

**MINUTES**  
**General Faculty Meeting**  
**October 10, 2019**

- I. Meeting was called to order was 3:45**
- II. Minutes from the April 2, 2019 meeting were approved as posted**

**III. Elections**

*Senate* – at-large – expiring 2021 - Ginger Bryngelson (Physics)

*Academic Affairs* – expiring 2020 - Jeanne Gunther (Education)

*Academic Freedom and Tenure Grievance Committee* – expiring 2020 -

Wendy Caldwell (Spanish)

*Mediation* – expiring 2021 - Meredith Reynolds (English)

**IV. Report from the Executive Committee**

Plans have been finished for a fountain in the mall area in front of the Library. We will be adding enhanced scoreboards in the Gym, which will include video. Dr. Carter reported to the Budget Review and Planning committee that the University's finances have never been better. There are more enhancements coming to the medians on Highway 327. The University in its budget proposal will ask for four new faculty positions (Mechanical Engineering and Speech Language Pathology) and 1 – 2 new maintenance employees. Be reminded that as we have increased the number of buildings and properties, we have not increased the maintenance staff. Additional reminder: the state legislature has total control on all positions, which includes both the numbers and the positions. At the initial budget hearing Dr. Carter asked for non-recurring deferred maintenance funds to repave parking lots and some roads (as many as funds will allow). The Fall 2019 Honorary Degree recipients are: Cleveland Sellars – one of the most prominent civil rights leaders in SC history and the former president of Vorhees College. Bill Younce, a successful Pee Dee businessman responsible for raising substantial amounts of money for FMU – especially FMU athletics – over a number of years. Marilyn Chapman, the wife of the former Provost, Dr. Richard Chapman. The FMU Education Foundation and Alumni Affairs have moved into Stokes, now occupying the office suites previously occupied by Payroll, Faculty Governance and General Council. The FMU at 50 events are all scheduled. Specifics will be coming soon from Communications, the Foundation, and Alumni Affairs. On October 3, the Faculty Senate voted not to meet on October 15, as no proposals were sent forth from either AAC or GC.

V. **Proposal from the Institutional Effectiveness Committee** (*See the attachment for complete proposal*). – For informational purposes only, will vote at November faculty meeting.

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

**1. Proposal from the Department of Fine Arts – Proposal passed as written.**

Item A. Change language reflecting changes in degrees awarded

Item B. Delete Art Education

Item C. Add Teacher Licensure Option in Art Education

Item D. Add ARTE 217, 312, 415, 416, and 501

Item E. Delete MUSIC INDUSTRY

Item F. Delete THEATRE ATRS

Item G. Add/change language describing the Performing Arts major, minor and collateral.

**2. Proposal from the Department of Mass Communication – Proposal passed as written.**

Item A. Add Mass Communication 397

Item B. Add Mass Communication 497

**3. Proposal from the Department of Physician Assistant Studies – Proposal passed as written.**

Item A. Modify course 711

Item B. Modify course 713

Item C. Modify course 715

Item D. Modify course 717

Item E. Add course PA 719

Item F. Delete course 716 due to addition of PA 719

Item G. Delete 716 from course listing and add 719 to course listing

**4. Proposal from the School of Education – Proposal passed as written.**

Item A. Change in program of study to reflect SC requirements

Item B. Modify language describing EDUC 311

Item C. Modify prerequisites for EDUC 310, 311, 322, and 420

Item D. Modify language describing EDUC 622

**5. Proposal from the School of Business – Proposal passed as written.**

Item A. Change requirements for Healthcare Informatics majors

Item B. Add language about academic standing

**6. Proposal from the School of Health Sciences, Healthcare Administration – Proposal passed as written.**

Item A. Change catalog to reflect cross-listings, semester offerings, and removal of footnotes

**7. Proposal from the Department of Sociology – Proposal passed as written.**

Item A. Add SOCI 353.

Item B. Change major requirements to include SOCI 353

**8. Proposal from the Department of Psychology – Proposal passed as written.**

Item A. Change description of PSY 632

**VII. Proposal from the Faculty Life Committee – Proposal passed as written.**

Item A. Modify policy for Student Evaluation of Faculty

Item B. Modify Appendix 9 in the Faculty Handbook

**VIII. Old Business - None**

**IX. New Business - None**

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

**XI. Meeting was adjourned by Chair Gourley at 4:28**

**Attachment to the General Faculty Meeting Agenda - October 10, 2019**

**V. Proposal from Institutional Effectiveness Committee**

**I. CHANGE:** On Page 102 of the current *Bylaws of the Faculty Senate*, under Art. IV, Sec. 3, part M.:

M. Institutional Effectiveness

1. *Membership.* The committee shall consist of six faculty members elected from the Faculty for three-year terms and the Director of Institutional Effectiveness, who shall serve ex officio without vote.

2. *Responsibilities.* The committee shall act in an advisory capacity to assist the Director of Institutional Research and the Office of the Provost in matters related to program assessment. In this capacity, the committee will review the annual Institutional Effectiveness Reports from departments, schools, and programs, and may collaborate with report authors to suggest revisions and provide support and professional development.

2. **Change on Page 102 of the Faculty Handbook From:**  
M. Institutional Effectiveness

1. *Membership*. The committee shall consist of **six** faculty members elected from the Faculty for three-year terms and the Director of Institutional Effectiveness, who shall serve ex officio without vote.

TO:

M. Institutional Effectiveness

1. *Membership*. The committee shall consist of **ten** faculty members elected from the Faculty for three-year terms and the Director of Institutional Effectiveness, who shall serve ex officio without vote.

Rationale:

The committee's main responsibility is to advise and assist the Director of Institutional Research and the Office of the Provost in matters related to program assessment. In this capacity, the committee reviews the annual Institutional Effectiveness Reports from departments, schools, and programs, and may collaborate with report authors to suggest revisions and to provide support and professional development. Due to the number of program and department reports (34 for 2017-18 academic year) and the expected increase in programs and departments, an increase in the number of committee members from 6 to 10 is necessary to fulfill the committee's responsibilities.

## VI. Report from the Faculty Senate

### 1. Proposal from the Department of Fine Arts

A. **CHANGE** on page 66 of the current catalog under "DEPARTMENT & COLLEGE/SCHOOL ORGANIZATION," FRANCIS MARION UNIVERSITY COLLEGE OF LIBERAL ARTS

**FROM:**

Department of Fine Arts  
Art Education (B.S., no minor or collateral)  
Art History (Minor)  
Music (Minor only)  
Music Industry (B.S., no minor or collateral)  
Theatre Arts (B.A., minor, collateral)  
Visual Arts (B.A., minor collateral)

**TO:**

Department of Fine Arts  
~~Art Education (B.S., no minor or collateral)~~

Art History (Minor)  
Music (Minor, collateral) (See Performing Arts for major.)  
~~Music Industry (B.S., no minor or collateral)~~  
Performing Arts (B.A., tracks in Theatre Performance and Theatre Design/Technology, no minor or collateral; B.S., tracks in Music Industry Business, Music Industry Performance, Music Industry Technology, no minor or collateral)  
~~Theatre Arts (B.A., minor, collateral)~~  
Theatre (Minor, collateral) (See Performing Arts for major.)  
Visual Arts (B.A., minor, collateral; B.A., B.S. for Teacher Certification, no minor or collateral)

- B. **DELETE** the entire section on ART EDUCATION beginning on page 94 of the current catalog at ART EDUCATION and ending with listing of ART EDUCATION COURSES (ARTE 501)
- C. On page 101 of the current catalog (after the COLLATERAL section under GRAPHIC DESIGN SPECIALTY)

**ADD:**

## **ART EDUCATION**

### **TEACHER LICENSURE OPTION IN ART EDUCATION**

Coordinator: Dr. Howard J. Frye

It is the mission of the art education program to educate individuals who are highly qualified art educators and who will be leaders in the field—artists with competent skills across a range of different media; teachers with a strong knowledge base who are effective organizers, managers, and communicators; and leaders in scholarship and professional services. To fulfill our mission, we require students to take rigorous courses in education, art education, and studio art. These courses are supplemented by real world learning opportunities, including educational field trips, active participation in national and state art education organizations and conferences, community-based service projects, school internships, and exposure to practicing artists through an active visiting artist program.

The art education program is accredited by the National Association of Schools of Art and Design (NASAD).

### **TEACHER LICENSURE OPTION IN ART EDUCATION**

The Francis Marion University School of Education prepares competent and caring teachers.

The Department of Fine Arts provides the knowledge base for students seeking licensure to teach art in the state of South Carolina.

<b>General Education (B.S.)</b> .....	<b>48-49 hours</b>
Communications. ....	9-10 hours
English 101 (or English 101E/L) .....	3 or 4
English 102.....	3
Speech Communication 101 .....	3
Social Sciences.....	9 hours
Anthropology 200 or Geography 101.....	3
Political Science 101 or 103 .....	3
Additional three hours to be chosen from economics, geography, political science, sociology, or Honors 250-259 .....	3
Humanities .....	12
hours	
Literature (in any language). ....	3
History .....	3
Art History 220 .....	3
Art History 221 .....	3
Mathematics. ....	6
hours	
Mathematics 121 or higher .....	6
Natural Sciences .....	12
hours	
Biological Science with lab. ....	4
Physical Science with lab .....	4
Psychology 206 and 216 .....	4

<b>General Education (B.A.)</b> .....	<b>58-59 hours</b>
Communications. ....	21-22
hours	
English 101 (or English 101E/L) .....	3 or 4
English 102.....	3
Speech Communication 101 .....	3
Foreign Language .....	12
Social Sciences.....	9
hours	
Anthropology 200 or Geography 101.....	3
Political Science 101 or 103 .....	3
Additional three hours to be chosen from economics, geography,	

political science, sociology, or Honors 250-259 . . . . .	3
Humanities . . . . .	15
hours	
Literature (in any language). . . . .	3
History . . . . .	3
Art History 220 . . . . .	3
Art History 221 . . . . .	3
Art 203 . . . . .	3
Mathematics. . . . .	6
hours	
Mathematics 121 or higher . . . . .	6
Natural Sciences . . . . .	8
hours	
Biological Science with lab. . . . .	4
Physical Science with lab . . . . .	4

**Professional Education . . . . . 34 hours**

Education 190 . . . . .	. 3
Education 191 . . . . .	1
(taken in the same semester)	
Education 305 . . . . .	. 3
(Must be fully admitted to the Professional Education Program and pass Praxis I/Praxis CORE to take Education courses above 305)	
Education 311 . . . . .	.3
(taken with Education 313)	
Education 313 . . . . .	1
(taken with Education 311)	
Education 420 . . . . .	. 3
Education 391, 392, or 393. . . . .	. 2
Education 411 . . . . .	.3
Education 487 . . . . .	. 3
Education 490 . . . . .	.12
(487 and 490 must be taken in the same semester)	

<b>Teaching Area</b> .....	<b>51 hours</b>
Design/Technology Courses .....	12 hours
Art 203.....	3
Art 204.....	3
Art 205.....	3
Art 206.....	3
Studio Courses.....	15
hours	
Select nine <b>hours</b> from Art 207, 208, 210, 215, 218, 230, 231.....	9
Select six hours above the 299 level .....	6
Art History Courses .....	12
hours	
Art History 220 .....	3
Art History 221 .....	3
Select three hours from Art History 350, 360, 370.....	3
Select three hours from Art History 340, 380, 390, 400 .....	3
Art Education Courses .....	12
hours	
Art Education 312.....	3
Art Education 415.....	3
Art Education 416.....	3
Art Education 501.....	3

**No minor/collateral requirements.**

**ADMISSION TO THE ART EDUCATION PROGRAM IN THE DEPARTMENT OF FINE ARTS**

A student must make application for admission to the Art Education Program in the Department of Fine Arts upon successful completion of 30 semester hours to include the following:

- 1) Have a cumulative grade point average of at least 2.5\* in all undergraduate courses taken at FMU.

\* Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2016 and beyond must achieve a cumulative 2.75 grade point average for admission to the teacher education program.



- 2) Have completed Art Education 312.
- 3) Have completed one beginning level studio course from Art 207, 208, 210, or 230.
- 4) Have completed one foundation art history course from Art History 220 or 221.
- 5) Have at least a 2.75 grade point average in all Art, Art History, and Art Education courses attempted.
- 6) Have passed the Praxis I/Praxis CORE: Reading, Writing, and Math assessment.
- 7) Have positive recommendations from the Art Education faculty.

**NOTE:** Students must schedule a conference in the School of Education to discuss the Professional Licensure program.

The number of semester hours required in major courses for a **visual arts** major **with a teacher licensure option** in art education is 27 semester hours of art studio, 12 semester hours of art history, and 12 semester hours of art education. The minimum number of semester hours in all courses (major and non-major) required for the **visual arts** major **with a teacher licensure option** in art education is ~~129~~ **127 (134 for B.A.)**. A one-person show is required during the final semester of enrollment. The one-person show will be comprised of works from the student's studio and art education classes and will be under the direction of the student's art education adviser. A traditional portfolio and a CD portfolio of the student's work must be completed by the end of student teaching.

#### **MINOR**

No minor in art education is offered.

#### **COLLATERAL**

No collateral in art education is offered.

- D.** At the end of the ART COURSES section listing on page 102 of the current catalog

#### **ADD:**

#### **ART EDUCATION COURSES (ARTE)**

**217 Creative Arts for the Elementary School Teacher (3:1-2)** Designed to foster awareness, enthusiasm, and commitment to the importance of the arts within the elementary education curriculum and to develop an understanding of the role the arts play in each individual's life. General topics dealt with are art and music education rationale, basic perceptual and conceptual skill building in visual art, exploration of art media, exploration of musical instruments and musical learning experiences, the relationship of art and music to national/global cultural understanding, introduction to theories of children's sequential artistic and music development from infancy through the 3rd grade (this includes typical and atypical development), interdisciplinary arts learning experiences, and critical awareness of the relationship of music, theatre, dance, and visual art curriculums.

**312 Curriculum Materials and Methods in Art Education** (3:1-2) This course is designed to introduce and instruct the art education ~~major~~ **student** in the following: art education rationale; the history of art education in the United States; exploration and development of art media, tools, and curriculum resources; application of art education theory and practice in the areas of art history, art criticism, aesthetics, art production, and national/global awareness and understanding; creation and development of art lesson plans and curriculum resources.

**415 Historical Foundations of Art Education** (3) (Prerequisite: 312 or permission of department) Study of the disciplines of art history, art criticism, and aesthetics, and their theories, development, and methods for teaching.

**416 Contemporary Issues in Art Education** (3) (Prerequisite: 312 or permission of department) Study of current issues in art education, including visual culture art education, community-based art education, museum education, arts integration, gifted and talented art education, special needs, service learning, authentic assessment, and technology.

**501 The School Art Program** (3) (Prerequisite: 415 and 416 or permission of department) This course is the capstone course for ~~Art Education majors~~ **art education student**s. Course includes information to assist in a successful transition into the art teaching profession. Pragmatic in nature, it addresses major art education issues that the new teacher will face the first few years of teaching through discussion, group presentations and lectures. Other issues covered include classroom management, lesson planning, instructor and classroom evaluation, developing professional dispositions and leadership skills.

- E. **DELETE** the entire section on MUSIC INDUSTRY beginning on page 96 of the current catalog at MUSIC INDUSTRY and ending with listing of MUSIC COURSES (ARTE 501)
- F. **DELETE** the entire section on THEATRE ARTS beginning on page 99 of the current catalog at THEATRE ARTS and ending with listing of THEATRE COURSES (THEA 497)
- G. On page 96 of the current catalog (after the COURSE LISTING for ARTH 400)

**ADD:**

**PERFORMING ARTS**

**MAJOR**

A major in Performing Arts requires that a student pursue a B.S. with one of three Music Industry tracks (Business, Performance, Technology) or a B.A. with one of two Theatre Tracks (Performance, Design/Technology).

**MINOR**

There is no minor in Performing Arts. Please see the section on “Music” or “Theatre” for information on a minor in those areas.

### **COLLATERAL**

There is no collateral in Performing Arts. Please see the section on “Music” or “Theatre” for information on a collateral in those areas.

## **MUSIC INDUSTRY**

Coordinator: Dr. Terry A. Roberts

The mission of the Francis Marion University Music Industry Program is to educate, train, and develop students to excel in music as a career. This is done with a solid education in music, and an expansive education in the liberal arts. Our curriculum embraces both time-honored and contemporary musical styles. Through a course of scholarly and practical learning experiences integrating performance, writing, and technology, each student is prepared for career opportunities open to today’s music professional. The Music Industry program serves as the musical center for the university and surrounding community.

### **MAJOR SPECIALTY TRACKS IN MUSIC INDUSTRY**

A major in Performing Arts with a B.S. in a music industry specialty track requires the following:

1. Thirty-two semester hours of Music Industry Foundation Courses:
  - Music theory (Music 115, 116, 215, and 216) . . . . . 8 hours
  - Music history (Music 301 and 302). . . . . 6 hours
  - Music business and technology  
(Music 172, 210, 211, 372, and 498 or 499  
[Performance Track must take 499]). . . . . 18 hours
  
2. Twenty-four semester hours in one specialty track option:
  - a. Business Track\*:
    - Music 317 and 371 . . . . . 6 hours
    - Completion of two levels of applied lessons  
(four semester hours) . . . . . 4 hours
    - Five semesters of ensemble (three must be applied as  
material and commercial support) . . . . . 5 hours
    - Nine hours of 200 level (or higher) business courses  
(Approved by the faculty advisor). . . . . 9 hours
  - \* Business is the recommended minor for the Business Track.
  
  - b. Performance Track:
    - Music 315, 316, 317, and 415 . . . . . 10 hours
    - Completion of four levels of applied lessons  
(eight semester hours) . . . . . 8 hours
    - Seven semesters of ensemble (No more than a total  
of six semester hours may apply toward  
graduation.) . . . . . 6 hours
    - Completion of a senior recital

- c. Technology Track\*\*:  
 Music 371 ..... 3 hours  
 Completion of two levels of applied lessons  
 (four semester hours) ..... 4 hours Six  
 semesters of ensemble (three large and three small,  
 and three must be applied as material and  
 commercial support). ..... 6 hours  
 Eleven hours selected from at least two of the following  
 areas:  
 a. Physics 202 or higher  
 b. 200 level (or higher) business courses (approved by  
 the adviser)  
 c. Completion of one level of applied lessons in a second area .  
 ..... 11 hours

\*\* Physics is the recommended minor for the Technology Track.

**NOTE:** Large ensembles are MUSI 100, 140, and 150. Small ensembles are MUSI 120, 130, 160, 180, and 190.

- 3. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or departmental approval
- 4. Seven semesters of Music 102 (Recital Attendance)
- 5. 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

The minimum number of semester hours required in major courses for a major in Performing Arts with a Music Industry Track Specialty is 56. The minimum number of semester hours in all courses (major and non-major) required for the major in Performing Arts with a B.S. in a Music Industry specialty track is 120.

The following relates to all applied courses:

Applied lessons develop individual performance skills and musicianship. Students will become aware of how physical and mental aspects of performance combine to produce musical effects through mentored study of technical exercises, etudes, and solo literature. Each level of the progressive curriculum has specific requirements (below). Students are required to take at least two semesters at each level and must meet the requirements of each level before proceeding to the next. Instructors will design a personal course of study for each student based on performance area and individual need. Students may audition for two different applied lessons during any one semester, but they must select a principal discipline of specific instrument or voice that applies to the performance requirement of the degree above.

**Level 1** (a,b) Successful completion of a juried performance evaluated by music faculty.

**Level 2** (c,d) Participation in one student recital and successful completion of a juried performance evaluated by music faculty.

**Level 3** (e,f) Participation in one student recital each semester and successful completion of a juried performance evaluated by music faculty.

**Level 4** (g,h) Successful performance of a recital (25 minutes minimum) evaluated by music faculty.

## **ENSEMBLES**

Music Industry majors **students** must participate in the ensemble program during each semester of residence. All students enrolled in applied music courses are expected to participate concurrently in a major ensemble. Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement of their curriculum.

## **MINOR**

A minor in music requires 18 semester hours to be distributed as follows:

1. History and Theory . . . . . 11 hours  
Music 115, 116, 215, 216, and 301 or 302
2. Ensemble . . . . . 3 hours  
Three semester hours from any combination of Music 100, 120, 125, 130, 140, 150 and/or 160 - No more than three semester hours of ensemble music may apply toward graduation requirements.
3. Applied hours . . . . . 4 hours  
Four semester hours from any combination of Music 121, 131, 132, 141, 142, or 143 - No more than 4 semester hours of applied music may apply toward graduation requirements.

## **COLLATERAL**

A collateral in music requires the following: Music 101, 115 and 116; three semester hours selected from Music 100, 120, 125, 130, 140, 150 and/or 160; and two semester hours selected from Music 121, 131, 132, 141, 142 and/or 143 for a total of 12 semester hours.

## **MUSIC COURSES (MU)-(MUSD)**

**100 Chorus** (1) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes.) Carries credit at the rate of one hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**101 Introduction to Music** (3) F, S, SU. Attention is focused on one element of music at a time (melody, harmony, timbre, and texture). Each element is discussed in its historical context, and illustrative examples are played.

**102 Recital Attendance** (0) As a requirement for graduation, ~~music~~ **performing arts** majors **in the music industry program** attend department-approved performances for seven semesters.

**115 Introduction to Music Theory** (3) (Corequisite: 116) Presents the basic melodic, rhythmic, and harmonic elements of Western music beginning with the elementary structure of single line melody progressing to the essentials of harmonic construction. Analysis of musical literature from all style periods.

**116 Aural Skills I** (1) (Corequisite: 115) Rhythmic reading, development of sight-singing skills using the traditional movable “do” method, interval and chord recognition, and dictation fundamentals.

**120 Select Vocal Ensemble** (1) (Prerequisite: Vocal Audition.) Modern and popular music is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/ or 190) may apply toward graduation requirements for non-majors.

**121 Applied Voice** (1) (Prerequisite: **Performing Arts** ~~Music Industry~~ major, Music minor or permission of the department) Private instruction in vocal performance; includes development of technical skills and interpretation of standard literature.

**125 FMU Singers/Broadway Show Chorus** (1) (Prerequisite: Enrollment in Music100) Music from classic and modern Broadway musicals is rehearsed and performed both on and off campus. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

**126 Group Voice** (1) (Prerequisite: Vocal Audition or permission of the department.) Group instruction in vocal performance designed for non-majors; includes development of technical skill and interpretation of standard literature. With permission of the department, up to two semesters of 126 may count toward the first level of applied lessons for students who become ~~Music Industry~~ **Performing Arts** majors.

**130 String Ensemble** (1) (Prerequisite: Audition). String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque, Classical, Romantic, and twentieth century music. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non- majors.

**131 Applied Piano** (1) (Prerequisite: ~~Music Industry~~ **Performing Arts** major, Music minor or permission of the department) Private instruction in piano performance; includes development of technical skills and interpretation of standard literature.

**132 Applied Strings** (1) (Prerequisite: ~~Music Industry~~ **Performing Arts** major, Music minor or permission of the department) Private instruction in string instrument performance; includes development of technical skills and interpretation of standard literature.

**140 Concert Band** (1) The Concert Band is a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**141 Applied Woodwind** (1:3) (Prerequisite: Music Industry **Performing Arts** major, Music minor or permission of the department) Private instruction in and solo performance of woodwinds; includes development of technical skills and interpretation of standard literature

**142 Applied Brass** (1) (Prerequisite: Music Industry **Performing Arts** major, Music minor or permission of the department) Private instruction in brass instrument performance; includes development of technical skills and interpretation of standard literature.

**143 Applied Percussion** (1) (Prerequisite: Music Industry **Performing Arts** major, Music minor or permission of the department) Private instruction in percussion instrument performance; includes development of technical skills and interpretation of standard literature.

**144 Applied Guitar** (1) (Prerequisite: Music Industry **Performing Arts** major, Music minor or permission of the department) Private instruction in guitar performance; includes development of technical skills and interpretation of standard literature.

**146 Group Guitar I** (1) Group instruction designed for non-majors or potential Music Industry **Performing Arts** majors looking to study guitar as their primary instrument. This beginning course covers basics in music reading, chords, strumming and picking techniques. With permission of the department, one semester of 146 may count toward the first level of applied lessons for students who become Music Industry majors.

**150 Music Industry Ensemble** (1) (Prerequisite: Audition) A chamber ensemble devoted to the development of individual performance and improvisation skills through the preparation and staging of music for small groups representing a variety of classic and modern jazz, pop, rock and soul styles. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**156 Group Piano I** (1) (Prerequisite: Music Industry **Performing Arts** major, Music minor or permission of the department) An introduction to basic skills in piano playing, accompaniment, sight-reading, practical keyboard harmonization, and improvisation. The course provides a foundation for non-piano concentration music industry majors to prepare for the piano.

**157 Group Piano II** (1) (Prerequisite: 156 or permission of the department) Continuation of piano performance skills development and expansion of tonal concepts learned in Music 156.

**160 Chamber Jazz Ensemble** (1) (Prerequisite: Audition). The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups

representing a variety of jazz styles and periods. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and 190) may apply toward graduation requirements for non-majors.

**172 Music Commerce I** (3) An overview of the music industry. Includes topics in music business careers, promotion and trade associations, basics of music merchandising such as music products, sales, instruments, and equipment. Music publishing, licensing and royalties, web commerce, and marketing will also be covered.

**173 Music Commerce II** (3) (Prerequisite: 172) An overview of the music industry, including record production and companies, recording studios and engineers, commercial radio, and radio business. The performance side of the music industry will cover artist promotion, management, and contracts.

**180 Percussion Ensemble** (1) (Prerequisite: Audition) Percussion Ensemble is a chamber music ensemble featuring works written or arranged specifically for percussion and percussion-related media. Literature will be selected and rehearsed with the ultimate goal of performance. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180 and/or 190) may apply toward graduation requirements for non-majors.

**190 Guitar Ensemble** (1) (Prerequisite: Audition) The Guitar Ensemble course consists of the practice of music for guitar in groups that can go from duets, trios, and quartets to larger ensembles of guitars. The repertoire consists mainly of works written for any combination in the number of guitars included. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

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

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

**215 Theory of Tonal Music** (3) (Prerequisite: 115, Corequisite: 216) A continuation of Music 115 with emphasis on linear and harmonic aspects of diatonic music through study of chord construction, textures, forms, and chromatic harmony.

**216 Aural Skills II** (1) (Prerequisite: 116, Corequisite: 215) A continuation of Music 116. Advanced concepts of rhythmic and melodic reading, sight-singing, and dictation skills will be emphasized. Concepts of chromaticism will be introduced.



**301 Music History I** (3) (Prerequisite: English 102 or permission of the department) An historical survey of music from the Ancient period through the Baroque period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic, and social systems.

**302 Music History II** (3) (Prerequisite: 301 or permission of department) An historical survey of music from the 18th century to the contemporary period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic, and social systems.

**314 Music for the Elementary School Teacher** (3) Emphasis on giving the student enough facility with elementary notation and music reading that he/ she will feel confident in preparing material for classroom use.

**315 Advanced Music Theory** (3) (Prerequisite: 215, Corequisite: Music 316) The final level of the music theory sequence; the course focuses on advanced harmonic techniques, part writing, written and visual analysis, and consideration of harmonic practices in contemporary and popular music.

**316 Aural Skills III** (1) (Prerequisite: 216/Corequisite: 315) The final level of the aural skills sequence with an emphasis on recognition of common harmonic models as well as sight-singing and dictation patterns of increased complexity.

**317 Conducting and Ensemble Management** (3) (Prerequisites: 215, 216) This course explores conducting technique for instrumental and vocal ensembles, which includes score reading and transposition. Also covered is the management of ensembles, including scheduling, music library, and production of concerts.

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

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

**415 Music Theory Practicum** (3) (Prerequisite: 315) This is a project based approach to practical application of music theory skills, including an introduction to composition, arranging for voices and instruments, orchestration, and writing for contemporary ensembles.

**497 Special Studies** (3), (2), or (1) (Prerequisite: Permission of department) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines.

May be taken for credit (three hours) towards the Honors degree by special arrangement.

**498 Music Industry Internship** (6) (Prerequisite: Permission of the department and internship agency, senior status, and successful completion of 36 semester hours in the major at a minimum grade point average of 3.0 in all Music Industry courses and 2.5 cumulative grade point average in all courses taken at FMU.) This is a formal intern assignment in which the qualifying student participates in a music industry business or organization as an intern for a selected period of time. An internship will be awarded according to merit and availability determined by the department when the student meets the prerequisite.

**499 Music Industry Seminar** (6) (Prerequisite: Senior status and successful completion of at least 36 semester hours in the ~~Music Industry~~ **Performing Arts** major/**Music Industry track**.) This course is designed as a culminating experience for the ~~Music Industry~~ **Performing Arts** major and comprises an in-depth integration and application of the student's personal experiences, opportunities, and ambitions as related to his/her anticipated career. A final project incorporates the discussion of short and long-term goals and a plan for the realization of these goals. All individual projects are reviewed by three faculty members.

## **THEATRE ARTS**

Coordinator: Mr. A. Glen Gourley

The Department of Fine Arts offers a major in **performance** theatre arts with specialties in **theatre** performance (acting and directing) or **theatre** design/technology (scenery, lighting, costuming, and stagecraft). The department seeks to prepare students for graduate studies in the major, for entering professional training programs, or for entering professions that require creative thinking and artistic expression. Students may also earn either a minor or a collateral in theatre. The education students participate in leads to the development of life skills of self-discipline, personal responsibility, and organization; and the ability to communicate effectively and work cooperatively is fostered in the program. The program educates the student body at large and serves the community through quality performances that exhibit student and faculty artistic work and function as a laboratory for applying skills learned in the classroom and studio.

FMU and the Theatre Arts program are accredited by the National Association of Schools of Theatre (NAST).

### **MAJOR SPECIALTY TRACKS IN THEATRE ARTS**

A major in **Performing Arts with a B.A. in a theatre arts specialty track** requires the following:

1. Theatre 210 (four one-semester hour courses), 200 or 203, 201, 202, 209, 291, 301, 320, 321
2. Nine semester hours selected from English 352, 361, 365, and 372

3. Twelve semester hours from one specialty area
  - a) Design specialty: Theatre 302, 303, 402, and either 309 or three semester hours from the performance specialty
  - b) Performance specialty: Theatre 205, 305, 401, 405, and either Speech Communication 203, Theatre 497, or three semester hours from the design specialty
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
5. Completion of a foreign language through 202

Theatre Arts majors students must enroll in English 365 to fulfill the literature requirement of the Humanities section of the General Education Requirements.

The number of semester hours required in major courses for a major in Performing Arts with a B.A. in a theatre arts specialty track is 40. The minimum number of semester hours in all courses (major and non-major) required for the major in Performing Arts with a B.A. in a theatre arts specialty track is 120.

## MINOR

A minor in theatre requires 18 semester hours selected from theatre courses above the 199 level, Speech Communication 203 or English 365. Credit cannot be given for both Theatre 200 and 203.

## COLLATERAL

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

## THEATRE COURSES (THEA)

**101 Introduction to Theatre** (3) F, S, SU. Introduction to the many areas of the art of the drama to aid in a more perceptive enjoyment of a theatrical production.

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

**201 Theatrical Makeup** (3) S. Analysis and study of makeup materials and the art of makeup application, including the basic procedures and techniques of creating a character-based makeup design.

**202 Stagecraft** (3:2-2) S. Training in scenery construction with major emphasis on drafting and the use of theatre equipment. Discussion and illustration of modern theatre production techniques as practiced by contemporary theatre artists.

**203 Acting I** (3) (For theatre performing arts majors and theatre minors only or permission of the department.) Analysis of and application of the fundamental

principles underlying the actor's art, the development of poise, and the use of the voice and body on stage. First semester theatre majors should enroll in this class. Credit cannot be given for both Theatre 200 and 203.

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

**209 Introduction to Costume Technology** (3:2-2) F. Basic training in costume craft and construction technologies. Lecture, demonstration, and practical application of costume technology that may include sewing, pattern making, millinery, and fabric dyeing.

**210 Theatre Practicum** (1) F, S. (Prerequisite: Theatre Performing arts major or theatre minor or permission of department) A laboratory experience in all aspects of theatre production-performance, technical and/or business. Four hours of the practicum are required of a major for graduation.

**291 Script Analysis** (3) (Prerequisite: English 101 or English 101E/L) AF.  
Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

**301 Directing I** (3) (Prerequisite: Theatre Performing arts major or theatre minor or permission of the department) AF. Work in directing for the theatre. Topics include the director as creative interpretative artist and the director and the actor. Students direct individual projects.

**302 Scenic Design** (3) (Prerequisite: 202 or permission of department) AF. An exploration of scenic design principles and elements in terms of creating the visual environment of a play. Projects to include concept development, visualization of that concept, and presentation of the design through models or renderings and drafted construction drawings.

**303 Theatre Management** (3) (Prerequisite: 202 and 301 or permission of the department) AS. Study in the basic concepts and methods in the management of theatres. Emphasis on the specific role and duties of a stage manager within the production process. Also to include the theory and practice of theatre administration objectives: organization, season budget, schedule, personnel, publicity, box office, and house management.

**305 Acting III** (2) (Prerequisite: 205 and junior or senior status or permission of department) AF. Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

**309 Costume Design** (3:2-2) (Prerequisite: 209) AS. Exploration and application of aesthetic principles of costume design. Special focus on interpretation of character through line, color, and fabric, employing a variety of rendering processes in the studio environment.

**320 Theatre History I: Beginning to 1700** (3) Prerequisite: English 102) AF. Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

**321 Theatre History II: 1700 to the present** (3) Prerequisite: English 102) AF. Study of the Western theatre, both its physical form and literature, from 1700 to the present.

**328 Acting for Professional Simulations** (3), (2), or (1) (Prerequisite: 200 or 203 or permission of department) As requested. A study of and practical experience in the area of acting for professional simulations. May be taken more than once for credit.

**397 Special Topics in Theatre** (3), (2), or (1) (Prerequisite: Permission of department) As requested. In-depth study of an area of interest in theatre. Different areas of study will be offered. Must have a 2.25 grade point average or higher in all Theatre courses. No more than six hours may be taken for academic credit.

**401 Directing II** (3) (Prerequisite: 301 or permission of the department) AF. Analysis and application of the staging of plays to provide training in production technique. Students direct individual projects.

**402 Lighting and Sound Design** (3) (Prerequisite: 202) AF. Analysis and application of current procedures and practices in the execution of lighting and/or sound designs for the stage.

**405 Acting IV** (2) (Prerequisite: 305) AS. Emphasis on the practical application of Stanislavski's principles of psycho-technique and their subsequent interpretations.

**497 Special Studies** (3) (Prerequisite: Permission of department) As requested. Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

***RATIONALE:*** Due to a declining enrollment in Art Education and Theatre Arts, these two majors were designated by CHE as underperforming programs. In addition, the Music Industry program, though not mentioned by CHE this year, is not producing a large number of graduates. By folding the Art Education major into the Visual Arts major as a Teaching Certification, the program will have its graduating students include in the Visual Arts major and will no longer be a separate major. The Teaching Certification falling under the major is not unusual, and programs like History and English already have the Teaching Certification option included in the traditional major.

The B.A. option is added for the Art Education students as the Visual Arts major currently exists as a B.A. program.

Music Industry and Theatre Arts are combining as a Performing Arts major so that the total number of students in both programs will now be under one major. Music Industry and Theatre Arts already had Specialties/Tracks listed, so this proposal simply combines them under the Performing Arts designation. Music Industry tracks will pursue a B.S. and Theatre Arts tracks will pursue a B.A., though this may change based on future CHE or NAST (theatre accreditation) recommendations.

*Both NASAD and NAST have been contacted. Some minor changes may have to occur to satisfy accreditation guidelines for the Art Education and Theatre programs, but we are not addressing those until we have a visit by a representative from those organizations.*

## **2. Proposal from the Department of Mass Communication**

- A. **ADD** on page 108 of the 2018 – 19 Catalog the below Debate and Forensics Symposium to the DEPARTMENT OF MASS COMMUNICATION COURSES section.

397 Debate and Forensics Symposium (1) (Prerequisite: SPCO101 with a grade of “B” or higher). Examine the use of rhetoric, evidence and effective presentation style in the context of organized, competitive debate. Emphasis on development of skills that will prepare students for intercollegiate competition. Students may earn a maximum of 3 credit hours in 397.

**Rationale:** Development of formal debate, impromptu and extemporaneous speaking skills will prepare students to be competitive as members of the university’s new student debate club, which will travel to Collegiate Forensic Association tournaments. Such skills will similarly help prepare students for careers that require good presentation and deliberative ability.

- B. **ADD** on page 109 of the 2018 – 19 Catalog the Special Studies to the DEPARTMENT OF MASS COMMUNICATION COURSES section.

**497 Special Studies** (3), (2), or (1) (Prerequisite 300 or permission of chair) Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

**Rationale:** The Special Studies course will allow students to pursue research projects that pertain to their chosen course of study within Mass Communication disciplines.

## **3. Proposals from the Department of Physician Assistant Studies**

- A. **MODIFY** on page 208 of the current printed catalog, the title of **711 Obstetrics and Gynecology Clerkship** and the course description

### **FROM:**

**711 Obstetrics and Gynecology Clerkship** (4) (135 clinical hours) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with experience in managing common gynecologic issues and disorders. **Obstetric experience will include labor and delivery plus routine prenatal and postpartum care under the supervision of experienced OB/GYN preceptors.**

### **TO:**

**711 Women's Health Clerkship** (4) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with experience in managing common gynecologic issues and disorders as well as prenatal care under the supervision of experienced preceptors.

### RATIONALE

Accreditation standards only require prenatal and gynecological care for clerkship experiences therefore, we would like to modify the course description to cover those two areas. The title change is proposed to align with Accreditation terminology. We would like to remove the 135 clinical hours phrase to prevent students from using that as a goal for their clerkship. We require the students to work the same schedule as their preceptors and encourage 160 hours per clerkship.

**B. MODIFY** on page 208 of the current printed catalog, the title of **713 Psychiatry Clerkship** and the course description

### FROM:

**713 Psychiatry Clerkship** (4) (135 clinical hours) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of psychiatric care under the supervision of experienced preceptors.

### TO:

**713 Behavioral Health Clerkship** (4) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of behavioral health care under the supervision of experienced preceptors.

### RATIONALE

The title change is proposed to align with Accreditation terminology and the course description change would reflect the same wording as the course title. We would like to remove the 135 clinical hours phrase to prevent students from using that as a goal for their clerkship. We require the students to work the same schedule as their preceptors and encourage 160 hours per clerkship.

**C. MODIFY** on page 208 in the current printed catalog the course title and course description of **715 Internal Medicine-Inpatient Clerkship**.

### FROM:

**715 Internal Medicine – Inpatient Clerkship** (4) (135 clinical hours) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of inpatient internal medicine care under the supervision of experienced physician and PA preceptors.

### TO:

**715 Internal Medicine Clerkship** (4) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of internal medicine care under the supervision of experienced preceptors.

### RATIONALE

The change would coincide with a course deletion of the Internal Medicine Outpatient course so that there is only one Internal Medicine course that could be located in an inpatient or outpatient setting. Two separate courses for Internal Medicine are not required. The second course will be replaced with an elective clerkship. We would like to remove the 135 clinical hours phrase to prevent students from using that as a goal for their clerkship. We require the students to work the same schedule as their preceptors and encourage 160 hours per clerkship.

D. **MODIFY** on page 208 in the current printed catalog, the course description of **717 General Surgery Clerkship**.

#### FROM:

**717 General Surgery Clerkship** (4) (135 clinical hours) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with hands-on experience in general surgery through exposure to the operating room, to pre- and post-operative management and to out-patient surgical management and follow-up.

#### TO:

**717 General Surgery Clerkship** (4) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with hands-on experience in general surgery through exposure to the operating room, to pre- and post-operative management and to out-patient surgical management and follow-up under the supervision of experienced preceptors.

### RATIONALE

The proposed change aligns with the other clinical clerkship course descriptions to provide consistency. We would like to remove the 135 clinical hours phrase to prevent students from using that as a goal for their clerkship. We require the students to work the same schedule as their preceptors and encourage 160 hours per clerkship.

E. **ADD** on page 208 in the current printed catalog in order by number, the course: **PA 719 Primary Care Clerkship** (4) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of an area of primary care medicine selected in consultation with the clinical coordinator, under the supervision of experienced preceptors.

### RATIONALE

This course will replace **716 Internal Medicine-Outpatient Clerkship**. Students do not need two separate Internal Medicine Clerkships. The addition of a Primary Care elective would maintain the current required semester hours as well as support the current program mission statement.

F. **DELETE** on page 208 in the current printed catalog, the course **716 Internal Medicine-Outpatient Clerkship**

### RATIONALE



This course is being replaced by **719 Primary Care Clerkship**

**G. DELETE** on page 206 in the current printed catalog

An application for provisional accreditation has been submitted by FMU to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and provisional accreditation will be received before the program starts. Graduates will be eligible to take the Physician Assistant National Certifying Exam (PANCE) for certification by the National Commission on Certification of Physician Assistants (NCCPA).

**RATIONALE**

This information was in reference to the initial start of the program. The paragraph is no longer needed since the program has received Provisional Accreditation status.

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

**A. MODIFY**, on page 193 of print catalog / current online catalog, under Program for Master of Education Degree with Major in Learning Disabilities

**FROM:**

Coordinator: Dr. Cynthia Nixon  
Students must complete 36 graduate hours.

**Education Foundation Core . . . . . 12 Hours**

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

**Literacy Preparation . . . . . 7 Hours**

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

**Learning Disabilities Professional Preparation . . . . . 17 Hours**

- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
- Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
- Education 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
- Education 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
- Education 763 Teaching Mathematics to Divergent and Exceptional Learners (3)
- Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)

**TO:**

Coordinator: Dr. Cynthia Nixon  
Students must complete 36 graduate hours.

**Education Foundation Core ..... 12 Hours**

Education 611 Solving Instructional Problems Using Technology (3)

Education 622 Assessment of Learning and Behavior (3)

Education 624 Behavior Management of Students with Disabilities (3)

Education 648 Educational Research (3)

**Literacy Preparation ..... 7 Hours**

Education 637 Foundations of Reading (3)

Education 638 Assessment of Reading (3)

Education 639 Practicum: Assessment of Reading (1)

**Learning Disabilities Professional Preparation ..... 17 Hours**

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

Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)

Education 760 Exceptionalities: Characteristics and Legal Foundations (3)

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

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

Education 763 Teaching Mathematics to Divergent and Exceptional Learners (3)

Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)

**Rationale:** This change updates the program of study to reflect the requirement of the South Carolina Department of Education that teacher candidates pursuing licensure in learning disabilities will take an assessment course focused on learning and behavior. EDUC 621 was deleted from the program of study as teacher candidates are required to take EDUC 760.

**B. MODIFY** on page 150 of the current print catalog the course description of Education 311, Foundations of Instructional Planning and Assessment

**FROM**

311 Foundations of Instructional Planning and Assessment (3) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

**TO**

311 Foundations of Instructional Planning and Assessment (3) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement of both general education and special education students and will differentiate instruction and assessment based on Individual Education Plans (IEPs). This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

**RATIONALE:** To add special education on to a teaching certificate, a planning and assessment course must clearly delineate that special education students are being addressed. Language is added to indicate such.

C. **MODIFY** on page 150-151 of the current print catalog the pre-requisite for EDUC 310, 311, 322 and 420.

**FROM**

310 Using Technology Effectively in the Classroom (3). F, S, SU. This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

311 Foundations of Instructional Planning and Assessment (3) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered

322 Foundations in the Instruction of Reading (3) (ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course

420 Introduction to the Exceptional Learner (3) This course is designed to provide prospective teachers with background of learners with exceptionalities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**TO**

310 Using Technology Effectively in the Classroom (3) (Pre-requisite: EDUC 190, 191 (except minors), and 305). F, S, SU. This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

311 Foundations of Instructional Planning and Assessment (3). (Pre-requisite: EDUC 190, 191 (except minors), and 305). F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement of both general education and special education students and will differentiate instruction and assessment based on Individual Education Plans (IEPs). This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

322 Foundations in the Instruction of Reading (3) (Pre-requisite: EDUC 190, 191 (except minors), and 305). (ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course

420 Introduction to the Exceptional Learner (3) (Pre-requisite: EDUC 190, 191 (except minors), and 305). This course is designed to provide prospective teachers with background of learners with exceptionalities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**RATIONALE:** Students need the requisite knowledge offered in EDUC 190, 191 (except minors), and 305 to ensure success in the upper level courses.

- D. **MODIFY** on page 187 of the current print catalog the course description of Education 622, Assessment of Learning and Behavior

**FROM:**

622 Assessment of Learning and Behavior (3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course addresses techniques and procedures for systematically observing and evaluating students' behavior and achievement. It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

**TO:**

622 Assessment of Learning and Behavior (3) (~~Prerequisite/corequisite: Education 621 or permission of the school~~) F, S, SU. This course addresses techniques and procedures for systematically observing and evaluating the behavior and achievement of **general education and special education students and will differentiate instruction and assessment based on Individual Education Plans (IEPs)**. It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

**RATIONALE**

To add special education on to a teaching certificate, a planning and assessment course must clearly delineate that special education students are being addressed. Language is added to indicate such.

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

- A. **CHANGE** the requirement for Healthcare Informatics majors on page 141 of the print 2018-19 Catalog

**FROM**

**MAJOR**

A major in Healthcare Informatics requires:

1. 48 hours of General Education requirements which include PSY 206/216 as one of the science requirements.
2. 16 hours of Introductory Healthcare and Information Science courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS/CS 225.
3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, PSY 302, IPHC 334, **APRN 506**, IPHC 457.
4. Majors in Healthcare Informatics Information Management (HCIM) track are required to take **9 hours of MGT 352, MGT 353 and ECON 341 and select an additional 9 hours from IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.**

5. Majors in Healthcare Informatics Information Technology (HCIT) track are required to take 9 hours of CS 190, CS 226, and CS 227 and select an additional 9 hours from CS 313, CS 340, MIS 347, MIS 447. MIS 467

## TO

### **MAJOR**

A major in Healthcare Informatics requires:

1. 48 hours of General Education requirements which include PSY 206/216 as one of the science requirements.
2. 16 hours of Introductory Healthcare and Information Science courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS/CS 225.
3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, PSY 302, **IPHC 301**, IPHC 334, IPHC 457.
4. Majors in Healthcare Informatics Information Management (HCIM) track are required to take 18 hours of MGT 352, MGT 353, ECON 341, IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.
5. Majors in Healthcare Informatics Information Technology (HCIT) track are required to take 18 hours of CS 190, CS 226, CS 227, CS 313, CS 340, MIS 347, MIS 447 and MIS 467.

**Rationale.** After a review of the program the faculty agrees that the students should have more flexibility in selecting the courses due to the student's career path. All courses are relevant to the discipline. The faculty considers IPHC 301 as more relevant than APRN 506.

**B. Add** on page 182 of print catalog

### ACADEMIC STANDING

#### **Stipulations:**

1. An M.B.A. student is allowed to repeat a maximum of one course for the purpose of improving the grade.
2. An M.B.A. student must repeat a grade of F at the next available course offering.
3. Receiving a second F will result in dismissal from the program, even if the first F has been replaced with a higher grade.
4. Receiving a third C will result in dismissal from the program, even if a C has been replaced with a higher grade.
5. Only a grade lower than B can be raised by repetition of a course; a reexamination is not permitted.
6. Any course that is repeated must be retaken at FMU.
7. A course may be repeated only once.
8. If a student is on academic probation, the student must consult with the Director of the MBA program concerning course load and progress.

### **RATIONALE**

This is added to clarify the stipulations for academic standing. Item 4 is a new stipulation which is the result of extensive discussion among the graduate faculty.

## 6. Proposal from the School of Health Sciences, Healthcare Administration

A. **CHANGE** on pg. 155 of the print catalog

### **FROM**

Semester One (~~Fall~~):

~~Course:~~

~~IPHC 215 Introduction to Public Administration (3)~~

~~IPHC 301 Professional Role and Practice (3:2-3)\*~~

~~IPHC 314 Health Psychology/Behavioral Medicine (3)~~

~~IPHC 334 Research in Practice (3)~~

Semester Two (~~Spring~~):

~~Course:~~

~~IPHC 375 Sociology of Health and Medicine (3)~~

~~IPHC 445 Population-Focused Care (3)~~

~~IPHC 448 Healthcare Policy Development (3)~~

~~IPHC 451 Healthcare Finance (3)~~

~~Semester Three (Summer 1):~~

~~Course:~~

~~IPHC 456 Leadership in the Healthcare Environment (3)~~

~~IPHC 457 Professional Capstone course (3:1-6)\*~~

~~\*precepted clinical practice~~

~~\*\* project based laboratory hours~~

### **TO**

Semester One:

IPHC/POL 215 Introduction to Public Administration (3)

IPHC 301 Professional Role and Practice (3)

IPHC/PSY 314 Health Psychology/Behavioral Medicine (3)

IPHC 334 Research in Practice (3)

IPHC/SOC 375 Sociology of Health and Medicine (3)

Semester Two:

IPHC 445 Population-Focused Care (3)

IPHC 448 Healthcare Policy Development (3)

IPHC 451 Healthcare Finance (3)

IPHC 456 Leadership in the Healthcare Environment (3)

IPHC 457 Professional Capstone Course (3)

### **RATIONALE:**

1. show courses are now offered on a fall and spring semester due to demand based on student enrollment in the program,
2. show subject areas that cross-list courses to increase students' ability to find in course catalog, and
3. removes footnotes and references to required clinical time since no longer applicable.

## 7. Proposal from the Department of Sociology

- A. **ADD** the following course to page 126 of the FMU 2019-2020 Catalog, in number order:

**353 Human Trafficking** (3) (Prerequisite: 201 or permission of the department) An in-depth examination of what human trafficking is, including the many different forms in which it appears, and human trafficking's pervasiveness within the US and around the world. Explanations for why human trafficking occurs, how victims are recruited and entrapped, who is likely to become a perpetrator, and how societies are investigating and responding to these crimes. Societal responses include political policies towards complicit nations, criminal justice system responses to traffickers, and prevention and aftercare for trafficking victims.

**Rationale:** Human trafficking has become pervasive within the US and around the world. According to the National Human Trafficking Hotline, there were over 14,000 calls for assistance and 5100 cases reported in the US in 2018 alone. South Carolina ranks 16<sup>th</sup> among states for the number of reported trafficking cases (National Human Trafficking Hotline, accessed 2019). The SC Attorney General formed a statewide task commission in 2018 and reported to the media that in 2019, Richland County has the highest rate of human trafficking cases, followed by Horry, Greenville, and Charleston counties (Lanahan, 2019).

FMU graduates, especially those working in the physical and mental health, law enforcement, educational, and social work fields, will likely encounter human trafficking victims in their careers. Therefore, it is important that they are made aware of the issue, can spot and appropriately respond to a human trafficking situation when it arises. Currently, FMU does not offer a human trafficking course, while many universities across the nation do offer a course or multiple courses on the topic. When this topic was offered as a special topics course in Spring 2019 by the Sociology Department at FMU, 30 students enrolled and stayed in the course, with more students expressing interest, but were unable to fit the course into their schedules.

### References Used:

Lanahan, T. (2019). South Carolina AG: Midlands county ranks No. 1 in human trafficking cases reported. WACH FOX57, January 11.

<https://wach.com/news/local/midlands-county-ranks-no-1-in-human-trafficking-cases>

National Human Trafficking Hotline. (n.d.). Hotline statistics. Accessed July 29, 2019.

<https://humantraffickinghotline.org/states>

- B. **CHANGE** on page 125 of the FMU 2019-2020 Catalog:

### **FROM**

2. Students following the General Track select from the following elective courses:

One course in Deviance: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352



**TO**

2. Students following the General Track select from the following elective courses:

One course in Deviance: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352, 353

**FROM**

3. Optional Track: Students majoring in sociology with a concentration in Criminal Justice must take the following courses:

Three sociology courses selected from: Sociology 342, 343, 344, 346, 347, 348, 349, 351, 352

**TO**

3. Optional Track: Students majoring in sociology with a concentration in Criminal Justice must take the following courses:

Three sociology courses selected from: Sociology 342, 343, 344, 346, 347, 348, 349, 351, 352, 353

**Rationale:** Changes in the course options for the General Track and Optional Track reflect the addition of Sociology 353.

**8. Proposal from the Department of Psychology**

A. **CHANGE,** On page 207 of the current catalog, the description of graduate course PSYC-632 requirements:

**FROM:**

632 Quantitative Psychology (3) (Prerequisite: 302 or equivalent) S. Basic course in data presentation and analysis. Includes descriptive statistics, correlation, regression, as well as inferential statistics. Emphasis on matching appropriate statistics to experimental design and psychometric theory.

**TO:**

632 Quantitative Psychology and Research Methods (3) (Prerequisite: 302 or equivalent) S. Basic course in data management, presentation, and analysis. Includes descriptive statistics, correlation, regression, t-tests, analyses of variance, moderation, and mediation. Emphasis on matching appropriate statistics to experimental design, null hypothesis significance testing issues, psychometric theory, and research methodology concerns, such as sample sizes, randomization, and variable measurement.

**RATIONALE:**

The proposed changes to the graduate catalog description of PSYC-632 involve bringing it into alignment with how it is currently taught. Students are given broader and deeper instruction into statistical analysis and research methods that includes the tests and issues mentioned. The rationale for these updates is to ensure that the graduates are well prepared to be involved in research, to complete independent research of their own, and to understand current research articles and practices. This change will also recertify the program's accreditation with Masters in Psychology and Counseling Accreditation Council (MPCAC) and National Association of School Psychologists (NASP).

## **VII. Proposal from the Faculty Life Committee**

**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.