to include a prerequisite for Nurs 311

From:

NURS 311 Human Nutrition Elective (3) This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

To:

NURS 311 Human Nutrition Elective (3) (Prerequisite: Admission into the Upper Division Nursing Program or the permission of the department) This course introduces students to the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

Rationale: Students must have some prerequisite nursing knowledge to be successful in this course. Even though it is stated on page 133, column 1, paragraph 2 that students must be accepted into the nursing program to enroll in nursing courses, pre-nursing students have been mistakenly enrolling in the course since it is an elective. This has resulted in some students having to drop the course post drop/add.

- B. **Modify**, on page 138 of the current catalog, the course description to include a prerequisite for Nurs 314

From:

NURS 314 Clinical Decision-Making for Nurses (1) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.

To:

NURS 314 Clinical Decision-Making for Nurses (1) (Prerequisite: Successful completion of required 300-level courses) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will

use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.

Rationale: This course was designed for senior level nursing students, but increasingly junior level students, who are off-track, are enrolling in the course. Since this is a review course, junior students do not have the pre-requisite knowledge to be successful.

C. Change, on page 199, of the current catalog

FROM:

500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students and will be determined through a competitive application process.) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

TO:

500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students) ~~and will be determined through a competitive application process.)~~ This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

RATIONALE:

This course has been extremely beneficial for students at both ends of the academic spectrum. It works as an enhancement course for honor's students and as a remediation course for "off track" nursing students. The small group dynamics in this course in an off-site clinical environment with a nursing faculty provides exceptional learning opportunities for each of the six (6) students involved at each of the two sites.

The competitive application process may deter students who could benefit from this course. In addition there currently is no process used.

7. Proposal from the Department of Psychology:

A. Add, on page 154, of the current catalog

350 Forensic Psychology (3) (Prerequisite: 206 or permission of department)

This course provides an introduction to forensic psychology. Students will understand how the fields of psychology and law intersect in individual and public policy domains. Topics covered include roles of forensic psychologists, criminal responsibility and competence to stand trial, malingering, and trial consulting.

Rationale: This course is designed primarily for psychology majors and minors who are interested in the application of psychology to the legal realm and who are potentially considering advanced graduate studies and/or careers in forensic psychology. Students in associated disciplines (e.g., Sociology, Pre-Law) will likely also be interested in this course. The course will add an additional Psychology Department elective.

B. Modify, on page 233 of the current catalog, under **GRADUATE NON-DEGREE STATUS**

From:

3. Provide the department with a written statement specifying the course(s) for which admission is being sought and why. Unless part of a program of study previously approved, step three must be repeated for each course.

A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student. The written recommendation of the student's adviser and the department chairperson that these hours conform to an approved sequence in the student's designated program must be obtained.

To:

3. Provide the department with a written statement specifying the course(s) for which admissions is being sought and why. The granting of this request is entirely at the discretion of the department. Unless part of a program of study previously approved, step three must be repeated for each course.
4. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.
5. A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student.

RATIONALE:

For the most part, graduate courses should only be taken by students formerly accepted into the program. Some content courses can be taken by others but, it is important for the department to control the entrance of non-degree students into courses that may be inappropriate or limited in space. This change is in response to some confusion this past summer.

C. **Add**, on page 234 of the current catalog, after **799-S Internship: School Psychology**

PSYCHOLOGY DEPARTMENT PROFESSIONAL DEVELOPMENT COURSES (PDPD)

525 Professional Development (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance delivery of mental health services for a variety of disciplines, including but not limited to psychologists, school psychologists, mental health counselors, social workers, guidance counselors, etc. Course topics are scheduled at the request of local school districts, educational agencies, consortia, mental health counseling centers, community agencies, and the like, but are subject to the approval of the university. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but PDPD 525 cannot be applied toward any of the graduate programs at FMU. PDPD 525 can be taken multiple times for course credit.

RATIONALE:

Mental Health professionals in South Carolina are required to complete varying degrees of continuing education, depending on their specialty. For instance, school psychologists are required to have 120 continuing education requirements in 5 years. One graduate semester credit equals 20 continuing education contact hours, so six graduate credit hours would fulfill that requirement. For three years now, the Psychology Department has offered conferences, but only CEU's have been offered. This would allow us to offer graduate credit as a choice.

D. **Modify** on page 206 of the current catalog:

FROM:**TRANSIENT STUDENTS**

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.

2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (EDPD courses), whether taken at FMU or at another institution, cannot be applied toward the M.Ed. or M.A.T. programs see page 222).

TO:

TRANSIENT STUDENTS

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (EDPD or PDPD courses), whether taken at FMU or at another institution, cannot be applied toward the Master of Education, Master of Arts in Teaching, Master of Science in Applied Psychology, or Specialist in School Psychology programs (see pages 222 & 234).

RATIONALE:

1. Mental Health professionals in South Carolina are required to complete varying degrees of continuing education, depending on their specialty. For instance, school psychologists are required to have 120 continuing education requirements in 5 years. One graduate semester credit equals 20 continuing education contact hours, so six graduate credit hours would fulfill that requirement. For three years now, the Psychology Department has offered conferences, but only CEU's have been offered. This would allow us to offer graduate credit as a choice.
2. This has the potential to be a significant source of revenue for the university. Tuition dollars associated with graduate credit are about ten times higher than the fee for continuing education units.
3. Credit hours generated by graduate courses are reported by FMU and factored into the calculation made for requested State appropriations. The calculation made for courses at the graduate level is significantly higher than for courses offered at the undergraduate level.

8. Proposal from the Bachelor of General Studies Committee:

A. Change, on page 187 of current catalog,

From:

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a regular program in the academic disciplines within normal time limits. These students will normally have earned many college credits at other institutions and in various disciplines over a long period of time but have not met the specific requirements for a major. Students accepted into the B.G.S. program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, or Health Studies. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

To:

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a regular program in the academic disciplines within normal time limits. These students will normally have earned many college credits at other institutions and in various disciplines over a long period of time but have not met the specific requirements for a major. Students accepted into the B.G.S. program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, Health Studies, or Educational Studies. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

B. Change, on page 187 of current catalog,

From:

2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:

a. Arts and Humanities:

Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre

b. Social and Behavioral Sciences:

Anthropology, Geography, History, Political Science, Psychology, Sociology

c. Natural Science and Mathematics:

Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics

d. Management Technology:

Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology

e. Health Studies: Nursing (at least three courses),

Contemporary Health Issues Health 301, Kinesiological Foundation of Coaching PE 318, The Physiological Basis of Exercise PE 319, Physiology Biology 406, Immunology Biology 407, Introduction to Behavioral Genetics Psychology 305, Pediatric Psychology Psychology 306, Human Sexuality Psychology 312, Health Psychology/Behavioral Medicine Psychology 314, Applied Behavioral Analysis Psychology 317, Abnormal Psychology Psychology 325, The Psychology of Relationships Psychology 332, Life Span Development Psychology 334, Social Gerontology Sociology 327, Alcohol, Drugs and Society Sociology 347, Sociology of Health and Illness Sociology 375, Death and Dying in Social Contexts Sociology 387, or other appropriate courses approved by the coordinator of the B.G.S. program.

To:

2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:

a. Arts and Humanities:

Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre

b. Social and Behavioral Sciences:

Anthropology, Geography, History, Political Science, Psychology, Sociology

c. Natural Science and Mathematics:

Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics

d. Management Technology:

Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology

e. Health Studies:

Nursing (at least three courses), HLTH 301 Health Promotion in the 21st century, PE 318 Kinesiological Foundation of Coaching, PE 319 The Physiological Basis of Exercise, BIOL 406 Physiology, BIOL 407 Immunology, PSY 305 Introduction to Behavioral Genetics, PSY 306 Pediatric Psychology, PSY 312 Human Sexuality, PSY 314 Health Psychology/Behavioral Medicine, PSY 317 Applied Behavioral Analysis, PSY 325 Abnormal Psychology, PSY 332 The Psychology of Relationships, PSY 334 Life Span Development, SOCI 327 Sociology of Aging and Later Life, SOCI 347 Alcohol, Drugs and Society, SOCI 375 Sociology of Health and Medicine, SOCI 387 Death and Dying in Social Contexts, or other appropriate courses approved by the coordinator of the B.G.S. program.

f. Educational Studies:

Must include the following 12 credit hours of education: EDUC 305 Foundations of Curriculum and Instruction, EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, EDUC 313 Field Experiences in Instructional Planning and Assessment, EDUC 380 Introduction to Exceptional Students; and must include 18 credits hours from the following: ENG 300 Foundations for Literary Studies, ENG 310 Modern English Grammar, ENG 313 Literature for Young Children, ENG 315 Literature for Children, ENG 340 Theories of Writing, ENG 341 Advanced Composition for Teachers, MATH 370 Intuitive Geometry, PSY 304 Brain and Behavior, PSY 306 Pediatric Psychology, PSY 315 Child Behavior: Growth and Development, PSY 316 Adolescent Behavior: Growth and Development, PSY 317 Applied Behavior Analysis, PSY 318 Educational Psychology, PSY 334 Life Span Development.

Rationale for A and B: The Bachelor of General Studies (BGS) Coordinator/Committee has noted that an increasing number of BGS applicants are coming from the School of Education (SOE). In many cases, these students were unsuccessful in passing Praxis II or student teaching, and they are thus unable to progress in the SOE program. These students then seek to change their major to a Bachelor of General Studies. Many of these students have well over 100 credits, but since no current BGS concentration area relates to education, they often have to spend an additional 2-3 semesters to meet the requirements of the BGS degree. By offering an educational concentration area, it is anticipated that students will be able to continue their education focus, graduate in 1-2 semesters, and avoid having to take numerous additional credit hours to meet the BGS requirements.