

**MINUTES**  
**General Faculty Meeting**  
**April 2, 2019**

- I. Meeting was called to order by Chair Gourley at 3:45pm**
- II. Minutes from the February 12, 2019 meeting were approved as posted**
- III. Report from the Executive Committee**

The I-95 property has been transferred to the University from the Foundation. The House and the Senate are in agreement on the budget with the exception of the sale of Santee Electric Cooperative.

**IV. Elections**

**Academic Affairs Committee** (2022) – School of Health Sciences

Annie Muller (Health Sciences)

**Academic Affairs Committee** (2022) – at large

Jeff Steinmetz (Biology)

**Academic Freedom and Tenure Grievance** (2022)

Ginger Bryngelson (Physics & Engineering)

Buck Schnibben (Mathematics)

**Accreditation** (2022) – College of Liberal Arts

Meredith Love-Steinmetz (English)

**Accreditation** (2022) – School of Education

Patricia Boatwright (Education)

**Accreditation** (2022) – School of Business

Michael Hughes (Finance)

**Accreditation** (2022) – School of Health Sciences

Nina Russell (Health Sciences)

**Admissions, Advising, and Retention** (2022)

Sarah Kershner (Health Sciences)

Kathy McCoy (Mathematics)

**Budget Review and Planning** (2022)

Matt Turner (Philosophy)  
Shayna Wrighten (Biology)

**Faculty Grievance** (2022)

Liz Zahnd (Modern Languages)

**Faculty Life** (2021) – Social Sciences & Psychology

Shannon Smith (Psychology)

**Faculty Life** (2022) – School of Education

Jeanne Gunther (Education)

**Faculty Life** (2022) – School of Health Sciences

Dorie Weaver (Health Sciences)

**Faculty Life** (2022) – Fine Arts/Mass Comm

Stan Diel (Mass Comm)

**Grade Appeals** (2022)

Lindsey Banister (English)  
Damon Scott (Mathematics)

**Honors Program** (2022)

Karen Fries (Education)  
Rahul Renu (Physics & Engineering)

**Information Technology** (2022)

Nathan Harness (Biology)  
Charles Jeffcoat (Fine Arts)  
Caroline Padgett (Economics)  
Hubert Setzler (Management)

**Institutional Effectiveness** (2022)

Renee' Dowdy (Mathematics)

Kellie Gainey (Health Sciences)

**Mediation** (2022)

May Louise Nagata (History)

Lori Turner (Biology)

**Nominating** (2022)

Lindsey Banister (English)

Allison Munn (Health Sciences)

**PEAK** (2022) – Social Sciences and Psychology

Megan Haggard (Psychology)

**PEAK** (2022) – School of Business

Jan Serrano (Finance)

**Professional Development** (2022) – Fine Arts & Mass Communications

Kay Packett (Mass Comm)

**Professional Development** (2022) – School of Education

Michelle Murphy (Education)

**Professional Development** (2022) – School of Health Sciences

Nia Johnson (Health Sciences)

**Faculty Senate** (2022) – At-Large

Shawn Smolen-Morton (English)

- V. Proposal from the Admissions, Advising and Retention Committee (AARC) (See the attachment for complete proposals). – Passed as written.**
- Item A. Modify policy for eligibility to continue
  - Item B. Modify policy for adult students with no prior college coursework
- VI. Proposal from the Faculty Life Committee (See the attachment for complete proposals). [For informational purposes only]- To vote on in October**
- Item A. Modify policy for Student Evaluation of Faculty
  - Item B. Modify Appendix 9 in the Faculty Handbook

**VII. Report from the Faculty Senate** (*See the attachment for complete proposals. See the appendix for supporting materials.*)

**1. Proposal from the Office of the Provost – Passed as written.**

- Item A. Modify policy for repeating courses
- Item B. Modify policy for dropping courses

**2. Proposal from the Department of Biology – Passed as written.**

- Item A. Add BIO 107 and 108
- Item B. Change description of BIO 105
- Item C. Change description and prerequisite for BIO 106
- Item D. Change description of major
- Item E. Change description of Biology Secondary Education
- Item F. Change pre-requisites for upper level Biology courses
- Item G. Change pre-requisites for upper level Biology courses
- Item H. Change pre-requisites for upper level Biology courses
- Item I. Change pre-requisites for upper level Biology courses
- Item J. Change four year plan for biology majors with chemistry minor
- Item K. Change four year plan for biology majors: environmental science option with chemistry minor
- Item L. Change four year plan for biology majors: medical technology option with chemistry minor
- Item M. Change four year plan for biology majors: biology secondary education option
- Item N. Change general biology requirements for pre-professional programs
- Item O. Change general biology requirements for cooperative programs
- Item P. Delete BIO 204
- Item Q. Delete BIO 314 and BIO 410
- Item R. Change biology course listings for Health Physics and Environmental Science options
- Item S. Add Pre-Physician Assistant curriculum
- Item T. Change program requirements

**3. Proposal from the Department of English, Modern Languages, and Philosophy – Passed as written.**

- Item A. Change requirements for the Teacher Licensure Option
- Item B. Change language concluding the Teacher Licensure Option to reflect change in hours in “A”

**4. Proposal from the Department of History – Passed as written.**

- Item A. Change education requirements for History Second Education option
- Item B. Change number of hours to reflect change made in “A”

**5. Proposal from the Department of Sociology – Passed as written.**

- Item A. Modify course description of ANTH 200
- Item B. Add ANTH 220
- Item C. Add ANTH 230

**6. Proposal from the Department of Mathematics – Passed as written.**

- Item A. Delete MATH 212
- Item B. Add MATH 213
- Item C. Change requirements for Mathematical Sciences option
- Item D. Change requirements for Teacher Licensure option
- Item E. Change requirements for Teacher Licensure option
- Item F. Change pre-requisites for MATH 305
- Item G. Change pre-requisites for MATH 425
- Item H. Change four year plan for Mathematics majors
- Item I. Change description of MATH 311
- Item J. Change requirement for professional education
- Item K. Change number of hours required for the Teacher Licensure option
- Item L. Change course description of MATH 131
- Item M. Change course description of MATH 134
- Item N. Change course description and number of MATH 110
- Item O. Change course description and number of MATH 110L
- Item P. Change pre-requisites for MATH 111
- Item Q. Change pre-requisites for MATH 121
- Item R. Change language regarding information about MATH 110
- Item S. Change language regarding information about MATH 110

**7. Proposal from the School of Business – Passed as written.**

- Item A. Change language regarding a minor in Computer Science
- Item B. Change language regarding a collateral in Computer Science
- Item C. Add language to include a minor in Economics
- Item D. Add language to include a collateral in Economics
- Item E. Delete economics as a major

**8. Proposal from the Department of Physics and Engineering – Passed as written.**

- Item A. Change language regarding the Computational Physics concentration
- Item B. Change language regarding the Health Physics concentration
- Item C. Change language regarding the Environmental Science concentration
- Item D. Change language regarding the pre-requisites for PHYS 320
- Item E. Change language regarding the pre-requisites for PHYS 406
- Item F. Change language regarding the Engineering Technology concentration
- Item G. Change language regarding the Engineering Technology concentration
- Item H. Change language regarding the pre-requisites for PSC 101
- Item I. Change language regarding the pre-requisites for PSC 150

**9. Proposal from the Department of Chemistry – Passed as written.**

- Item A. Change language regarding the Environmental Science concentration

**10. Proposal from the School of Education – Passed as written.**

- Item A. Change language regarding a co-requisite for ELEM 315
- Item B. Change language regarding a co-requisite for ELEM 316
- Item C. Change language regarding a co-requisite for ELEM 317
- Item D. Change language regarding a co-requisite for MLE 315
- Item E. Change language regarding a co-requisite for MLE 316
- Item F. Change language regarding a co-requisite for MLE 317
- Item G. Modify language describing MLE 315
- Item H. Modify language describing MLE 316
- Item I. Modify language describing MLE 317
- Item J. Change language regarding a prerequisite for EDUC 391
- Item K. Change language regarding a prerequisite for EDUC 392
- Item L. Change language regarding a prerequisite for EDUC 394
- Item M. Change language regarding a prerequisite for EDUC 421
- Item N. Change language regarding a prerequisite for EDUC 423
- Item O. Change language regarding a prerequisite for EDUC 425

**11. Proposal from the School of Health Sciences, Nursing Department (pages 12 – 20) – Passed as written.**

- Item A. Add 608 Clinical Nursing Education
- Item B. Modify description of FMU MSN/Nurse Educator track
- Item C. Modify plan for correction
- Item D. Modify plan for new course

**12. Proposal from the School of Health Sciences, Speech Language Pathology Program (SLP Program) (page 21) – Passed as written.**

- Item A. Modify 520 to spell out ASHA for clarity and Modify 530 course description
- Item B. Modify 550 hours and to spell out ASHA for clarity
- Item C. Modify 580 to spell out ASHA for clarity and clarify hours
- Item D. Modify 581 to spell out ASHA for clarity and clarify hours
- Item E. Modify 591 course description
- Item F. Modify 601 to spell out ASHA for clarity and clarify hours
- Item G. Modify 607 course description
- Item H. Modify 617 course description
- Item I. Modify 620 and 621 to spell out ASHA for clarity and clarify hours
- Item J. Modify 635 course description
- Item K. Add 645 a, b, c
- Item L. Modify program plan to clarify hours

**13. Proposal from the School of Health Sciences, Nursing Department (page 29) – Passed as written.**

- Item A. Modify prerequisites/corequisites for 701
- Item B. Modify prerequisites/corequisites for 707

**VIII. Approval of Candidates for Graduation – Approved contingent upon final verification from the Registrar’s Office.**

(Final approval is contingent upon final verification from the Registrar).

**IX. Old Business - None**

**X. New Business - None**

**XI. Announcements – Various events and activities were discussed.**

**XII. Meeting was adjourned by Chair Gourley at 4:54 pm**

**Attachment to the General Faculty Meeting – April 2, 2019**

**V. Proposals from the Office of the Provost – Admissions, Advising and Retention Committee (AARC)**

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

A. **MODIFY** on pages 54-55 of current online catalog

**FROM:**

**ACADEMIC STANDING**

**ELIGIBILITY TO CONTINUE**

A minimum 2.0 cumulative grade point average is required to maintain good academic standing. After the first major (full fall or spring) semester a student fails to obtain the required minimum 2.0 overall grade point average, the student is placed on academic Probation 1 and will receive written notification from the University.

While on Probation 1, the student is strongly advised to repeat courses necessary to regain an overall 2.0 grade point average and may take no more than 13 credit hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. If the student’s overall grade point average is less than a 1.25 at the end of the Probation 1 semester, then the student is dismissed.

If the student’s overall grade point average is at least a 1.25 but less than a 2.0 at the end of the Probation 1 semester, then the student is placed on Probation 2. A student on Probation 2 is required to repeat courses to regain an overall 2.0 grade point average and is not allowed to take more than 13 hours in a major semester,

seven hours in any one summer term, and four hours in the late spring term. Students on Probation 2 are assigned an academic advisor in the Center for Academic Success and Advisement. Once the student's academic advisor has advised the student, the academic advisor will enter the student's schedule into the system. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. At the end of the Probation 2 semester, if the student fails to earn a 2.0 cumulative grade point average, the student is dismissed from the University.

If the grade point average of a student who has previously been on Probation 2 falls below a cumulative 2.0, the student will be placed on Probation 2. If the grade point average of a student with 87 or more hours falls below a cumulative 2.0 grade point average the student will be placed on Probation 2.

This policy is for eligibility to continue only. Some degree programs may have higher grade point average requirements for graduation.

## **TO:**

### **ACADEMIC STANDING**

#### **ELIGIBILITY TO CONTINUE**

A minimum 2.0 cumulative grade point average is required to maintain good academic standing.

#### **PROBATION**

After the first major (full fall or spring) semester a student fails to obtain the required minimum 2.0 overall grade point average, the student is placed on academic Probation 1 and will receive written notification from the University.

While on Probation 1, the student is strongly advised encouraged to repeat appropriate courses necessary to regain an overall 2.0 grade point average and may take no more than 13 14 credit hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. At the end of the Probation 1 semester, if the student's semester GPA is at or above a 2.0 but the cumulative GPA is below 2.0, that student will stay on Probation 1 during the following semester. At the end of the Probation 1 semester, if the student's overall grade point average is less than a 1.25 at the end of the Probation 1 semester and the semester GPA is below a 2.0, then the student is dismissed.

If the student's semester GPA is below 2.0 and the overall cumulative grade point average is at least a 1.25 but less than a 2.0 at the end of the Probation 1 semester, then the student is placed on Probation 2. A student on Probation 2 is strongly encouraged required to repeat appropriate courses to regain an overall 2.0 grade point average and is not allowed to take more than 13 14 hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. Students on Probation 2 are assigned an academic advisor in the Center for



Academic Success and Advisement. Once the student's academic advisor has advised the student, the academic advisor will enter the student's schedule into the system. The student is required to meet with their CASA advisor at least twice during the Probation 2 semester. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. At the end of the Probation 2 semester, if the student earns a semester GPA of 2.0 or above but earns a cumulative GPA below 2.0, that student is placed on Probation 1 for the following semester. At the end of the Probation 2 semester, if the student fails to earn a 2.0 cumulative grade point average and the semester GPA is also below a 2.0, the student is dismissed from the University.

~~If the grade point average of a student who has previously been on Probation 2 falls below a cumulative 2.0, the student will be placed on Probation 2. If the grade point average of a student with 87 or more hours falls below a cumulative 2.0 grade point average the student will be placed on Probation 2.~~

This policy is for eligibility to continue only. Some degree programs may have higher grade point average requirements for graduation.

#### **RATIONALE:**

This update to the university's probation policy redefines the standards for Probation 1 and Probation 2. The revised policy upholds the university's academic standards while allowing students who make academic progress more time to achieve a 2.0 cumulative GPA.

According to the current policy, FMU students on Probation 2 are dismissed if their cumulative GPA is below 2.0. For students who begin at FMU, have a challenging first semester, and discover during their first year that their major choice is not a good match, it can be very difficult for them to achieve a cumulative 2.0 GPA by the end of the third semester. FMU's current probation policy also stipulates that students on Probation 2 must retake D and F grades. For students who discover that their initial major is not the right fit, it is unproductive to require them to retake classes that are no longer relevant to their plan of study.

The revisions to this policy allow students to continue at the university as long as their semester GPA is above a 2.0. This policy contains mandated interventions at the Probation 2 level and discontinues students who are genuinely not making progress at the university.

This policy also updates the number of credit hours a student on probation can take per semester, from 13 to 14. A limit of fourteen credit hours will better accommodate students retaking lab classes.

B. **MODIFY** on page 21 of current online catalog / Undergraduate Admissions

#### **FROM:**

## ADULT STUDENT WITH NO PRIOR COLLEGE COURSEWORK (DEGREE SEEKING)

Students who are at least 25 years old and who have not attempted any prior college coursework, regardless of the length of time they have been out of school, are eligible for consideration under the Adult Student Admission Policy.

Veterans under 25 years old who have served on active duty a minimum of three years are also eligible for consideration under the Adult Student Admission Policy.

Students applying to FMU under this policy must have a high school diploma or equivalent. If an adult student has prior college coursework, then the transfer student admission requirements must be met. See “Transfer Student” in this section.

Adult students with no prior college coursework must submit the following:

1. Completed application
2. Proof of high school diploma or its equivalent
3. Official transcripts from high school(s) attended
4. Pay the nonrefundable application fee

Prior to enrollment, students admitted as adult students will take placement tests in English and mathematics for accurate placement in these areas. Adult students may receive academic credit for life experience by CLEP or foreign language examinations.

### **TO:**

## ADULT STUDENT WITH NO PRIOR COLLEGE COURSEWORK (DEGREE SEEKING)

Students who are at least 21 years old and who have not attempted any prior college coursework, regardless of the length of time they have been out of high school, are eligible for consideration under the Adult Student Admission Policy.

Veterans under 21 years old who have served on active duty at least one year are also eligible for consideration under the Adult Student Admission Policy.

Students applying to FMU under this policy must have a high school diploma or equivalent. If an adult student has prior college coursework, then the transfer student admission requirements must be met. See “Transfer Student” in this section.

Adult students with no prior college coursework must submit the following:

1. Completed application

2. Proof of high school diploma or its equivalent
3. Official transcripts from high school(s) attended
4. Pay the nonrefundable application fee

Prior to enrollment, students admitted as adult students will take placement tests in English and mathematics for accurate placement in these areas. Adult students may receive academic credit for life experience by CLEP or foreign language examinations

### **RATIONALE:**

The Office of Admissions seeks to lower the age requirement of the student defined as “Adult with No Prior College Coursework” from age 25 to age 21. The age requirement of 21 or older aligns with current national higher education best practices, as well as agrees with South Carolina and neighboring North Carolina peer institutions. Lowering the age requirement expands the FMU recruitment market for this population, and is less restrictive for the prospective student. The age adjustment would also aid in best serving the students of the Pee Dee region, by creating further educational opportunities for students who choose higher education at a later point in life for various socio-economic and preparedness reasons.

In addition, lowering the age requirement for veterans, as well as years of service to one year in this category would create a more FMU military friendly environment. The five-year comprehensive enrollment plan for the University outlines goals to best engage veterans. This change would align well with the overall plan to meet those goals, and provide service members with a benefit that is distinguishing from the general population.

### **VI. Proposal from the Faculty Life Committee (for informational purposes only)**

**A. MODIFY** on pages 11-13 of the Faculty Handbook under Student Evaluations of Faculty

### **FROM:**

#### **II. Student Evaluations of Faculty**

##### **A. General Guidelines for Use of Student Rating Forms**

1. Faculty are required to administer student course evaluations during spring and fall sessions. During all summer sessions, student course evaluations are normally administered only at the faculty member’s request; however, faculty are required

- to administer student course evaluations during the summer if no one has taught the course during the current academic year. Results of voluntary summer student course evaluations are sent only to the faculty member; department chairs/deans do not receive copies of voluntary evaluations unless the faculty member chooses to forward a copy to the chair/dean.
2. Summative evaluations, using The FMU Student Rating Form (See Appendix 8), shall normally be based on one year's data. Faculty shall not be evaluated solely on the basis of one student or one class. Except in the case of first-year appointments, faculty shall not be evaluated based on data from one semester.
  3. Student Rating Forms shall always be used in combination with other sources of information concerning teaching, such as, annual evaluations by deans/chairs, annual self-evaluations, evaluation by colleagues, and/or portfolio information.
  4. Faculty shall never be rank-ordered on the basis of Student Rating Forms or any other single piece of data. Differences among class averages of student ratings, even based on several semesters, cannot be assumed to measure accurately differences in teaching effectiveness. No single instrument to measure teaching effectiveness is so reliable and valid as to allow ranking of teaching effectiveness, as small numerical differences cannot be assumed accurately to distinguish significant differences in teaching effectiveness.
  5. Student ratings shall always be viewed within the context of an individual's teaching assignment. The factors to be considered might include class size, introductory course versus upper-level, rating of instructors of similar courses within the discipline, teaching load, experience in teaching a course, etc.
  6. Faculty shall always have the right to provide clarification of student evaluations.
  7. Faculty should take the steps necessary to understand clearly how student ratings will be used in faculty evaluations.
  8. No one item on a student evaluation shall be used to draw conclusions. Even the most effective instructor, due to style or experience, may not score high on any one particular item.
  9. A uniform system of administering and collecting the information will be used.

## **B. Administration Procedures**

1. Each faculty member chooses a day within the last two weeks of class for administering the Student Rating Form.
2. The faculty member asks for a student volunteer, informs the volunteer of his or her duties, asks the volunteer if there are any questions, and leaves the room.
3. The student volunteer hands out Student Rating Forms, comment cards, and pencils.
4. The student volunteer makes the three announcements outlined in the document.
5. The student volunteer collects material, places material in a prepared envelope, seals the

envelope, and returns the envelope to a specified administrative assistant. Night classes use the Library and the Library book drop. Instructors of off-campus classes are provided a pre-addressed mailing envelope so that an administrative

assistant at the satellite location mails results to the Francis Marion University campus designee.

6. The administrative assistant forwards the answer sheets to the Academic Computer Center for data analysis.
7. The administrative assistant forwards the comment cards to the individual faculty member after the deadline for faculty to submit grades to the Registrar's Office.
8. Course evaluations for online courses may be delivered in an online format if anonymity is protected.

### **C. Data Analysis Procedure**

Results of voluntary summer evaluations are sent only to the faculty member. The results of mandatory student course evaluations are provided to each faculty member and his or her chair/dean with the following summary data for each question on the Student Rating Form:

1. Mean, median, standard deviation, and skewness of ratings for each course taught by that instructor.
2. Mean, median, standard deviation, and skewness of ratings for School and department across all courses.
3. Mean, median, standard deviation, and skewness of ratings for other sections of the same course.
4. Mean, median, standard deviation, and skewness of ratings for other lower-division courses (100-/200- level) for that School and department; or mean, median, standard deviation, and skewness of ratings for other upper-division courses (300-/400- level) for that School and department; or mean, median, standard deviation, and skewness of ratings for graduate courses for that School and department
5. Mean, median, standard deviation, and skewness of ratings for all courses across the Schools and the University.
6. Other analyses as requested by the individual faculty member (i.e., analysis to determine the effects of GPA on ratings).
7. A frequency distribution for each question for each class (for faculty members only).

In certain situations the above analyses will not be applicable. Faculty members or academic units may add questions to the Student Rating Form.

### **D. Procedures for Utilization of Student Rating Form Data**

1. Annual summary data will become part of the faculty member's annual report and be used as one indicator of teaching effectiveness in the chair/dean's annual evaluation of the faculty member.
2. The Student Rating Form data must be evaluated within the context of other information gathered.

## **E. Monitoring/Review**

The Student Rating Form will be reviewed for reliability and validity as needed.

### **TO:**

## **II. Student Evaluations of Faculty**

### **A. General Guidelines for Use of Student Rating Forms**

1. Faculty are required to administer student course evaluations during spring and fall sessions. During all summer sessions, student course evaluations are normally administered only at the faculty member's request; however, faculty are required to administer student course evaluations during the summer if no one has taught the course during the current academic year. Results of voluntary summer student course evaluations are sent only to the faculty member; department chairs/deans do not receive copies of voluntary evaluations unless the faculty member chooses to forward a copy to the chair/dean.
2. Summative evaluations, using The FMU Student Rating Form (See Appendix 9), shall normally be based on one year's data. Faculty shall not be evaluated solely on the basis of one student or one class. Except in the case of first-year appointments, faculty shall not be evaluated based on data from one semester.
3. Student Rating Forms shall always be used in combination with other sources of information concerning teaching, such as, annual evaluations by deans/chairs, annual self-evaluations, evaluation by colleagues, and/or portfolio information.
4. Faculty shall never be rank-ordered on the basis of Student Rating Forms or any other single piece of data. Differences among class averages of student ratings, even based on several semesters, cannot be assumed to measure accurately differences in teaching effectiveness. No single instrument to measure teaching effectiveness is so reliable and valid as to allow ranking of teaching effectiveness, as small numerical differences cannot be assumed accurately to distinguish significant differences in teaching effectiveness.
5. Student ratings shall always be viewed within the context of an individual's teaching assignment. The factors to be considered might include class size, introductory course versus upper-level, rating of instructors of similar courses within the discipline, teaching load, experience in teaching a course, etc.
6. Faculty shall always have the right to provide clarification of student evaluations.
7. Faculty should take the steps necessary to understand clearly how student ratings will be used in faculty evaluations.
8. No one item on a student evaluation shall be used to draw conclusions. Even the most effective instructor, due to style or experience, may not score high on any one particular item.
9. A uniform system of administering and collecting the information will be used.

### **B. Administration Procedures**

1. Course evaluations will be conducted via the Blackboard online learning management system, except as described in 2.
2. A paper version of the Student Rating Form may be used, upon request, for tenure-track faculty, up to the first five semesters of full-time employment (i.e., prior to the Third-Year Peer Review).
3. Access to the Student Rating Form will be granted only via unique URL to be sent to enrolled students in each course.
4. The Blackboard Administrator will release the emailed link to the online Student Rating Form (see Appendix 9) at 10 days prior to Reading Day, with follow-up reminders sent 5 days and 1 day prior to Reading Day to those students who have not yet completed the form.
5. Classroom time may be used to encourage student completion and participation of the Rating Form.
6. Student comments and rating data will be reported to the individual faculty member by Campus Technology staff, after the close of grades.

### **C. Data Analysis Procedure**

Results of voluntary summer evaluations are sent only to the faculty member. The results of mandatory student course evaluations are provided to each faculty member and his or her chair/dean with the following summary data for each question on the Student Rating Form:

1. Mean, median, standard deviation, and skewness of ratings for each course taught by that instructor.
2. Mean, median, standard deviation, and skewness of ratings for School and department across all courses.
3. Mean, median, standard deviation, and skewness of ratings for other sections of the same course.
4. Mean, median, standard deviation, and skewness of ratings for other lower-division courses (100-/200- level) for that School and department; or mean, median, standard deviation, and skewness of ratings for other upper-division courses (300-/400- level) for that School and department; or mean, median, standard deviation, and skewness of ratings for graduate courses for that School and department
5. Mean, median, standard deviation, and skewness of ratings for all courses across the Schools and the University.
6. Other analyses as requested by the individual faculty member (i.e., analysis to determine the effects of GPA on ratings).
7. A frequency distribution for each question for each class (for faculty members only).

In certain situations the above analyses will not be applicable. Faculty members or academic units may add questions to the Student Rating Form.

### **D. Procedures for Utilization of Student Rating Form Data**

1. Annual summary data will become part of the faculty member's annual report and be used as one indicator of teaching effectiveness in the chair/dean's annual evaluation of the faculty member.
2. The Student Rating Form data must be evaluated within the context of other information gathered.

### **E. Monitoring/Review**

The Student Rating Form will be reviewed for reliability and validity as needed.

**B. MODIFY** Appendix 9 in the Faculty Handbook

#### **FROM:**

[Current Appendix 9, see p. 134 of current Faculty Handbook]

#### **TO:**

#### **Francis Marion University Student Rating Form**

Your opinions are important in helping the University maintain and improve the quality of its courses. Please answer each item honestly and thoughtfully. Remember, this evaluation process is strictly confidential. Your instructor will not receive the results of the survey until after final grades have been submitted.

#### **1. Instructor Ratings**

- The instructor was prepared and organized.
- The instructor presented material in a clear and understandable manner.
- The instructor was able to stimulate my thinking about the subject matter.
- The instructor was able to improve my understanding of the subject matter.
- The instructor maintained a positive learning environment.
- The instructor adequately explained course assignments and requirements.
- The instructor was available to me outside of the classroom.
- The instructor returned graded work within a reasonable time period.
- The instructor evaluated graded work fairly.
- I would recommend this instructor to other students.

Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree

1                      2                      3                      4                      5

#### **2. Course Ratings**

- Please rate the overall quality of this course.
- Please rate the relevance of assignments to the course description.



- Please rate the textbook and other required materials used in this course.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

### 3. Self Rating

- The grade that I expect in this course is:

A    B+    B    C+    C    D+    D    F    Other/NA

4. Please type additional comments in the box below. These comments will only be shared with the instructor.

### RATIONALE

- The University spends a considerable amount of human and material resources to maintain its current paper-based review system, while also offering an online review system for a number of its web-based courses.
- This revision brings the current system to a uniform standard that is entirely conducted online, while also preserving the fundamentals of the current system.
- Because student participation may be lower for online evaluations in some cases, the system allows for tenure-track faculty who have not yet undergone a third-year peer review to request the use of paper-based rating forms, during their first five semesters of employment.
- The Student Rating form was last edited in 2004. The move online provides us with the opportunity to update questions to match best practices, both in social science survey design and among other universities.

## VII. Report from the Faculty Senate

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

A. **MODIFY** on page 54 of current online catalog

#### **FROM:**

#### **REPEATING COURSES**

A student may repeat courses to improve his/her grade point average. The grade earned after the first enrollment of a course will replace the grade originally earned when calculating the student's grade point average, provided that the

repeat grade is higher than the original grade. All grades earned after the first repetition of a course will be included in the calculation of grade point average. (It is recommended that courses for which a grade of D or F was earned be repeated.) A student may not repeat for credit a 100- or 200-level language course once he/she has received credit for another course at a higher level in the same language and may not repeat for credit the lower-level course of any subject in a hyphenated sequence once he/she has received credit for the higher-level course. Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU. However, a student may be permitted to repeat for additional credit a course he/she took for credit ten or more years previously.

A student may not repeat a nursing course that has a clinical or laboratory component unless they are enrolled in the nursing program.

A student may not repeat an Honors course in order to raise his/her grade point average. In order to improve the grade point average, a student may repeat in a regular section a course that he/she took as an Honors section, but the new grade will carry no Honors credit.

When a student repeats a course, all grades appear on the transcript. Grades of CO and W are not used in the calculation of grade point average. These grades also are not counted in the repeat regulations.

## TO:

### **REPEATING COURSES**

Students may enroll in a course for a maximum of three times. Enrollments resulting in a grade of W are included in this total.

The grade earned during the second enrollment in a course will replace the original grade when calculating the student's grade point average, as long as the grade earned during the second enrollment is higher than the original grade. All grades earned after the second enrollment in a course will be included in the calculation of grade point average. A student may repeat courses to improve his/her grade point average. The grade earned after the first enrollment of a course will replace the grade originally earned when calculating the student's grade point average, provided that the repeat grade is higher than the original grade. All grades earned after the first repetition of a course will be included in the calculation of grade point average. (It is recommended that courses for which a grade of D or F was earned be repeated.)

A student may not repeat for credit a 100- or 200-level language course for a higher grade once he/she has received credit for another course at a higher level in the same language, and A student also may not repeat for credit the lower-level course of any subject in a hyphenated sequence (e.g. Chemistry 201 or Chemistry

301) for a higher grade once he/she has received credit for the higher-level course (e.g. Chemistry 202 or 302).

Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU. However, a student may be permitted to repeat for additional credit a course he/she took for credit ten or more years previously.

A student may not repeat a nursing course that has a clinical or laboratory component unless they are enrolled in the nursing program.

A student may not repeat an Honors course in order to raise his/her grade point average. In order to improve the grade point average, a student may repeat in a regular section a course that he/she took as an Honors section, but the new grade will carry no Honors credit.

When a student repeats a course, all grades appear on the transcript. Grades of CO and W are not used in the calculation of grade point average but may affect a student's eligibility for financial assistance. Students should consult with Financial Assistance and their advisors before making a decision to repeat a course. These grades also are not counted in the repeat regulations.

Appeals to this policy must be made to the Provost in writing before registration in the class.

#### **RATIONALE:**

The repeat policy is being amended to limit the number of times a student can take a course without appeal. This change will prevent students from repeatedly enrolling and withdrawing from the same course, which has resulted in enrollment backups in prerequisite courses for some majors. The appeal process will also allow the Office of the Provost and advisors an opportunity to intervene and provide students will guidance on their degree program and study habits before they are permitted to take a course more than three times.

Language regarding the grade replacement policy has also been revised for clarity.

B. **MODIFY** on page 49 of current online catalog

#### **FROM:**

#### **DROPPING COURSES**

A student is expected to follow the course schedule for which he/she registers. However, prior to the completion of 33 percent of a course, a student may initiate

withdrawal from a course and the grade recorded will be W. After the completion of 33 percent of a course and prior to completion of 85 percent of a course, a student may still initiate withdrawal from a course but the grade recorded will be F or W based on the academic average at the time of withdrawal. During the last 15 percent of a course, a student may not initiate withdrawal from a course. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures in the proper order, and delivers the form to the Registrar's Office.

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

## **TO:**

### **DROPPING COURSES**

A student is expected to follow the course schedule for which he/she registers. However, prior to the completion of 33 50 percent of a course, a student may initiate withdrawal from a course and the grade recorded will be W. After the completion of 33 50 percent of a course and prior to completion of 85 percent of a course, a student may still initiate withdrawal from a course but the grade recorded will be an F or W based on the academic average at the time of withdrawal. During the last 15 percent of a course, a student may not initiate withdrawal from a course. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures in the proper order, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 50 percent of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be W. After the completion of 33 50 percent of a course, a faculty member may still withdraw a student from a course for a violation of the stated attendance policy but the grade recorded will be F or W based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic

Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

### **RATIONALE:**

With this proposal, the course withdrawal date with an automatic grade of W would shift from 33% of course completion to 50% of course completion. FMU's automatic W dates are much earlier than those of other comprehensive institutions in the state:

<b>School</b>	<b>Automatic W Date</b>
Francis Marion	33% of semester (In 2018-2019, September 17 / February 11.)
Lander	8 weeks
USC Aiken	October 31 / March 31 (similar start date to FMU)
Coastal Carolina	2/3 of semester
College of Charleston	October 25 / March 25 (similar start date to FMU)

The increase to 50% gives students more time in a course and the opportunity to take multiple assessments before making the decision to withdraw. First-year students also need more time than 33% of course completion to adjust to college and academic requirements before making decisions about withdrawals.

## **2. Proposal from the Department of Biology**

### **A. ADD on page 71 of the current catalog**

#### **107 Integrated Biological Concepts I (4:3-3)**

Introduction to biology's core concepts from molecules through cells including biological information, evolution, cells, emergent properties and homeostasis. This course covers similar material found in Biology 105 but increases the amount of critical analysis of data and teaches the skills necessary to critically think about biological problems. This course is designed for Biology Majors, Minors, and other science majors. Credit cannot be given for both Biology 105 and 107.

#### **108 Integrated Biological Concepts II (4:3-3)**

Introduction to biology's core concepts from organisms through ecological systems, including biological information, evolution, cells, emergent properties, and homeostasis. This course covers similar material found in Biology 106 but increases the amount of critical analysis of data and teaches the skills necessary to critically think about biological problems. This course is designed for Biology Majors, Minors, and other science

majors. Credit cannot be given for both Biology 106 and 108

**B. CHANGE** on page 71 of the current catalog

**FROM**

105 Biological Sciences I (4:3-3) F, S, Su The content of this course cover.....Recommended for other science majors and middle level education majors who have an emphasis in science.

**TO**

105 Biological Sciences I (4:3-3) F, S, Su The content of this course covers.....Recommended for other science majors and middle level education majors who have an emphasis in science. **Credit cannot be given for both Biology 105 and 107.**

**C. CHANGE** on page 71 of the current catalog

**FROM**

106 Biological Sciences II (4:3-3) **(Prerequisite: 103 and 104, or 105 and 115, or permission of the department) F, S, Su.**

**TO**

106 Biological Sciences II (4:3-3) **F, S, Su. Credit cannot be given for both Biology 106 and 108**

**RATIONALE:** The addition of courses listed above have come from an examination of the Biology Department's Curriculum in an effort to align with the recommendations in the National Science Foundation's Vision and Change Document. These courses, while they cover the same material found in Biology 105 and 106, decreases the amount of content covered and increases the critical analysis of data and teaches the skills necessary to critically think about biological problems. In addition, the new courses can accommodate differences in learning styles for students. The changes in prerequisites for biology 106 adds flexibility for student schedules and reduce the burden on scheduling for the department.

**D. CHANGE** on page 69 of the current catalog

**FROM**

**MAJOR**

A Major in biology requires the following

1. Biology 105\* and 115\*, 106, and 499
2. One course in plant biology (either 206, 207, 208, 303, 307, 313 or 320)
3. Biology 301, 302, or 407
4. One course in Ecology (either 308, 314, 317, 411, or 412)
5. Biology 401 or 409
6. Additional courses in biology to bring the total to 25 semester hours above the

- 100 level.....  
7. Minor/collateral requirements two options.....

## TO

### MAJOR

A Major in biology requires the following

1. Biology 105\* and 115\* or 107
2. Biology 106 or 108
3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 303, 307, 311, 312, 313, 315, or 320)
4. Biology 499
5. Biology 301, 302, or 407
6. One course in Ecology (either 308, 317, 411, or 412)
7. Biology 401 or 409
8. Additional courses in biology to bring the total to 25 semester hours above the 100 level.....
9. Minor/collateral requirements **two options**.....

**RATIONALE:** Changes the wording regarding the requirements of the Biology Major to reflect the addition of the new courses and a change in one of the required areas of the major – Plant is changed to Organismal – this change will provide students with greater flexibility in completing the major during their time at FMU.

### E. Change on page 70

Under Biology Secondary Education Option

#### FROM:

Coordinator: Dr. Ann Stoeckmann

#### TO:

Coordinator: Dr. Nathan Harness

Under General Education Requirements  
Biology Course Requirements

#### FROM:

Biology 105,115,106

#### TO:

Biology 105 and 115 or 107, and 106 or 108

Under General Education Requirements  
Education Requirements

**FROM:**  
Education 380.....2

**TO:**  
Education 420.....3

**FROM:**  
Total Hours Required for Graduation.....127-128

**TO:**  
Total Hours Required for Graduation..... 128-129

**F. CHANGE on page 71**

**FROM:**  
201 Invertebrate Biology (4:3-3) (Prerequisite 106 or 103 and 104 with permission of department) AF

**TO:**  
201 Invertebrate Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) AF

**FROM:**  
202 Vertebrate Biology (4:3-3) (Prerequisite 106 or 103 and 104 with permission of department) S

**TO:**  
202 Vertebrate Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) S

**FROM:**  
204 Introductory Marine Biology (4:3-3) (Prerequisite 106 or 103 and 104 with permission of department)

**TO:**  
204 Introductory Marine Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department)

**FROM:**  
206 Fall Flora (4:2-4) (Prerequisite 106 or 103 and 104 with permission of department) F

**TO:**  
206 Fall Flora (4:2-4) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) F



**FROM:**

207 Spring Flora (4:2-4) (Prerequisite 106 or 103 and 104 with permission of department) S

**TO:**

207 Spring Flora (4:2-4) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) S

**FROM:**

208 Summer Flora (4:2-4) (Prerequisite 106 or 103 and 104 with permission of department) Su

**TO:**

208 Summer Flora (4:2-4) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) Su

**FROM:**

209 Entomology (4:3-3) (Prerequisite 106 or 103 and 104 with permission of department)

**TO:**

209 Entomology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department)

**FROM:**

210 Conservation Biology (4:3-3) (Prerequisite 106 or 103 and 104 with permission of department and Mathematics 111) AF

**TO:**

210 Conservation Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department and Mathematics 111) AF

**FROM:**

214 Issues in Environmental Biology (3) (Prerequisite 106)

**TO:**

214 Issues in Environmental Biology (3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department)

**FROM:**

220 Introduction to Molecular Biology (4:3-3) (Prerequisite 106)

**TO:**

220 Introduction Molecular Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department).

**G. CHANGE on page 72 of the current catalog**

**FROM:**

301 Cell Biology (4:3-3) (Prerequisite 106 and Chemistry 201) F, S, Su.

**TO:**

301 Cell Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 201) F, S, Su.

**FROM:**

302 Developmental Biology (4:3-3) (Prerequisite 106 and Chemistry 102) AF

**TO:**

302 Developmental Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 102) AF

**FROM:**

303 Plant Kingdom (4:3-3) (Prerequisite 106) AS

**TO:**

303 Plant Kingdom (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108) AF

**FROM:**

305 Comparative Vertebrate Anatomy (4:3-3) (Prerequisite 106) S

**TO:**

305 Comparative Vertebrate Anatomy (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108) S

**FROM:**

306 Special Topics in Biology (1), (2), (3), or (4) (Prerequisite 106 or permission of department)

**TO:**

306 Special Topics in Biology (1), (2), (3), or (4) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department)

**FROM:**

307 Plant Structure and Function (4:3-3) (Prerequisite 106)

**TO:**

307 Plant Structure and Function (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108)

**FROM:**

308 Aquatic Ecology (4:3-3) (Prerequisite 106 and Chemistry 102) F, Su

**TO:**

308 Aquatic Ecology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department and Chemistry 102) F, Su

**FROM:**

309 Introduction to Neuroscience (4:3-3) (Prerequisite 104 or 105 and sophomore status or higher or permission of the department) AS

**TO:**

309 Introduction to Neuroscience (4:3-3) (Prerequisite 104, or 105/115 or 107 and sophomore status or higher or permission of the department) AS

**FROM:**

311 Microbiology (4:3-3) (Prerequisite 105 or 106 and sophomore status or higher in pre-nursing or permission of the department) F,S

**TO:**

311 Microbiology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and sophomore status or higher in pre-nursing or permission of the department) F,S

**FROM:**

312 Herpetology (4:3-3) (Prerequisite 106) AS

**TO:**

312 Herpetology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108) AS

**FROM:**

313 Mycology (4:3-3) (Prerequisite 106) AS

**TO:**

313 Mycology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108) AS

**FROM:**

315 Ornithology (4:3-3) (Prerequisite 106 or permission of the department)

**TO:**

315 Ornithology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department)

**FROM:**

317 Marine Ecology (4:3-3) (Prerequisite 106 or permission of the department) S

**TO:**

317 Marine Ecology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) S

**FROM:**

318 Tropical Ecology (4:3-3) (Prerequisite 106 or permission of the department) Su

**TO:**

318 Tropical Ecology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department) Su

**FROM:**

320 Plant Evolution and Diversity (4:3-3) (Prerequisite 106 or permission of the department)

**TO:**

320 Plant Evolution and Diversity (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 or permission of the department)

**FROM:**

401 Genetics (4:3-3) (Prerequisite 106 and Chemistry 201) F, S, Su.

**TO:**

401 Genetics (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 201) F, S, Su.

**FROM:**

402 Terrestrial Ecology (4:3-3) (Prerequisite 106 and Chemistry 102) F.

**TO:**

402 Terrestrial Ecology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 102) F.

**FROM:**

406 Physiology (4:3-3) (Prerequisite 106, and 205 or 305 and Chemistry 201 or permission of the department) F, S.

**TO:**

406 Physiology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and 205 or 305 and Chemistry 201 or permission of the department) F, S.

**FROM:**

407 Immunology (4:3-3) (Prerequisite 106 and Chemistry 201 or permission of the department) S.

**TO:**

407 Immunology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 201 or permission of the department) S.

**FROM:**

409 Evolutionary Biology (4:3-3) (Prerequisite 106 and Chemistry 201) S.

**TO:**

409 Evolutionary Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 201) S.

**FROM:**

410 Vertebrate Physiology (4:3-3) (Prerequisite 106 and Chemistry 102 or permission of the department).

**TO:**

410 Vertebrate Physiology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 102 or permission of the department).

**H. CHANGE on page 73 of the catalog**

**FROM:**

411 Ecology (4:3-3) (Prerequisite 106 and Chemistry 102) S.

**TO:**

411 Ecology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 102) F, S.

**FROM:**

412 Behavioral Ecology (4:3-3) (Prerequisite 106 and junior status or permission of the department).

**TO:**

412 Behavioral Ecology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and junior status or permission of the department).

**FROM:**

413 Biological Research Methods (3) (Prerequisite 106 and Mathematics 132 or higher or permission of department) AS.

**TO:**

413 Biological Research Methods (3) (Prerequisite 105/115 or 107 and 106 or 108 and Mathematics 132 or higher or permission of department) AS.

**FROM:**

415 Radiation Biology (3) (Prerequisite Physics 316 and Biology 106 or permission of the department) S.

**TO:**

415 Radiation Biology (3) (Prerequisite Physics 316 and **Biology 105/115 or 107 and Biology 106 or 108** or permission of department) S.

**I. CHANGE on page 119 of the current catalog**

**FROM:**

415 Radiation Biology (3) (Prerequisite Physics 316 and Biology 106 or permission of the department) S.

**TO:**

415 Radiation Biology (3) (Prerequisite Physics 316 and **Biology 105/115 or 107 and Biology 106 or 108** or permission of department) S

**RATIONALE:** All the above changes affect the prerequisites of the courses to reflect the addition of the new courses (Biology 107 and 108). The change on page 119 Radiation Biology 415 is a cross-listed course between Physics and Biology. The change to the Physics course indicates the addition of Biology 107 and 108. This change is being made after discussion with the Physics Department.

**J. CHANGE on page 74**

**FROM:**

**FOUR YEAR PLAN FOR BIOLOGY MAJORS:  
WITH A CHEMISTRY MINOR OR COLLATERAL**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115,	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>

Biology (Plant) or Biology Elective	4	Biology (Plant) or Biology Elective	4
Chemistry 201	4	Chemistry 202 or 2nd Collateral	3 or 4
Literature	3	History	3
Political Science 101, 103 or other Social Science	3	Speech Communication	3
Elective	3		
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>13-14</b>

**TO:  
FOUR YEAR PLAN FOR BIOLOGY MAJORS:  
WITH A CHEMISTRY MINOR OR COLLATERAL**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3-4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115, 106, 107, or 108	4	Biology 105 and 115, 106, 107, or 108	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Biology (Organismal) or Biology Elective	4	Biology (Organismal) or Biology Elective	4
Chemistry 201	4	Chemistry 202 or 2nd Collateral	3 or 4
Literature	3	History	3
Political Science 101, 103 or other Social Science	3	Speech Communication	3
Elective	3		
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>13-14</b>

**K. CHANGE on page 75**

**FROM:**

FOUR YEAR PLAN FOR BIOLOGY MAJORS: ENVIRONMENTAL SCIENCE  
OPTION WITH A CHEMISTRY MINOR OR COLLATERAL

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115,	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>

**TO:**

FOUR YEAR PLAN FOR BIOLOGY MAJORS: ENVIRONMENTAL SCIENCE  
OPTION WITH A CHEMISTRY MINOR OR COLLATERAL

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3-4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115, 106, 107, or 108	4	Biology 105 and 115, 106, 107, or 108	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>

**L. CHANGE on page 77**

**FROM:**

FOUR YEAR PLAN FOR BIOLOGY MAJORS: MEDICAL TECHNOLOGY (3+1  
Option) WITH A CHEMISTRY MINOR



Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115,	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>

**TO:**

FOUR YEAR PLAN FOR BIOLOGY MAJORS: MEDICAL TECHNOLOGY (3+1 Option) WITH A CHEMISTRY MINOR

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115 or 107	4	Biology 106 or 108	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>

**M. CHANGE on page 76**

**FROM:**

FOUR YEAR PLAN FOR BIOLOGY MAJORS: BIOLOGY SECONDARY EDUCATION OPTION

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115,	4	Biology 106	4

Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
History	3	Speech 101	3
Social Science Elective	3	Political Science 101 or 103	3 or 4
Literature	3	Education 305	3
Education 190/191	4	Biology (Plant)	4
Chem 201	4	Biology (Cell)	4
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>13-14</b>
<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Humanities Elective	3	Education 310	3
Education 311	3	Education 322	3
Education 313	1	Education 411	3
Biology (Genetics)	4	Biology (Ecology)	4
Physics 215	4	Biology 413 and 497	4
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
<b>Senior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Social Science Elective	3	Education 487	3
Education 380	2	Education 490	12
Education 393	2		
Education 437	3		
Biology Elective	4		
Biology 499	1		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Total Hours for Degree 127-128</b>			

**TO:**  
**FOUR YEAR PLAN FOR BIOLOGY MAJORS: BIOLOGY SECONDARY  
EDUCATION OPTION**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or	3 or 4	English 102	3

English 101E/101L)			
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115, or 107	4	Biology 106 or 108	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
History	3	Speech 101	3
Social Science Elective	3	Political Science 101 or 103	3 or 4
Literature	3	Education 305	3
Education 190/191	4	Biology (Organismal)	4
Chem 201	4	Biology (Cell)	4
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>17-18</b>
<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Humanities Elective	3	Education 313	1
Education 311	3	Education 322	3
Education 310	3	Education 411	3
Biology (Genetics)	4	Biology (Ecology)	4
Physics 215	4	Biology 413 and 497	4
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>15</b>
<b>Senior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Social Science Elective	3	Education 487	3
Education 420	3	Education 490	12
Education 393	2		
Education 437	3		
Biology Elective	4		
Biology 499	1		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
<b>Total Hours for Degree 125-127</b>			

**RATIONALE:** Changes to the four year plan reflect the addition of the new courses and the change in the area required for the Major (Plant to Organismal) and to changes to

Education requirements. Changed the semester that EDUC 310 and 313 are taken because EDUC 313 and 311 cannot be taken in the same semester.

**N. Change on page 173-174**

**FROM:**

The following courses, as part of a bachelor's degree, meet the minimal requirement of most Dental Schools:

General Biology (BIOL 105,115,106).....8hrs

**TO:**

The following courses, as part of a bachelor's degree, meet the minimal requirement of most Dental Schools:

General Biology (BIOL 105 and 115 or 107 and 106 or 108)..... 8hrs

**FROM:**

Required courses for admission to the SC College of Pharmacy are the following:  
Biology 105,106, 115.....8hrs

**TO:**

Required courses for admission to the SC College of Pharmacy are the following:  
Biology 105 and 115 or 107 and 106 or 108..... 8hrs

**FROM:**

The following courses, as part of a bachelor's degree, meet the minimal requirement of most Medical Schools:

General Biology (BIOL 105,115,106).....8hrs

**TO:**

The following courses, as part of a bachelor's degree, meet the minimal requirement of most Medical Schools:

General Biology (BIOL 105 and 115 or 107 and 106 or 108)..... 8hrs

**FROM:**

The following courses, as part of a bachelor's degree, meet the minimal requirement of most Physical Therapy Schools:

General Biology (BIOL 105,115,106).....8hrs

**TO:**

The following courses, as part of a bachelor's degree, meet the minimal requirement of

most Physical Therapy Schools:

General Biology (BIOL 105 and 115 or 107 and 106 or 108)..... 8hrs

**O. Change on p 175**

**FROM:**

1. A minimum of 90 semester hours including General Education Requirements and the following required courses:

Biology - 24 semester hours

General Biology (Biology 105, 106, 115).....8 hrs

**TO:**

A minimum of 90 semester hours including General Education Requirements and the following required courses:

Biology - 24 semester hours

General Biology (Biology 105 and 115 or 107 and 106 or 108).....8 hrs

**FROM:**

A Bachelor of Science in Pharmaceutical Studies from FMU is awarded after successful completion of at least 120 hours to include the following:

1. A minimum of 61 semester hours at FMU including the admission requirements for SCCP.

Biology - 16 semester hrs

General Biology (105, 106,115).....8 hrs

**TO:**

A Bachelor of Science in Pharmaceutical Studies from FMU is awarded after successful completion of at least 120 hours to include the following:

1. A minimum of 61 semester hours at FMU including the admission requirements for SCCP.

Biology - 16 semester hrs

General Biology (105 and 115 or 107 and 106 or 108).....8 hrs

**RATIONALE:** Changes in pre-professional requirements and cooperative programs reflect the addition of Biology 107 and 108.

**P. DELETE on page 71**

Biology 204 Introduction to Marine Biology

**Q. DELETE on page 72**

Biology 314 Field Biology

Biology 410 Vertebrate Physiology

**RATIONALE:** These courses have not been taught for some time and there is no prospect for teaching them in the future.

**R. CHANGE on page 117**

**FROM:**

**B. Health Physics Concentration**

2. Biology 105, 106, 115, 415, and one course from Biology 301, 401, 402, or 406

**TO:**

**B. Health Physics Concentration**

2. Biology 105 and 115 or 107 and 106 or 108, 415, and one course from Biology 301, 401, 402, or 406

Under Environmental Science option in Physics

**FROM:**

Natural Sciences

Biology 106, 106, 115

**TO:**

Natural Sciences

105 and 115 or 107 and 106 or 108

**Rationale:** The changes on page 117 reflect alterations to the Health Physics program and Environmental Science Option in Physics due to the addition of Biology 107 and 108. These changes were made after consultation with the Physics department.

**S. ADD on page 174, new PRE-PROFESSIONAL PROGRAM: PRE-PHYSICIAN ASSISTANT CURRICULUM**

**PRE-PHYSICIAN ASSISTANT CURRICULUM**

**Coordinator: Dr. Vernon Bauer**

Each student should acquaint himself/herself with the specific requirements of the Physician Assistant Programs to which he/she plans to apply for admission. Each student planning a

career as a physician assistant should register with the Pre-Physician Assistant Coordinator (Department of Biology, Leatherman Science Facility). Pre-Physician Assistant students typically major in biology or chemistry; however, a specific major is not required. As long as the prerequisite courses are met, a bachelor's degree in any area is acceptable.

The following courses, as part of, or along with a bachelor's degree, meet the minimal recommendations of most Physician Assistant Schools in South Carolina:

General Biology (BIOL 105 and 115 or 107) .....	4 hours
Human Anatomy (BIOL 205) .....	4 hours
Human Physiology (BIOL 406) .....	4 hours
Microbiology (BIOL 311) .....	4 hours
Genetics (BIOL 401) .....	4 hours
General Chemistry (CHEM 101, 102) .....	8 hours
Organic Chemistry/Biochemistry (CHEM 201, 404)..	7 hours
Medical Terminology (NURS 211).....	1 hour
Psychology (PSY 206, 325, or 334) .....	6 hours
Statistics (MATH 134) .....	3 hours

In order to apply to most programs in Physician Assistant Studies, students must take the Graduate Record Exam (GRE) and complete the Central Application Service for Physician Assistants (CASPA) process. The earliest this can be done is during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Physician Assistant Programs have indicated that students generally need to score in the 60<sup>th</sup> percentile and have a GPA above 3.6 if they want to be competitive during the application process. Many programs also require significant practical experiences under the supervision of a practicing physician assistant or medical doctor to provide clinical exposure to the profession.

**Rationale for S:** In order for us to be able to identify students in the Colleague system as pre-PA students, we need to have some type of program description in the catalog for SACS purposes. This description provides general information that will help students and advisors know how to prepare for PA schools at FMU, MUSC, and USC.

**T. Change** on page 177

**FROM:**

- 5. Choose two of the following:.....6-8
  - a. Geography 205, Geography of South Carolina.....3
  - b. Geography 210 Geography of North America.....3
  - c. Geography 215 Environmental Geography and GIS.....3
  - d. Economics 240 Environmental and Natural Resources  
Economics (note prerequisite).....3
  - e. Biology 106 Organismal Biology (note prerequisite)
  - f. Biology 204 Introductory Marine Biology  
(note prerequisite).....4

**TO:**

- 5. Choose two of the following:.....6-7
  - a. Geography 205 Geography of South Carolina.....3
  - b. Geography 210 Geography of North America.....3
  - c. Geography 215 Environmental Geography and GIS.....3
  - d. Economics 240 Environmental and Natural Resources  
Economics (note prerequisite).....3
  - e. Biology 106 Introduction to Biological Sciences II or Biology 108 Integrated  
Biological Concepts II .....4

**3. Proposal from the Department of English, Modern Languages, and Philosophy**

- A. **CHANGE**, the Professional Education and Supporting Course requirement of the Teacher Licensure Option on page 82 of the current catalog

**FROM:**

Professional Education.....	17 hours
Education 310 .....	3
Education 311 .....	3
Education 313 .....	1
Education 380 .....	2
Education 393 and three hours taken simultaneously with	
Education 434.....	5
Education 411.....	3
Student Teaching Block** .....	15 hours
Education 487 .....	2
Education 489 .....	1
Education 490 .....	12
**Education 487, 489, and 490 to be taken simultaneously	
Supporting Course.....	3 hours
Health 301.....	3

(See specific courses below)

**TO:**

Professional Education.....	21 hours
Education 310 .....	3
Education 311 .....	3
Education 313 .....	1
Education 322 .....	3
Education 393 .....	2
Education 434.....	3
Education 411.....	3
Education 420 .....	3
Student Teaching Block** .....	15 hours



Education 487 .....	3
Education 490 .....	12

\*\*Education 487 and 490 to be taken simultaneously

**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. Also, the SOE has changed the courses and course hours for the student teaching block.

The six-credit-hour sequence in literacy is accomplished by the addition of Education 322 (3 hrs) (Education 411 is already required and will also fulfill the requirement). In order for this addition not to increase the required hours for the major, Health 301 (3 hrs) was removed from the major. These changes involving Health 301 were approved by the Faculty.

Changes to the formatting of Education 393 and Education 434 were made to improve the consistency and clarity of the list.

EDUC 420 is replacing EDUC 380, pending approval by the Academic Affairs Committee and the FMU faculty.

B. **CHANGE**, the concluding of the Teacher Licensure Option section on page 82 of the current catalog

**FROM:**

The minimum number of semester hours in all courses (major and non-major) required for the liberal arts major and the professional writing option in English is 120; for the professional education major in English, it is 126.

**TO:**

The minimum number of semester hours in all courses (major and non-major) required for the liberal arts major and the professional writing option in English is 120; for the teacher licensure option in English, it is 127.

**RATIONALE:**

The change to the number of hours is necessitated by course changes. The change to the title of the teacher licensure option provides consistency with the rest of the catalog.

**4. Proposal from the Department of History**

A. **CHANGE**, on page 104 of the current catalog, under **Education Requirements**

**FROM**

Education 380.....2

**TO**

Education 420.....3

**Rationale:**

According to the School of Education in a proposal accepted at the Academic Affairs Committee meeting on January 24, 2019, “The School of Education has replaced EDUC 380 Introduction to Exception Students with EDUC 420 Introduction to the Exceptional Learner. This change will align the BGS Educational Studies requirements with the School of Education requirements.” Furthermore, EDUC 420 is a three-hour course, whereas EDUC 380 was two hours.

B. **CHANGE**, on page 104 of the current catalog, under **Education Requirements**

**FROM**

Total hours required for graduation.....123

**TO**

Total hours required for graduation.....124

**Rationale:**

The decision to replace the two-hour EDUC 380 course with the three-hour EDUC 420 increases by one the total number of hours a student seeking certification to teach Social Studies at the secondary level.

**5. Proposal from the Department of Sociology**

A. **MODIFY** ANTH 200 on page 133 of the FMU 2018-2019 catalog

**FROM:**

**200 Introduction to Anthropology** (3) The science of man; a general analysis of biological and cultural systems with an emphasis on social organization and behavior.

**TO:**

**200 Introduction to Anthropology (3)** An introduction to the anthropological way of thinking about language, human and animal interactions, culture, prehistory, the rise of civilization, evolution, and fossil hominins, among other areas. This course will touch on the four sub-fields of anthropology: archaeology and biological, cultural, and linguistic anthropology.

**RATIONALE FOR CHANGE:**

The description for this course has not been updated in over 20 years, to reflect the current issues in the field of Anthropology. The proposed expanded course description will also give potential students a better idea of what topics the course covers.

B. **ADD** to page 133, the Anthropology section, of the FMU 2018-2019 catalog:

**220 Native Peoples of North America (3)** (Prerequisite: ANTH 200 or permission of the department) An introduction to the history, culture, and contemporary lives of Native American and First Nations peoples in North America. This course explores decolonization through Indigenous film, music, art, and literature while studying contemporary issues facing Native American and First Nations peoples and their communities.

Rationale for Addition:

We are expanding the course offerings in Anthropology and it makes practical sense to include a course on the indigenous peoples of this continent. It also draws upon the research expertise of the new Anthropology faculty hire, Dr. Kiley Molinari.

C. **ADD** to page 133, the Anthropology section, of the FMU 2018-2019 catalog:

**230 Cultural Anthropology (3)** (Prerequisite: ANTH 200 or permission of the department) An introduction to the diversity of human behavior, organization, and worldviews, including religious practices, social organization, gender and kinship systems, art, and globalization. Students will learn and apply the theories and methods of anthropology to the identification of similarities and differences in humans across a variety of cultural groups. This course includes an ethnographic field research component.

**RATIONALE FOR ADDITION:**

We are expanding the course offerings in Anthropology to include a course that focuses on one of the primary sub-fields of Anthropology, Cultural Anthropology. It also draws upon the research expertise of the new Anthropology faculty hire, Dr. Kiley Molinari.

## 6. Proposal from the Department of Mathematics -

A. **DELETE** on page 112 of the 2018-2019 catalog

**212 Introduction to FORTRAN (3)** (Prerequisite/Corequisite Mathematics 201 or permission of department) (Same as Computer Science 212) F, S, SU. A study of programming to include input and output procedures, arithmetic and logical operations, DO loops, branching procedures, arrays, declaration statements, and subroutines. Application of these ideas by writing, running, and correcting programs.

B. **ADD** on page 112 of the 2018-19 catalog

**213 Scientific Programming in Python (3)** (Prerequisite/Corequisite Mathematics 201 or permission of department) F, S, SU. Introduction to Python fundamentals including built-in data types, functions (definition and use), decision and repetition structures, and file processing. Applications of Python in scientific fields.

### RATIONALE for A and B

Since FORTRAN is one of the oldest scientific programming languages and it has fallen out of favor in the scientific community in recent years, it is time to update the course with a more popular and widely used scientific programming language.

There are many programming languages such as C, C++, MatLab and Python that are currently widely used in the scientific fields. However, Python is much easier to learn and easier to debug in contrast to languages like C and C++. Moreover, it is also an open source programming language with many freely available no-cost IDEs (Integrated Development Environments). MatLab, on the other hand, requires the purchase of a license to use as well as extra toolkits for special programming functionality.

Indeed, Python has become extremely popular in scientific computing, Data Science and Machine learning due to the development of many specialized libraries such as *NumPy*, *Scipy*, *Scikit\_Learn*, etc. These libraries are well documented and supported by a large community of users. Many major companies such as Google, Yahoo, and NASA make extensive use of Python for data analysis and machine learning applications.

A and B change the name, number, and description of the course. C-G align related references in the catalog dealing with the math major requirements and prerequisites. Because both the course title and course description have been changed, a new course number is necessary. This is the reason for the change from Mathematics 212 to Mathematics 213. Computer Science 212 has been deleted, so all references to Computer Science 212/CS 212/Math 212 have been changed to align with the new Mathematics 213.

C. **CHANGE** on page 110 of the current catalog in the Mathematical Sciences Option

**FROM:**

e) Choice of Computer Science 212 or 226

**TO:**

e) Choice of Mathematics 213 or Computer Science 226

D. **CHANGE** on page 110 of the current catalog in the Professional Education section of the Teacher Licensure Option

**FROM:**

Education 310 or Computer Science 190 or higher

**TO:**

Education 310 or Computer Science 190 or Math 213 or higher

E. **CHANGE** on page 110 of the current catalog in the Major Requirements section of the Teacher Licensure option

**FROM:**

Computer Science 190, 212, or 226 –

**TO:**

Mathematics 213 or Computer Science 190 or 226 –

F. **CHANGE** the prerequisites of Math 305 Linear Programming, on page 113 of the 2018-19 catalog

**FROM:**

**305 Linear Programming** (3) (Prerequisites: 304 and one course from 212 or Computer Science 226) S.

**TO:**

**305 Linear Programming** (3) (Prerequisites: 304 and one course from 213 or Computer Science 226) S.

G. **CHANGE** the prerequisites of Math 425 Numerical Analysis, on page 114 of the 2018-19 catalog

**FROM:**

**425 Numerical Analysis** (3) (Prerequisite: 203 and one of **212** or Computer Science 226) (Same as Computer Science 425) F.

**TO:**

**425 Numerical Analysis** (3) (Prerequisites: 203 and one of **213** or Computer Science 226) (Same as Computer Science 425) F.

H. **CHANGE** on page 115 of the current catalog in the spring semester of the Sophomore Year of the Four Year Plan for Mathematics Majors

**FROM:**

Computer Science **212 or** 226 3

**TO:**

**Mathematics 213 or** Computer Science 226 3

I. **CHANGE** on page 110 of the current catalog in the Mathematical Sciences Option

**FROM:**

b) Mathematics 311 (Double majors may substitute Mathematics 230 for Mathematics **311 but not if they plan to take Mathematics 407**)

c) Mathematics 405 or 407 or **420**

**TO:**

b) Mathematics 311 (Double majors may substitute Mathematics 230 for Mathematics **311**)

c) Mathematics 405 or 407 or **411**

**RATIONALE:**

Topology is just as relevant as abstract algebra and real analysis (especially for graduate school), and more centered on proofs than probability. Allowing students to use Math 411 to satisfy this requirement increases the likelihood students will take the course. Double majors may take Math 230 and the department believes it is not necessary for them to also take Math 311 before Math 407.

J. **CHANGE** on page 110 of the current catalog

<b>FROM:</b>		
Professional Education	14 hours	14 hours
Education 310 or Computer Science 190 or higher	3	3
Education 311	3	3
Education 313	1	1
<b>Education 380</b>	<b>2</b>	<b>2</b>
Education 393 and 436 taken concurrently	5	5

<b>TO:</b>		
Professional Education	15 hours	15 hours
Education 310 or Computer Science 190 or higher	3	3
Education 311	3	3
Education 313	1	1
<b>Education 420</b>	<b>3</b>	<b>3</b>
Education 393 and 436 taken concurrently	5	5

#### **RATIONALE:**

EDUC 380 has been replaced by the School of Education with the EDUC 420 course in order to streamline courses. The coursework for EDUC 420 is similar to EDUC 380 and allows students to take the course without the pre-requisite of acceptance into the Education program. The change also provides an additional credit hour for the course (from 2 credits for EDUC 380 to 3 credits for EDUC 420) thereby increasing the number of credit hours in Professional Education Courses from 14 to 15.

K. **CHANGE** on page 111 of the current catalog

#### **FROM:**

The minimum number of semester hours required in major courses for a major in mathematics is 33 for the Mathematical Sciences Option and 36 for the Teacher Licensure Option. The minimum number of semester hours in all courses (major and non-major) required for the major in mathematics is 120 (**121** for Teacher Licensure Option if the collateral is chosen in a biological or physical science.)

#### **TO:**

The minimum number of semester hours required in major courses for a major in mathematics is 33 for the Mathematical Sciences Option and 36 for the Teacher Licensure Option. The minimum number of semester hours in all courses (major and non-major)

required for the major in mathematics is 120 (122 for Teacher Licensure Option if the collateral is chosen in a biological or physical science.)

**RATIONALE:**

EDUC 380 has been replaced by the School of Education with the EDUC 420 course in order to streamline courses. The coursework for EDUC 420 is similar to EDUC 380 and allows students to take the course without the pre-requisite of acceptance into the Education program. The change also provides an additional credit hour for the course (from 2 credits for EDUC 380 to 3 credits for EDUC 420) thereby increasing the minimum number of semester hours required for the Teaching Licensure Option from 121 to 122.

L. **CHANGE** on page 112 of the current catalog

**FROM:**

**131 Mathematical Modeling and Problem Solving** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121 or placement scores) F, S, SU. Students will use discrete dynamical systems to mathematically model and solve real-world problems. Computer applications will be used extensively.

**TO:**

**131 Mathematical Modeling and Problem Solving** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121 or placement scores) F, S, SU. This course uses mathematics to solve real-world problems. A mathematical model is a representation of a scenario that is used to gain understanding of some real-world problem and to predict future behavior. The modeling cycle encompasses formulating a problem as a mathematical model, analyzing the mathematical model, calculating solutions, and validating results.

**RATIONALE:**

The new course description better matches the course content as it is currently taught.

M. **CHANGE** on pages 112 of the current catalog

**FROM:**

**134 Probability and Statistics** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121 or placement scores) F, S, SU. Basics of probability, including counting, tree diagrams, conditional probability, binomial and normal distributions, mean, variance, standard deviation, and expected value.

**TO:**

**134 Probability and Statistics** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121 or placement scores) F, S, SU. Elementary topics in probability



and statistics are covered, including sampling methods, descriptive statistics, counting and probability, discrete and normal distributions, central limit theorem, confidence intervals, hypothesis testing, simple linear regression, and correlation.

**RATIONALE:**

The new course description better matches the course content as it is currently taught.

N. **CHANGE** on pages 111 of the current catalog

**FROM:**

**110 College Algebra with Applications (3)** (Prerequisite: Placement scores or permission of department; Prerequisite/Corequisite: Mathematics 110L). Study of real numbers and their operations and properties; linear functions, equations, and inequalities; systems of equations; introduction to functions and graphs; and the study of polynomials and their operations. Earns credit toward graduation but will not satisfy any of the six hours of Mathematics in the General Education Requirements. Credit cannot be given for both Mathematics 110 and Mathematics 105.

**TO:**

**105E College Algebra I with Extended Studio (3)** (Corequisite: Mathematics 105L) A grade of C or higher in Mathematics 105 (or in Mathematics 105E) is required for the student to advance to Mathematics 111 or Mathematics 121. Mathematics 105E is the equivalent of Mathematics 105 (see catalog description for MATH 105) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process, and problem solving. Credit cannot be earned for both Mathematics 105 and Mathematics 105E.

**RATIONALE:**

Mathematics 110 covers the same content as Mathematics 105 so renaming it as Mathematics 105E removes potential confusion that Mathematics 110 is different or follows Mathematics 105. The inclusion of “E” on 105E denotes that Mathematics 105E must be taken along with the studio component Mathematics 105L. The revised course description better matches the course content as it is currently taught.

O. **CHANGE** on page 111 of the current catalog

**FROM:**

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

**TO:**

**105L Extended Studio** (1:3) (Corequisite: Mathematics 105E) Extended studio time and space for students enrolled in Mathematics 105E. The studio component complements the Mathematics 105E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process and problem solving.

**RATIONALE:**

Mathematics 110L is renumbered to Mathematics 105L since Mathematics 110 is renumbered to Mathematics 105E. The revised course description better matches the course content as it is currently taught.

P. **CHANGE** on pages 111 of the current catalog

**FROM:**

**111 College Algebra II** (3) (Prerequisite: Grade of C or higher in Mathematics 105 or **Mathematics 110 and 110L** or placement scores. The grade of C or higher is required in Mathematics 111 to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.) F, S, SU. The study of polynomials, their operations and factoring, operations with and simplifying rational expressions, roots and radicals, quadratic equations and inequalities, graphs of non-linear functions and the conic sections; exponents and logarithmic functions. Credit cannot be given for both Mathematics 111 and 121.

**TO:**

**111 College Algebra II** (3) (Prerequisite: Grade of C or higher in Mathematics 105 or **Mathematics 105E and 105L** or placement scores. A grade of C or higher is required in Mathematics 111 to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.) F, S, SU. The study of polynomials, their operations and factoring, operations with and simplifying rational expressions, roots and radicals, quadratic equations and inequalities, graphs of non-linear functions and the conic sections; exponents and logarithmic functions. Credit cannot be given for both Mathematics 111 and 121.

Q. **CHANGE** on pages 111-112 of the current catalog

**FROM:**

**121 Introduction to Mathematical Modeling and Problem Solving** (3) (Recommended for non-math and non-science majors) (Prerequisite: Grade of C or higher in **Mathematics 110 and 110L** or placement scores or permission of the department.) The study of algebra and polynomial functions and operations to include linear and nonlinear functions, data

analysis, basic statistics, and linear regression in applications setting. Credit cannot be given for both Mathematics 111 and 121.

**TO:**

**121 Introduction to Mathematical Modeling and Problem Solving** (3) (Recommended for non-math and non-science majors) (Prerequisite: Grade of C or higher in **Mathematics 105E and 105L** or placement scores or permission of the department.) The study of algebra and polynomial functions and operations to include linear and nonlinear functions, data analysis, basic statistics, and linear regression in applications setting. Credit cannot be given for both Mathematics 111 and 121.

R. **CHANGE** on pages 111 of the current catalog

**FROM:**

**OTHER INFORMATION**

During registration, beginning students at FMU ... in Mathematics 105 or **Mathematics 110/110L** based on their chosen major. Mathematics 105 and **Mathematics 110/110L** are also available to older students who are not recent high school graduates. Students who disagree with their placements in their initial mathematics course may see the department chair or his/her designee by the third day of the semester to schedule a Mathematics Placement Test.

Mathematics 105 and **Mathematics 110 and 110L**, while earning credit toward graduation, will not satisfy any of the six hours of Mathematics in the General Education Requirements.

...

A student cannot receive credit for Mathematics 105, **110/110L**, 111, or 121 after receiving credit for any mathematics course numbered higher than 121. A student may repeat a course to raise a grade earned in that course.

**TO:**

**OTHER INFORMATION**

During registration, beginning students at FMU ... in Mathematics 105 or **Mathematics 105E/105L** based on their chosen major. Mathematics 105 and **Mathematics 105E/105L** are also available to older students who are not recent high school graduates. Students who disagree with their placements in their initial mathematics course may see the department chair or his/her designee by the third day of the semester to schedule a Mathematics Placement Test.

Mathematics 105 and **Mathematics 105E and 105L**, while earning credit toward graduation, will not satisfy any of the six hours of Mathematics in the General Education Requirements.

...

A student cannot receive credit for Mathematics 105, **105E/105L**, 111, or 121 after receiving credit for any mathematics course numbered higher than 121. A student may repeat a course to raise a grade earned in that course.

S. **CHANGE** on pages 63 of the current catalog

**FROM:**

**MATHEMATICS**

A minimum of six hours in mathematics above **Math 110 and 110L**. Math 105 and Math 110 and 110L are the only math courses that do not count toward the hours of Mathematics in the General Education Requirements. A B.A. degree allows PRS 203 to be substituted for one of these mathematics courses. Students should consult with their academic advisers concerning their mathematics courses.

**TO:**

**MATHEMATICS**

A minimum of six hours in mathematics above **Math 105, Math 105E, and 105L. Math 105, Math 105E, and Math 105 L** are the only math courses that do not count toward the hours of Mathematics in the General Education Requirements. A B.A. degree allows PRS 203 to be substituted for one of these mathematics courses. Students should consult with their academic advisers concerning their mathematics courses.

**RATIONALE for O-S:**

Mathematics 110 and 110L are renumbered to Mathematics 105E and Mathematics 105L, respectively.

**7. Proposal from the School of Business**

A. **CHANGE** on Page 146 of the 2018-19 Catalog

**FROM:**

**MINOR**

A minor is offered in computer science and consists of:

- Computer Science 190
- Computer Science 226
- Computer Science 227

And three additional courses chosen from Computer Science 280 or higher.

A minor is offered in the Software Engineering track and consists of

Computer Science 190  
Computer Science 226  
Computer Science 227  
Computer Science 313  
Computer Science 340  
MIS 225 or Math 212 or an approved CS elective.

These courses cannot be counted towards more than one of a major, a minor, or collateral within the School of Business.

**TO:**

**MINOR**

A minor is offered in computer science and consists of:

Computer Science 190  
Computer Science 226  
Computer Science 227

And three additional courses chosen from Computer Science 280 or higher.

A minor is offered in the Software Engineering track and consists of

Computer Science 190  
Computer Science 226  
Computer Science 227  
Computer Science 313  
Computer Science 340  
MIS 225 or Math 213 or an approved CS elective.

These courses cannot be counted towards more than one of a major, a minor, or collateral within the School of Business.

B. **CHANGE** on Page 147 of the 2018-19 Catalog

**FROM:**

**COLLATERAL**

A collateral in programming requires 12 semester hours in computer science which consists of:

Computer Science 190  
Computer Science 226  
Computer Science 227  
MIS 225 or Math 212 or Computer Science 318.

These courses cannot be counted towards more than one of a major, a minor, or a collateral within the School of Business.

**TO:**

**COLLATERAL**

A collateral in programming requires 12 semester hours in computer science which consists of:

Computer Science 190  
Computer Science 226  
Computer Science 227  
MIS 225 or Math 213 or Computer Science 318.

These courses cannot be counted towards more than one of a major, a minor, or a collateral within the School of Business.

**Rationale:**

Mathematics 212 is being replaced with Mathematics 213. These changes align references to Math 212 with the new Math 213.

C. Page 139 of 2018-2019 Catalog

**ADD** to the MINOR Section before “A minor in Finance...”

**A minor in Economics consists of 18 semester hours as follows:**

Economics 203 Introduction to Microeconomics  
Economics 204 Introduction to Macroeconomics  
Economics 310 Intermediate Microeconomic Theory  
Economics 320 Intermediate Macroeconomic Theory  
Economics Electives

D. Page 140 of 2018-2019 Catalog

**ADD** to the COLLATERAL Section before “For students seeking a B.B.A degree, a Finance collateral...”

**A collateral in Economics consists of 12 semester hours as follows:**

Economics 203 Introduction to Microeconomics  
Economics 204 Introduction to Macroeconomics  
Economics 310 Intermediate Microeconomic Theory or Economics 320  
Intermediate Macroeconomic Theory  
Economics Elective

E. Page 146 of the 2018-19 Catalog

**CHANGE** the section titled Economics completely

**FROM**

## **ECONOMICS**

Coordinator: Dr. Ben L. Kyer

The School of Business offers three degree programs in economics: (1) a Bachelor of Business Administration degree program with a major in business economics, (2) a Bachelor of Science degree program with a major in economics, and (3) a Bachelor of Arts degree program with a major in economics. The requirements for the Bachelor of Business Administration degree are described earlier in this chapter. The requirements for the Bachelor of Science and Bachelor of Arts degrees appear below. A complete listing of courses in economics begins on page 142.

### **MAJOR**

The Bachelor of Science degree with a major in economics requires the following:

1. Twenty seven semester hours above Economics 203 and 204, including Business 305 and Economics 310, 320, and 450
2. Completion of two semester of mathematics, including Mathematics 134
3. English 305
4. Minor/collateral requirements (two options) a) two 12-hour collaterals approved by the faculty adviser b) an 18-hour minor approved by the faculty adviser

To earn a Bachelor of Arts degree with a major in economics, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202. The minimum number of semester hours required in major courses for a major in economics is 30. The minimum number of semester hours in all courses (major and non-major) required for the major in economics is 120.

### **MINOR**

A minor in economics requires 18 semester hours and must include Economics 203, 204, 310, and 320.

### **COLLATERAL**

A collateral in economics requires 12 semester hours and must include Economics 203, 204, and either 310, or 320.

**TO**

## **ECONOMICS**

Coordinator: Dr. Ben L. Kyer

**NOTE: Students are no longer permitted to declare the BS or BA in Economics as a major. Students who are currently registered in the BS or BA in Economics should discuss their completion plan with their advisor**

The School of Business offers three degree programs in economics: (1) a Bachelor of Business Administration degree program with a major in business economics, (2) a Bachelor of Science degree program with a major in economics, and (3) a Bachelor of Arts degree program with a major in economics. The requirements for the Bachelor of Business Administration degree are described earlier in this chapter. The requirements for the Bachelor of Science and Bachelor of Arts degrees appear below. A complete listing of courses in economics begins on page 142.

### **MAJOR**

The Bachelor of Science degree with a major in economics requires the following:

1. Twenty seven semester hours above Economics 203 and 204, including Business 305 and Economics 310, 320, and 450
2. Completion of two semester of mathematics, including Mathematics 134
3. English 305
4. Minor/collateral requirements (two options) a) two 12-hour collaterals approved by the faculty adviser b) an 18-hour minor approved by the faculty adviser

To earn a Bachelor of Arts degree with a major in economics, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202. The minimum number of semester hours required in major courses for a major in economics is 30. The minimum number of semester hours in all courses (major and non-major) required for the major in economics is 120.

**Rationale:** Due to low enrollments the BS/BA major in Economics is discontinued

## **8. Proposal from the Department of Physics & Engineering**

- A. **CHANGE** on page 117 of the current catalog under

### **Computational Physics Concentration**

#### **FROM:**

4. Computer Science 212 or 226

#### **TO:**

4. Computer Science 226 or Mathematics 213

- B. **CHANGE** on page 117 of the current catalog under B. Health Physics Concentration

#### **FROM:**

5. Computer Science 212 or 226



**TO:**

5. Computer Science 226 or Mathematics 213

**C. CHANGE** on page 117 of the current catalog in the Core Courses for Environmental Science Programs section under General Education Requirements

**FROM:**

Computer Science 190 or 212 or 226 –

**TO:**

Computer Science 190 or 226 or Mathematics 213 –

**D. MODIFY** the prerequisites of Physics 320 Computational Statistical and Thermal Physics, on page 118 of the 2018-19 catalog

**FROM:**

**320 Computational Statistical and Thermal Physics** (3) (Prerequisites: 220, 301, 314, Math 203, and a programming course [CS 190, 212, or 226] or permission of the Department) S.

**TO:**

**320 Computational Statistical and Thermal Physics** (3) (Prerequisites: 220, 301, 314, Math 203, and a programming course [CS 190 or 226 or Math 213] or permission of the Department) S.

**E. MODIFY** the prerequisites of Physics 406 Advanced Computational Physics, on page 119 of the 2018-19 catalog

**FROM:**

**406 Advanced Computational Physics** (3) (Prerequisites: 220, 301, 314, Math 301, and a programming course (CS 190, 212, or 226) or permission of the Department) F.

**TO:**

**406 Advanced Computational Physics** (3) (Prerequisites: 220, 301, 314, Math 301, and a programming course (CS 190 or 226 or Math 213) or permission of the Department) F.

**F. CHANGE** on page 121 of the current catalog under A. Engineering Technology (Civil)

**FROM:**

3. Computer Science 212

**TO:**

3. Mathematics 213

**G. CHANGE** on page 121 of the current catalog under B. Engineering Technology (Electronic)

**FROM:**

3. Computer Science 212

**TO:**

3. Mathematics 213

**RATIONAL for A-G**

Computer Science 212 has been deleted, while Mathematics 212 is being replaced with Mathematics 213.

H. **CHANGE** on page 116 of the current catalog under Physical Science Courses

**FROM:**

**101 Physical Science I: Basic Concepts of Physics and Astronomy (4:3-3)**  
(Prerequisite: Mathematics 105, 110/110L, or eligibility to take Mathematics 111 or 121) F, S, SU. Topics include: astronomy, mechanics, heat, electricity and magnetism, waves and light.

**TO:**

**101 Physical Science I: Basic Concepts of Physics and Astronomy (4:3-3)**  
(Prerequisite: Mathematics 105, 105E/105L, or eligibility to take Mathematics 111 or 121) F, S, SU. Topics include: astronomy, mechanics, heat, electricity and magnetism, waves and light.

I. **CHANGE** on page 116 of the current catalog under Physical Science Courses

**FROM:**

**150 Physical Science for Teachers** (4:3-3) (Prerequisite: Mathematics 105, 110/110L, or eligibility to take Mathematics 111 or 121) F. A course designed for middle level, elementary, and early childhood education majors which covers mechanics, electricity, magnetism, waves, light, and optics. The course focuses first on helping students understand content knowledge but also models scientific inquiry.

**TO:**

**150 Physical Science for Teachers** (4:3-3) (Prerequisite: Mathematics 105, 105E/105L, or eligibility to take Mathematics 111 or 121) F. A course designed for middle level, elementary, and early childhood education majors which covers mechanics, electricity, magnetism, waves, light, and optics. The course focuses first on helping students understand content knowledge but also models scientific inquiry.

**RATIONALE for H-I:**

Mathematics 110 and 110L are renumbered as Mathematics 105E and Mathematics 105L, respectively.

**9. Proposal from the Department of Chemistry**

- A. **CHANGE** on page 73 of the current catalog under Environmental Science Option in Chemistry

**FROM:**

4. Computer Science 190 or 212 or 226

**TO:**

4. Computer Science 190 or 226 or Mathematics 213

**Rationale:**

Computer Science 212 has been deleted, while Mathematics 212 is being replaced with Mathematics 213. These changes align references to Computer Science 212/CS 212/Math 212 with the new Math 213.

**10. Proposal from the School of Education**

- A. **DELETE** from page 147 under “Elementary Education Courses (ELEM)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**TO:**

315 Methods of Instruction for Social Studies (3) (Prerequisite: Admission to the Professional Education Program and Education 311) 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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**RATIONALE:**

Methods courses can be taken in two semesters. Since there are now only three methods courses for Elementary Education majors, one methods course may be taken in a separate semester from the other two.

- B. DELETE** from page 147 under “Elementary Education Courses (ELEM)” of the current catalog the following:

**FROM:**

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

**TO:**

316 Methods of Instruction for Mathematics (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 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.

**RATIONALE:**

Methods courses can be taken in two semesters. Since there are now only three methods courses for Elementary Education majors, one methods course may be taken in a separate semester from the other two.

- C. **DELETE** from page 147 under "Elementary Education Courses (ELEM)" of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**TO:**

317 Methods of Instruction in Science (3) (Prerequisite: Admission to the Professional Education Program and Education 311). 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/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**RATIONALE:**

Methods courses can be taken in two semesters. Since there are now only three methods courses for Elementary Education majors, one methods course may be taken in a separate semester from the other two.

- D. **DELETE** from page 147 under "Middle Level Education Courses (MLE)" of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**TO:**

315 Methods of Instruction for Social Studies (3) (Prerequisite: Admission to the Professional Education Program and Education 311). 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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**RATIONALE:**

Methods courses can be taken in two semesters. Since Middle Level Education majors only needed to take two methods courses at most, depending on their concentrations, these two courses could be taken in separate semesters.

- E. DELETE** from page 147 under “Middle Level Education Courses (MLE)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**TO:**

316 Methods of Instruction for Mathematics (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 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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**RATIONALE:**

Methods courses can be taken in two semesters. Since Middle Level Education majors only needed to take two methods courses at most, depending on their concentrations, these two courses could be taken in separate semesters.

- F. DELETE** from page 147 under “Middle Level Education Courses (MLE)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**TO:**

317 Methods of Instruction in Science (3) (Prerequisite: Admission to the Professional Education Program and Education 311). 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/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**RATIONALE:**

Methods courses can be taken in two semesters. Since Middle Level Education majors only needed to take two methods courses at most, depending on their concentrations, these two courses could be taken in separate semesters.

- G. MODIFY** from page 147 under “Middle Level Education Courses (MLE)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**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 middle-level 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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**RATIONALE:**

The MLE 315 course is specific to the teaching of middle-level students rather than elementary students. This is to fix an incorrect wording.

**H. MODIFY** from page 147 under “Middle Level Education Courses (MLE)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**TO:**

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 middle-level 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/education/soenews/](http://www.fmarion.edu/education/soenews/).

**RATIONALE:**



The MLE 316 course is specific to the teaching of middle-level students rather than elementary students. This is to fix an incorrect wording.

- I. MODIFY** from page 147 under “Middle Level Education Courses (MLE)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**TO:**

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 **middle** 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/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**RATIONALE:**

The MLE 317 course is specific to the teaching of middle-level students rather than elementary students. This is to fix an incorrect wording.

- J. MODIFY** from page 148 under “Education Courses (EDUC)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**TO:**

391 Clinical Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) 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/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**RATIONALE:**

The addition of the pre-requisite of EDUC 311 ensures that students have taken the course on instructional planning prior to EDUC 391 where they will be teaching lessons in their field placement. The addition of the pre-requisite of ECE 329 ensures that students are not taking two courses requiring extensive hours in field experience in the same semester.

**K. MODIFY** from page 148 under “Education Courses (EDUC)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**TO:**

392 Clinical Experience: Elementary (2:1-3) (Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; 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/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**RATIONALE:**

The addition of the pre-requisite of EDUC 311 ensures that students have taken the course on instructional planning prior to EDUC 392 where they will be teaching lessons in their field placement. The addition of the pre-requisite of EDUC 313 ensures that students are not taking two courses requiring extensive hours in field experience in the same semester.

**L. MODIFY** from page 148 under “Education Courses (EDUC)” of the current catalog the following:

**FROM:**

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/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**TO:**

394 Clinical Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; Prerequisite: EDUC 311 and EDUC 313; 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 Student Learning Objective (SLO) project**. 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/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**RATIONALE:**

The addition of the pre-requisite of EDUC 311 ensures that students have taken the course on instructional planning prior to EDUC 394 where they will be teaching lessons in their field placement. The addition of the pre-requisite of EDUC 313 ensures that students are not taking two courses requiring extensive hours in field experience in the same semester. Additionally, the course project has changed from the Teacher Candidate Work Sample to the Student Learning Objective (SLO) project in this course and in student teaching. The change to the catalog is to reflect this change in assignments.

**M. MODIFY** from page 149 under “Education Courses (EDUC)” of the current catalog the following:

**FROM:**

421 Behavior Management (3) (**Prerequisite: Admission to Professional Education Program**). This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom.

**TO:**

421 Behavior Management (3) (**Prerequisite: EDUC 420**). This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom.

**RATIONALE:**

Currently, Elementary Education majors can take any of their concentration courses in subjects of English, Foreign Language, Mathematics, Science, and Social Studies prior to application to the education program. However, students who choose Learning Disabilities as a concentration cannot take EDUC 421, 423, and 425 until they have been accepted into the program. Changing the pre-requisite from program acceptance to the EDUC 420 course, which is available to take before program acceptance, allows all Elementary Education students to have the same ability to take concentration courses prior to program acceptance.

**N. MODIFY** from page 149 under “Education Courses (EDUC)” of the current catalog the following:

**FROM:**

423 Characteristics of Learning Disabilities (3) (Prerequisite: Admission to Professional Education Program). This course is designed for prospective teachers with a concentration in learning disabilities. It considers the academic, social, emotional, and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings.

**TO:**

423 Characteristics of Learning Disabilities (3) (Prerequisite: EDUC 420). This course is designed for prospective teachers with a concentration in learning disabilities. It considers the academic, social, emotional, and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings.

**RATIONALE:**

Currently, Elementary Education majors can take any of their concentration courses in subjects of English, Foreign Language, Mathematics, Science, and Social Studies prior to application to the education program. However, students who choose Learning Disabilities as a concentration cannot take EDUC 421, 423, and 425 until they have been accepted into the program. Changing the pre-requisite from program acceptance to the EDUC 420 course, which is available to take before program acceptance, allows all Elementary Education students to have the same ability to take concentration courses prior to program acceptance.

**O. MODIFY** from page 149 under “Education Courses (EDUC)” of the current catalog the following:

**FROM:**

425 Methods/Procedures for Learning Disabilities (3) (Prerequisites: Admission to Professional Education Program and EDUC 423). This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, across student needs, and across school environments.

**TO:**

425 Methods/Procedures for Learning Disabilities (3) (Prerequisites: EDUC 420 and EDUC 423). This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working

with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, across student needs, and across school environments.

### **RATIONALE:**

Currently, Elementary Education majors can take any of their concentration courses in subjects of English, Foreign Language, Mathematics, Science, and Social Studies prior to application to the education program. However, students who choose Learning Disabilities as a concentration cannot take EDUC 421, 423, and 425 until they have been accepted into the program. Changing the pre-requisite from program acceptance to the EDUC 420 course, which is available to take before program acceptance, allows all Elementary Education students to have the same ability to take concentration courses prior to program acceptance.

## **11. Proposal from the School of Health Sciences, Nursing Department**

A. **ADD** on page 201 of current print catalog, in order by number

**608 Clinical Nursing Education** (3) SU This course discusses teaching/learning theory as it relates to clinical nursing education. It facilitates understanding of teaching strategies and methods of evaluation that can be utilized in the laboratory and/or clinical practice setting. Learners will develop skills needed by the clinical nurse educator in the academic environment and practice setting. This course is designed to prepare the learner for the role of clinical nurse educator.

### **RATIONALE:**

This course will be part of the curriculum for the Nurse Educator degree and the Nurse Educator certificate option. This course is designed to prepare students for the role of clinical nurse educator, which many of our Nurse Educator and FNP students pursue. This will be replacing EDUC 621: Understanding Learning Differences in the curriculum since this new course is needed to better achieve student learning outcomes for this degree/certificate option.

B. **MODIFY** on page 200 of current print catalog, column 1, middle of page

### **FROM:**

The FMU MSN/Nurse Educator track has been developed ~~as an innovative, collaborative track with the Graduate School of Education~~ in response to national and regional needs for nurse educators.

### **TO:**

The FMU MSN/Nurse Educator track has been developed in response to national and regional needs for nurse educators.

**RATIONALE:**

Courses from the School of Education are no longer part of the MSN Nurse Educator degree option so this statement is being changed for accuracy.

C. **MODIFY** on page 200 of current print catalog, column 2, near the top

**FROM:**

- b) Functional Area Content.....24 hours
- APRN 604 Teaching and Learning in Nursing
- APRN 605 Curriculum Development and Program Evaluation
- APRN 606 Advanced Assessment and Pharmacological Effects  
on the Pathophysiology of Body Systems
- APRN 607 Assessment and Evaluation Strategies
- ~~EDUC 621 Understanding Learning Differences~~
- APRN 708 Academic Practicum (135 practicum hours/semester)
- APRN 709 Clinical Practicum (135 practicum hours/semester)
- APRN 710 Education Capstone Seminar

**TO:**

- b) Functional Area Content.....24 hours
- APRN 604 Teaching and Learning in Nursing
- APRN 605 Curriculum Development and Program Evaluation
- APRN 606 Advanced Assessment and Pharmacological Effects  
on the Pathophysiology of Body Systems
- APRN 607 Assessment and Evaluation Strategies
- APRN 608 Clinical Nursing Education**
- APRN 708 Academic Practicum (135 practicum hours/semester)
- APRN 709 Clinical Practicum (135 practicum hours/semester)
- APRN 710 Education Capstone Seminar

**RATIONALE:**

This is a correction to the courses offered as part of the MSN Nurse Educator plan of study.

D. **MODIFY** on page 200 of current print catalog, column 2, middle of page

**FROM:**

To receive a Certificate in Nursing Education from FMU, a student must meet the following requirements:

- 1. Complete nine (9) graduate credit hours
  - a. APRN 604 Teaching and Learning in Nursing
  - b. APRN 605 Curriculum Development and Program Evaluation

- c. **APRN 607 Assessment and Evaluation Strategies**

**TO:**

To receive a Certificate in Nursing Education from FMU, a student must meet the following requirements:

1. Complete nine (9) graduate credit hours
  - a. APRN 604 Teaching and Learning in Nursing
  - b. APRN 605 Curriculum Development and Program Evaluation
  - c. **APRN 608 Clinical Nursing Education**

**RATIONALE:**

This is a correction to the courses offered as part of the Nurse Educator Certificate program. The new course (APRN 608) is more relevant to the students who earn this certificate, since many will become future clinical nurse educators.

**12. Proposal from the School of Health Sciences, Speech Language Pathology Program**

**A. MODIFY PAGE 208 in the online Catalog and page 217 in paper Catalog**

**FROM:**

**SLP 520: Structured Clinical Observation and Pre-Clinical Simulation Experiences**

(1) This course provides guided clinical observations and simulation experiences under the supervision of an **ASHA** Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

**SLP 530: Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (2)**

A survey of the assessment and treatment procedures used in the case management of articulation and phonological disorders in children as well as others struggling with articulation and phonology disabilities across the life span.

**TO:**

**520 Structured Clinical Observation and Pre-Clinical Simulation Experiences (1)**

This course provides guided clinical observations and simulation experiences under the supervision of an **American Speech-Language-Hearing Association (ASHA)** Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

**530 Speech Sound Disorders (2)**

This course provides an overview of potential etiologies and characteristics of speech sound disorders in children and adults. Students will learn to



use evidence-based assessment, diagnosis, and treatment for articulation and phonological disorders across the lifespan.

**RATIONALE:**

- Spell out ASHA for clarity
- The name of 530 has been changed to better reflect current SLP practice.
- The course description of 530 was also changed to reflect the content that is needed in the course so students are prepared to practice upon graduation.

**B. MODIFY**

**FROM:**

**SLP 550: Beginning Clinical Practicum (1)** This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

**TO**

**550 Clinical Practicum I (1:0-2)** This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward American Speech-Language-Hearing Association (ASHA) certification.

**RATIONALE:**

- Clarifying laboratory (clinical hours) at a 2:1 ratio so students and faculty understand expectations of the courses.
- Aligning spelling and disorder nomenclature to reflect terminology preferred by ASHA
- Changing course title.

**C. MODIFY PAGE 208 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 580: Clinical Practicum (2)** This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Clinical hours are accumulated under direct supervision of ASHA Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification.

**TO:**

**580 Clinical Practicum II (2:0-4)** This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Clinical hours are accumulated under direct supervision of ASHA Certified Clinical Educators. Acceptable clinical hours may be applied toward American Speech-Language-Hearing Association (ASHA) certification.

**RATIONALE:**

- Clarifying laboratory (clinical hours) at a 2:1 ratio so students and faculty understand expectations of the courses.
- Spell out initials for clarification.
- Changing course title.

**D. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 581: Hearing Clinical Practicum (1)** This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by ASHA.

**TO:**

**581 Hearing Clinical Practicum (1:0-2)** This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by American Speech-Language-Hearing Association (ASHA).

**RATIONALE:**

- Clarifying laboratory (clinical hours) at a 2:1 ratio so students and faculty understand expectations of the courses.
- Spell out initials for clarity.

**E. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 591: Motor Speech Disorders (3)** This course provides an examination of the neurological basis, assessment, and treatment of dysarthria and apraxia. Students will be introduced to the appropriate procedures for evaluation and intervention of children and adults with motor speech disorders.

**TO:**

**591 Motor Speech Disorders (3)** This course examines the neurological bases, assessment, and treatment of dysarthria and apraxia of speech. Students will learn the perceptual and instrumental procedures used to evaluate and treat motor speech disorders across the lifespan.

**RATIONALE:**

- Changing course descriptions to clarify course content.

**F. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 601: Advanced Clinical Practicum I (Varies)** (Prerequisite SLP 580) This course provides guided clinical observations and clinical experiences under the supervision of an **ASHA** Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**TO:**

**601 Clinical Practicum III (3:0-6)** (Prerequisite SLP 580) This course provides guided clinical observations and clinical experiences under the supervision of an **American Speech-Language-Hearing Association (ASHA)** Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**RATIONALE:**

- Clarifying laboratory (clinical hours) at a 2:1 ratio so students and faculty understand expectations of the courses.
- Spelling out initials.
- Changing course title.

**G. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 607: Augmentative/Alternative Communication (1)** This course provides fundamental knowledge of the principles and functions of augmentative and alternative communication. The course will provide students with the skills required to assess the needs of a variety of communicatively impaired populations and determine the best treatment strategies for patients/ students and/or clients who would benefit from augmentative/alternative communication devices/methods.

**TO:**

**607 Augmentative and Alternative Communication (1)** This course develops an awareness of augmentative and alternative communication strategies for individuals with temporary or permanent severe speech and/or language disorders. This course presents no-, low-, and high-technological strategies for a broad range of cognitive, learning, physical, and sensory disabilities. This course also discusses literacy, learning, training, transition, funding, and interdisciplinary teaming as potential challenges to implementation and emphasizes clinical skills for comprehensive assessment and management.

**RATIONALE:**

- Changing course descriptions to clarify course content.
- Changing course title to better reflect that it can be both forms of communication

**H. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 617: Fluency Disorders (1)** This course explores the theoretical and diagnostic approaches to the modification of stuttering behavior. Students will learn to identify normal and abnormal dysfluency as it relates to speech production, and will learn to assess and diagnose fluency of speech across the lifespan.

**TO:**

**617 Fluency Disorders (1)** This course explores the theoretical and diagnostic approaches to the modification of speech disfluencies. Students will learn to identify typical and atypical disfluencies as they relate to speech production, and will learn to assess and diagnose stuttering and cluttering across the lifespan.

**RATIONALE:** Changing course descriptions to clarify course content.

**I. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 620: Advanced Clinical Practicum II (3)** (Prerequisite: SLP 601) This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 621 Advanced Clinical Practicum III (6)** (Prerequisite: 620) This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**TO:**

**620: Clinical Practicum IV (5:0-10)** (Prerequisite: 601) This course provides guided clinical observations and clinical experiences under the supervision of an **American Speech-Language-Hearing Association (ASHA)** Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**621 Clinical Practicum V (6:0-12)** (Prerequisite: 620) This course provides guided clinical observations and clinical experiences under the supervision of an **American Speech-Language-Hearing Association (ASHA)** Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**RATIONALE:**

- Spelling out ASHA
- Changing name
- Writing out laboratory hours and increasing laboratory hours

**J. MODIFY PAGE 209 in the online Catalog and page 218 in the paper Catalog**

**FROM:**

**SLP 635: Instrumentation in Speech-Language and Hearing Sciences (3)** This course is designed to provide information to and to develop skills in students of Speech Pathology/Audiology and related disciplines which will assist them in the understanding, application, and selection of speech analysis instrumentation which may be used by speech and hearing professionals in the research, diagnosis and/or management of various speech disorders. Major emphasis will be focused on an acoustic phonetic approach to describing and quantifying human speech communication. Basic electronics and physics concepts will be employed throughout the course and will be discussed where necessary.

**TO:**

**635 Instrumentation in Speech-Language and Hearing Sciences (3)** This course will provide students with information and experience selecting and using instrumentation appropriate for diagnosis, assessment, management, and research in communication disorders. Emphasis will be placed on clinical application. Basic electronics and physics concepts will be discussed and employed throughout the courses.

**RATIONALE:** Changing course descriptions to clarify course content.

**K. ADD: PAGE 206 in online Catalog and 218 in paper Catalog**

**645a Speech-Language-Hearing Guided Clinical Elective (1:0-2)** (Permission of the program Director) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**645b Speech-Language-Hearing Guided Clinical Elective (2:0-4)** (Permission of the program Director) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**645c Speech-Language-Hearing Guided Clinical Elective (3:0-6)** (Permission of the program Director) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**RATIONALE:**

- This course will provide students with the option of earning the clinical/ practicum hours they need for ASHA certification.

**L. MODIFY PAGE 207 in the online Catalog and page 219 in the paper Catalog**

**FROM:**

**MASTER OF SPEECH-LANGUAGE PATHOLOGY PROGRAM CURRICULUM**

<b>YEAR ONE</b>	
<b>Fall Semester</b>	<b>15 hours</b>
SLP 531 School Age Language Disorders (3) SLP 537 Speech and Hearing Science (3) SLP 540 Communication Disorders in the Birth to Five Population (3) SLP 547 Neurology of Speech-Language and Hearing (3) SLP 550 Beginning Clinical Practicum (1) SLP 530 Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (2)	
<b>Spring Semester</b>	<b>15 hours</b>
SLP 561 Dysphagia (3) SLP 567 Research Methods I (3) SLP 570 Audiology and Aural Rehabilitation (3) SLP 575 Adult Language Disorders (3) SLP 580 Clinical Practicum (2) SLP 581 Hearing Clinical Practicum (1)	
<b>Summer I</b>	<b>8 hours</b>
SLP 591 Motor Speech Disorders (3) SLP 595 Medical Aspects of Speech-Language Pathology (3) SLP 545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1) SLP 601 Advanced Clinical Practicum I (1)	
<b>Summer II</b>	
SLP 601 Advanced Clinical Practicum I (4)	<b>4 hours</b>
<b>YEAR TWO</b>	
<b>Fall Semester</b>	<b>12 hours</b>
SLP 607 Augmentative/Alternative Communication (1) SLP 610 Professional Issues and Ethics (1) SLP 615 Voice Disorders (3) SLP 617 Fluency Disorders (1) SLP 620 Advanced Clinical Practicum II (3) SLP 635 Instrumentation in Speech-Language in Hearing Sciences (3)	
<b>Spring Semester</b>	<b>9 hours</b>
SLP 621 Advanced Clinical Practicum III (6) SLP 630 Research Methods II: Capstone Project (3) <b>Total Credit Hours Required for Graduation</b>	
	<b>63 hours</b>

**\*\* During the Summer Semester Year Two of the MSLP Program, 9 hours of Clinical Practicum will be offered at variable credit hour amounts in order to allow students**

**to complete clinical practicum requirements needed for graduation and application for CCC-SLP. Students may enroll in these Clinical Practicum courses for variable credits in order to complete their clinical practicum hour requirements for national board certification. Depending on their individual backgrounds, undergraduate course of study and future career plans, MSLP students may be advised to take electives in Psychology, Education, Business, Foreign Languages, Nursing, Physician Assistant studies, and/or other disciplines to enhance their professional development.**

**TO:**



**MASTER OF SPEECH-LANGUAGE PATHOLOGY PROGRAM PLAN OF STUDY**

<b>YEAR ONE</b>	
<b>Fall Semester</b>	<b>15 hours</b>
<b>530 Speech Sound Disorders (2)</b> 531 School Age Language Disorders (3) 537 Speech and Hearing Science (3) 540 Communication Disorders in the Birth to Five Population (3) 547 Neurology of Speech-Language and Hearing (3) <b>550 Clinical Practicum I (1:0-2)</b>	
<b>Spring Semester</b>	<b>15 hours</b>
561 Dysphagia (3) 567 Research Methods I (3) 570 Audiology and Aural Rehabilitation (3) 575 Adult Language Disorders (3) <b>580 Clinical Practicum II (2:0-4)</b> 581 Hearing Clinical Practicum (1:0-2)	
<b>Summer</b>	<b>10 hours</b>
545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1) 591 Motor Speech Disorders (3) 595 Medical Aspects of Speech-Language Pathology (3) <b>601 Clinical Practicum III (3:0-6)</b>	
<b>YEAR TWO</b>	
<b>Fall Semester</b>	<b>13 hours</b>
607 Augmentative <b>and</b> Alternative Communication (1) 615 Voice Disorders (3) 617 Fluency Disorders (1) <b>620 Clinical Practicum IV (5:0-10)</b> 635 Instrumentation in Speech-Language in Hearing Sciences (3)	
<b>Spring Semester</b>	<b>10 hours</b>
610 Professional Issues and Ethics (1) <b>621 Clinical Practicum V (6:0-12)</b> 630 Research Methods II: Capstone Project (3)	
Total Credit Hours Required for Graduation	
	<b>63 hours</b>

\*\* Depending on their individual backgrounds, undergraduate course of study and future career plans, SLP graduate students may be advised to take electives in Psychology, Education, Business, Foreign Languages, Nursing, Physician Assistant studies, and/or other disciplines to enhance their professional development.

**RATIONALE:**

1. Clarifying laboratory (clinical hours) at a 2:1 ratio so students and faculty understand expectations of the courses.
2. Clarifying summer schedule to include one (1) semester instead of Summer I and Summer II.
3. Putting numbers in order.

**13. Proposals from the School of Health Sciences, Nursing Department**

A. **MODIFY** on page 201 of current print catalog

**FROM:**

**701 Primary Care of Adults** (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

**TO:**

**701 Primary Care of Adults** (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, ~~602~~, 603. Prerequisite or corequisite: 602) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

**RATIONALE A:**

This is a correction of the prerequisites/corequisites for courses that are offered in the same semester for the FNP full-time plan of study.

B. **MODIFY** on page 201 of current print catalog

**FROM:**

**707 Clinical Decision-making and Ethics** (3) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) SU. This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

**TO:**

**707 Clinical Decision-making and Ethics (3)** (Prerequisites: 501, 502, 503, 504, 505, **506**, 507, 601, 602, 603, 701, 702, 703, 704. **Prerequisite or corequisite: 506**) SU. This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

**RATIONALE B:**

This is a correction of the prerequisites/corequisites for courses that are offered in the same semester for the FNP full-time plan of study.