

**Minutes
General Faculty Meeting
November 28, 2017**

I. Meeting was called to order by Chair Gourley at 3:46

II. Minutes from the October 12, 2017 meeting were approved as posted

III. Report from the Executive Committee

Commencement Speaker- Kodwo Ghartey- Tagoe (South Carolina President for Duke Energy);
Honorary Degree Recipient- Judge Lisa Buchannon (Alumni, former member of the FMU Board,
Family Court Judge since 2012).

At this point in our academic year, admissions applications are up for next year. Current FMU numbers can be found on the University Website – FMU Factbook

The University's budget presentation to the Governor's Staff was well received.

New Director of Admissions is now on Campus – Jamee Hunt Freeman – she attended the reception following the faculty meeting.

Congratulations to Steven Sims, who was recently named Librarian of the Year by the South Carolina Library Association (SCLA).

IV. Report from the Provost Office

Item A. Establishes PEAK program – Motion was approved.

V. Report from the Faculty Life Committee - For Informational purposes only, items will be voted on at Feb. meeting

Item A. Modify sick leave policy

Item B. Modify temporary disability due to pregnancy policy

Item C. Modify family sick leave policy

Item D. Modify workers' compensation policy

Item E. Adds PEAK membership to current *Bylaws of the Faculty Senate*

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

1. Department of Biology – Item passed as written.

Item A. Modify listing of ecology courses

2. Department of Chemistry - All items passed as written.

Item A. Change requirement for physics in the ACS certified degree

Item B. Change requirement for Physics 200 in the basic chemistry major

Item C. Change requirement for Physics 200 and English 318 in the ACS major

3. School of Education - All items passed as written.

Item A. Modify graduate programs descriptions Item

- B. Modify graduate checkpoints
- Item C. Delete checkpoint III, number 4 Item
- D. Modify checkpoint II
- Item E. Modify checkpoint III
- Item F. Modify course description for EDUC 769
- Item G. Add EDUC 626, 628, 629
- Item H. Modify options for M.Ed. degree Item
- I. Add M.Ed. in Teaching and Learning
- Item J. Modify admission requirements for all School of Education Graduate Programs

4. Gender Studies program and the School of Health Sciences, Healthcare Administration Program – Item passed as written.

- Item A. Modify course listing for a minor/ collateral in Gender Studies

5. School of Health Sciences (RN to BSN) – Item passed as written.

- Item A. Modify admission requirements to the program

6. School of Health Sciences, Healthcare Administration Program – All items passed as written.

- Item A. Modify description of minor/ collateral for the HCA degree
- Item B. Modify description of Prerequisite/ Corequisite courses for IPHC 457
- Item C. Modify course description of IPHC 301
- Item D. Modify HCA Plan of Study
- Item E. Add IPHC 545

7. School of Health Sciences, Nursing Department – Items A-E passed as written; item F was removed from agenda.

- Item A. Add Admission Requirement
- Item B. Modify APRN 506
- Item C. Modify prerequisites for APRN 505
- Item D. Modify prerequisites for APRN 702
- Item E. Modify prerequisites for APRN 704
- Item F. Modify prerequisites for APRN 710 – **Removed from agenda per School of Health Sciences, Nursing Department’s request**

8. Department of History- All items passed as written.

- Item A. Modify Prerequisite for History 487
- Item B. Modify Prerequisite for History 497
- Item C. Modify Prerequisite for History 499
- Item D. Add History Secondary Education Option
- Item E. Change to differentiate between Major in History and Major in History Secondary Education Option

9. FMU Honors Program – All items passed as written.

- Item A. Change language describing UL100
- Item B. Modify language describing academic probation for honors students
- Item C. Add HNRS 203 as a new course
- Item D. Add language describing HNRS 397
- Items E. Modify language describing HNRS 497

10. Speech-Language Pathology Program (SLP) – All items passed as written.

Item A. Adds Graduate Speech-Language Pathology (SLP) program

Item B. Adds text to other parts of the catalog relating to the addition of the SLP program

VII. Old Business -None

VIII. New Business

Item A. Approval of candidates for December graduation – Candidates were approved.

Item B. Election of School of Health Sciences representative to the Accreditation Committee – Dr. Russell was elected to serve as SHS rep to the Accreditation committee.

IX. Announcements – Various dates and events were discussed.

X. Meeting was adjourned by Chair Gourley at 4:18

Attachment to the General Faculty Meeting Agenda – November 28, 2017

IV. Report from the Provost Office

A. Establishes PEAK program: Professional Experience and Knowledge – Quality Enhancement Plan for FMU

This is an abridged version of the Executive Summary Report for the PEAK program. The full QEP can be found in the appendix.

The Francis Marion University (FMU) Quality Enhancement Plan (QEP), Professional Experience and Knowledge (PEAK), is the result of a broad-based, campus-wide effort to develop a long-range strategy for improving student learning. The QEP builds on the successful Ready to Experience Applied Learning (REAL) program that was initiated in 2008 at FMU. While the REAL program has provided students with a rich array of experiential learning opportunities, the new program, PEAK, will focus on professionalism. REAL broadens students' perspectives, largely through travel opportunities; PEAK will foster skills and experiences that are attractive to employers. PEAK will not replace the REAL program. Instead, it will provide a necessary complement, one that will help students transition from school to careers.

Francis Marion University has developed PEAK, a Quality Enhancement Plan that demonstrates institutional capability for initiating, implementing, completing, and assessing professionalization activities for students. Overall, PEAK will improve students' career-readiness through expanding students' knowledge of their intended professions and enhancing their professional skills.

V. **Report from Faculty Life Committee**

A. **MODIFY** on page 54 of the Faculty Handbook under Sick Leave

FROM:

The use of sick leave shall be subject to verification. When there is reason to believe that sick leave is being abused or when the absence is more than three consecutive workdays, a doctor's statement should be required before approval can be granted. The doctor's statement must describe the disability and give the inclusive dates. If sick leave is known in advance (example: surgery), the doctor's statement should be provided in advance of the leave.

TO:

The use of sick leave shall be subject to verification. When there is reason to believe that sick leave is being abused or when the absence is more than three consecutive workdays, a healthcare provider's statement should be required before approval can be granted. The healthcare provider's statement must describe the disability and give the inclusive dates. If sick leave is known in advance (example: surgery), the healthcare provider's statement should be provided in advance of the leave.

B. **MODIFY** on page 55 of the Faculty Handbook under Sickness or temporary disability due to pregnancy

FROM:

The date on which sick leave for maternity purposes is to begin shall be the determination of the employee and her doctor. In no event shall such date be prescribed unilaterally by an appointing authority except on the basis of professional medical opinion that the employee is physically incapable of performing normal duties or that continuing to perform normal duties would be hazardous to the employee. When an employee is anticipating an absence due to maternity, she should notify the Human Resources Office within the fourth month of pregnancy. It will be necessary for the requesting employee to provide a statement at the earliest possible date from her doctor to her chair/dean who will then forward the statement to the Human Resources Office recommending when the employee should stop work due to the pregnancy, noting the expected date of delivery, and noting the expected date when the employee would normally return to work. Dates set forth by the physician can be amended only by the physician and only for medical reasons based on the mother's condition as a result of pregnancy.

TO:

The date on which sick leave for maternity purposes is to begin shall be the determination of the employee and her healthcare provider. In no event shall such date be prescribed unilaterally by an appointing authority except on the basis of professional medical opinion that the employee is physically incapable of performing normal duties or that continuing to perform normal duties would be hazardous to the employee. When an employee is anticipating an absence due to maternity, she should notify the Human Resources Office within the fourth month of pregnancy. It will be necessary for the requesting employee to provide a statement at the earliest possible date from her healthcare provider to her chair/dean who will then forward the statement to the Human Resources Office recommending when the employee should stop work due to the pregnancy, noting the expected date of delivery, and noting the expected date when the employee would normally return to work. Dates set forth by the healthcare provider can be amended only by the healthcare provider and only for medical reasons based on the mother's condition as a result of pregnancy.

C. **MODIFY** on page 56 of the Faculty Handbook under Family Sick Leave

FROM:

For an extended illness, disability, or maternity leave exceeding the amount of accrued annual and/or sick leave, the employee may apply for leave-without-pay status for a period not to exceed 180 days. The written request for leave-without-pay status shall specify the inclusive dates and provide a physician's certificate describing the disability and giving the projected inclusive dates. The request will not be denied for bona fide illness or disability for permanent employees. Francis Marion University shall require a physician's certificate or other acceptable documentation verifying the disability and giving the projected inclusive dates of disability prior to approval. Only the physician can amend dates set forth by the physician. Francis Marion University may require additional documentation from the physician issuing the certificate or may secure additional medical opinions from other physicians. As long as disability is certified by a physician, the amount of leave authorized shall not exceed (1) 180 calendar days of combined leave with pay and leave without pay or (2) 180 working days of leave with pay; otherwise the employee shall forfeit reinstatement privileges and be separated from University service.

TO:

For an extended illness, disability, or maternity leave exceeding the amount of accrued annual and/or sick leave, the employee may apply for leave-without-pay status for a period not to exceed 180 days. The written request for leave-without-pay status shall specify the inclusive dates and provide a healthcare provider's certificate describing the disability and giving the projected inclusive dates. The request will not be denied for bona fide illness or disability for permanent employees. Francis Marion University shall require a healthcare provider's certificate or other acceptable documentation verifying the disability and giving the projected inclusive dates of disability prior to approval. Only the healthcare provider can amend dates set forth by the healthcare provider. Francis Marion University may require additional documentation from the healthcare provider issuing the certificate or may secure additional medical opinions from other healthcare providers. As long as disability is certified by a healthcare provider, the amount of leave authorized shall not exceed (1) 180 calendar days of combined leave with pay and leave without pay or (2) 180 working days of leave with pay; otherwise the employee shall forfeit reinstatement privileges and be separated from University service.

D. **MODIFY** on page 58 of the Faculty Handbook under Workers' Compensation

FROM:

Report to the Human Resources Office for further medical attention and CompEndium notification. (CompEndium will notify the physician or the ER of the injury and the arrival of the injured employee. The physician or the ER will call CompEndium before the injured worker leaves the facility to receive authorization for treatment. Immediately following, the Medical Manager Nurse Consultant will call the FMU Human Resources Office with a report on the status of the employee's condition and work status. The physician's report or case notes will be faxed within 24 hours of receipt of treatment.)

TO:

Report to the Human Resources Office for further medical attention and CompEndium notification. (CompEndium will notify the healthcare provider or the emergency department personnel of the injury and the arrival of the injured employee. The healthcare provider or the emergency department personnel will call CompEndium before the injured worker leaves the facility to receive authorization for treatment. Immediately following, the

Medical Manager Nurse Consultant will call the FMU Human Resources Office with a report on the status of the employee's condition and work status. The healthcare provider's report or case notes will be faxed within 24 hours of receipt of treatment.)

RATIONALE for A-D:

The School of Health Sciences has asked for us to consider updating the language of the Faculty Handbook. With the addition of the Family Nurse Practitioner and Physician Assistant programs at FMU, it seems appropriate that we update our handbook to recognize that there are more healthcare providers than just the physician. Changes were made to use the term "healthcare providers" to be more inclusive of those who could be providing care for a patient in the designated situations. Similarly, ER is an old term and doesn't make calls.

E. ADD to the current *Bylaws of the Faculty Senate*, under Art. IV, Sec. 3, part R.:

Q. Professional Experience and Knowledge (PEAK) Committee

1. *Membership and Chair.* The nine-member committee shall consist of a chair, who will be appointed by the Provost and serve as the PEAK Coordinator and eight other members, one elected by the voting faculty of the University from each of the following categories for three-year terms:

- a. Humanities
- b. Science and Mathematics
- c. Social Sciences and Psychology
- d. Fine Arts and Mass Communication
- e. School of Business
- f. School of Education
- g. School of Health Sciences
- h. Library

2. *Responsibilities.* The committee shall:

- a. oversee the implementation of the PEAK program;
- b. develop guidelines for allocating PEAK funds;
- c. evaluate faculty and departmental PEAK grant applications;
- d. make recommendations to the Provost about the allocation of PEAK funds;
- e. oversee accreditation requirements and assessment of the PEAK program;

Rationale:

The committee is needed to provide equitable evaluation of PEAK proposals and distribution of PEAK funds. It is also separate from the Accreditation Committee because the QEP Steering Committee and the administration believe it is not an accreditation issue and necessitates a degree

of effort that would be unrealistic to expect from that committee in addition to their regular duties. The committee membership is designed to be representative of the University community.

2. **Change** on Page 93 of the *Faculty Handbook* From:

B. Standing Committees

1. There shall be sixteen standing committees of the Faculty Senate:

Academic Affairs
Academic Freedom and Tenure Grievance
Accreditation
Admissions, Advising, and Retention
Budget Review and Planning
Distinguished Professor Selection
Faculty Grievance
Faculty Life
Grade Appeals
Graduate Council
Honors Program
Information Technology
Institutional Effectiveness
Mediation
Nominating
Professional Development

To:

B. Standing Committees

1. There shall be seventeen standing committees of the Faculty Senate:

Academic Affairs
Academic Freedom and Tenure Grievance
Accreditation
Admissions, Advising, and Retention
Budget Review and Planning
Distinguished Professor Selection
Faculty Grievance
Faculty Life
Grade Appeals
Graduate Council
Honors Program
Information Technology
Institutional Effectiveness
Mediation
Nominating
Professional Development
Professional Experience and Knowledge (PEAK)

Rationale: The new PEAK Committee should be added to the list of Standing Committees in the Faculty Handbook.

VI. Report from the Academic Affairs Committee

1. Proposal from the Department of Biology

A. **Modify** on page 64:

FROM:

Ecology: one course from
Biology 308, 317, 318, 402, 411, 412

TO:

Ecology: one course from
Biology 308, 314, 317, 318, 402, 411, 412

Rationale for A: This updates the listing of courses offered to fulfill the requirement in the biology secondary education option.

2. Proposal from the Chemistry Department

A. **Change**, on page 72 of the current catalog,

FROM:

The current chemistry curriculum consists of two tracks. The first is the track leading to the basic or minimal chemistry major. The second track is the curriculum leading to the American Chemical Society (ACS) certified degree. The ACS-certified degree requires additional advanced course work in chemistry, physics, and mathematics as well as undergraduate research.

TO:

The current chemistry curriculum consists of two tracks. The first is the track leading to the basic or minimal chemistry major. The second track is the curriculum leading to the American Chemical Society (ACS) certified degree. The ACS-certified degree requires additional advanced course work in chemistry and mathematics, as well as undergraduate research.

Rationale for A:

The ACS-certified degree does not require any advanced course work in physics.

B. **Change**, on page 72 of the current catalog,

FROM:

BASIC MAJOR

A basic major in chemistry includes the following:

1. Chemistry course requirements
 - a) eight hours of introductory courses: Chemistry 101-102

- b) a minimum of 28 hours beyond the 100 level, including Chemistry 201-202, 203, 301-302, 303, 402, and 499
- 2. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental students should also consider biology)
 - b) an 18-hour minor approved by the faculty adviser preferably from either:
 - i. physics, recommended for students who plan to attend graduate school
 - ii. biology, recommended for pre-medical or pre-dental students
 - iii. mathematics or computer science
- 3. Other requirements for a basic major in chemistry include Mathematics 201, 202, and 203 and Physics 200, 201, and 202
- 4. General Education courses for all Bachelor of Science degrees

TO:

BASIC MAJOR

A basic major in chemistry includes the following:

- 1. Chemistry course requirements
 - a) eight hours of introductory courses: Chemistry 101-102
 - b) a minimum of 28 hours beyond the 100 level, including Chemistry 201-202, 203, 301-302, 303, 402, and 499
- 2. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental students should also consider biology)
 - b) an 18-hour minor approved by the faculty adviser preferably from either:
 - i. physics, recommended for students who plan to attend graduate school
 - ii. biology, recommended for pre-medical or pre-dental students
 - iii. mathematics or computer science
- 3. Other requirements for a basic major in chemistry include Mathematics 201, 202, and 203 and Physics 201 and 202
- 4. General Education courses for all Bachelor of Science degrees

C. Change, on page 72 of the current catalog,

ACS-Certified Major

FROM:

An ACS-certified major in chemistry includes the following:

1. Chemistry course requirements
 - a) thirty-eight hours of core courses: Chemistry 101-102, 201-202, 203, 301-302, 303, 402, and 404
 - b) a minimum of 10 hours of advanced courses: Chemistry 405, 407, 408, 497, and 499
2. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental student should also consider biology)
 - b) an 18-hour minor approved by the faculty adviser preferably from either:
 - i. physics, recommended for students who plan to attend graduate school
 - ii. biology, recommended for pre-medical or pre-dental students physics, recommended for students who plan to attend graduate school
 - iii. mathematics or computer science
3. Other requirements for an ACS-certified major in chemistry include Mathematics 201, 202, 203, 301, 306; Physics 200, 201, 202; and English 318
4. General Education courses required for all Bachelor of Science degrees

TO:

An ACS-certified major in chemistry includes the following:

1. Chemistry course requirements
 - a) thirty-eight hours of core courses: Chemistry 101-102, 201-202, 203, 301-302, 303, 402, and 404
 - b) a minimum of 10 hours of advanced courses: Chemistry 405, 407, 408, 497, and 499
2. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental student should also consider biology)
 - b) an 18-hour minor approved by the faculty adviser preferably from either:
 - i. physics, recommended for students who plan to attend graduate school
 - ii. biology, recommended for pre-medical or pre-dental students physics, recommended for students who plan to attend graduate school
 - iii. mathematics or computer science
3. Other requirements for an ACS-certified major in chemistry include Mathematics 201, 202, 203, 301, 306; Physics 201 and 202
4. General Education courses required for all Bachelor of Science degrees

Rationale for B and C:

The proposed changes (B and C) will remove Physics 200 (4 hrs) and English 318 (3 hrs) from the course requirements for a major in chemistry. These changes will lower the number of non-chemistry credit hours required for the basic chemistry degree by 4 hrs, and will lower the credit hour requirement for the American Chemical Society chemistry degree (the ACS-certified degree) by 7 hrs.

The Chemistry Department currently requires a minimum of 132 credit hours for students to earn the ACS-certified degree. This is among the highest required for any other FMU degree. We would like to lower the non-chemistry credit hours required for our two chemistry degree tracks to get them closer to the 120 hour minimum required for a baccalaureate degree at Francis Marion University.

To ease this current credit hour burden on students who wish to pursue the ACS-certified or the basic chemistry degree, and to encourage more students to pursue the ACS-certified degree, we propose to remove Physics 200 and English 318 as a requirement for the ACS-certified degree, and to remove Physics 200 from the basic degree requirement. These changes will lower the credit hours for the ACS-certified degree by seven credit hours, and it will lower the basic chemistry degree requirement by four credit hours in the “other requirements” category for the chemistry degree.

This reduction in credit hours will not affect the ACS-certified degree requirements that we must maintain as governed by the American Chemical Society, which is the accreditation body for the ACS-certified degree.

No new faculty is needed for this proposal.

3. Proposals from School of Education

A. MODIFY on page 181 under GRADUATE EDUCATION PROGRAMS

FROM:

1. Master of Education (M.Ed.) with majors in Learning Disabilities (Special Education) and Instructional Accommodation (Divergent Learning). Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.
2. Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities. Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

TO:

1. Master of Education (M.Ed.) with a major in Instructional Accommodation (Divergent Learning) is designed for individuals who have completed a bachelor's degree (in Education or another field) and wish to increase their understanding of divergent learners, students with a non-traditional approach to learning. This program is appropriate for both educators and non-educators. Completion of this degree program does not lead to initial South Carolina teacher licensure.
2. Master of Education (M.Ed.) with a major in Learning Disabilities (Special Education) is designed for the teacher who wishes to add another certification area and learn more about teaching students with learning disabilities. This program includes coursework and related practicum to provide the knowledge and skills needed to work with this unique population of students. Completion of this degree program leads to initial Special Education Certification in Learning Disabilities, not initial South Carolina

teacher licensure.

3. Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities is designed for individuals who have completed a bachelor's degree in a field other than education and wish to teach school-age individuals with learning disabilities. This program includes coursework and related practicums which provide the knowledge and skills needed to work with this unique population of students. The final semester of the M.A.T. program includes coursework that is similar to the undergraduate student teaching block. Completion of this degree program leads to initial Special Education Certification and initial South Carolina teacher licensure.

Rationale: These revised program descriptions are consistent with information presented on the SOE website and clarified for selection of the most appropriate degree program applicants' career goals. Because licensure and certification options vary by degree, to make it clearer for students to select the most appropriate program for their professional goals, this information is being put in list form.

B. **MODIFY** on page 181-182 under GRADUATE CHECKPOINTS M.ED., PROGRAM COMPLETION CHECKPOINT III, number 2-3:

From:

2. Successful completion of Final Case Study
3. Completion of Mastery Test (Learning Disabilities only)

To:

2. Successful completion of course requirements for EDUC 769 / EDUC 796
3. Acceptable score on Learning Disabilities – Content Mastery Exam (M.Ed.-LD only)

Rationale: This change is for consistency with assessment names as the course and assignments have been revised in previous semesters.

C. **DELETE** on page 181-182 under GRADUATE CHECKPOINTS, PROGRAM COMPLETION CHECKPOINT III, number 4: Acceptable dispositions rating from Education 769

Rationale: This assessment is no longer administered in this course.

D. MODIFY on page 182 under GRADUATE CHECKPOINTS M.A.T - LD., ADMISSION TO STUDENT TEACHING, CHECKPOINT II:

From:

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 grade point average or higher.
2. Passing scores on all required parts of PRAXIS II (a) PLT (Principle of Learning and Teaching), (b) Special Education Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities.
3. Completion of the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the state of South Carolina.
4. Attendance at a mandatory meeting held the semester prior to Student Teaching. (Date and Time will be posted).
5. Submission of student packet (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and PRAXIS II/PLT scores no later than Reading Day of the semester prior to Student Teaching.
6. Positive recommendations from Education 746 and Education 746 (practicum) course instructors.
7. Acceptable dispositions rating in Education 611 and recommendation from course professor to continue in program.
8. Approval by the Learning Disabilities Program Committee.

To:

1. Acceptable dispositions rating in EDUC 611 and recommendation from course professor to continue in program.
2. Positive recommendations from EDUC 746 and EDUC 746 practicum course instructors.
3. Completion of all required program coursework (except 769 and 770) with a 3.0 grade point average or higher.
4. Passing scores on all required parts of PRAXIS II (a) PLT (Principle of Learning and Teaching), (b) Special Education Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities.
5. Attendance at a mandatory meeting held the semester prior to Student Teaching to discuss student teaching requirements. (Date and Time will be posted).
6. Submission of student packet (contents of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and PRAXIS II (PLT and Subject/Specialty Area) scores no later than Reading Day of the semester prior to Student Teaching.
7. Completion of the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and approval to student teach by the state of South Carolina.

Rationale: In order to make it clearer for students as a checklist as they progress through the program, the information in this list is being condensed and reordered.

E. MODIFY on page 182 under GRADUATE CHECKPOINTS M.A.T - LD., PROGRAM COMPLETION, and CHECKPOINT III:

FROM:

1. Successful completion of Teacher Candidate Work Sample (TCWS) including ADEPT and required unit assessments.
2. Successful completion of the FMU Final Case Study for Education 769
3. Completion of all end-of-program paperwork required for licensure and graduation.
4. Successful completion of Learning Disabilities Mastery Test
5. Successful dispositions rating in Education 770
6. Positive recommendation from SOE supervisor
7. Positive recommendation from P-12 supervisor
8. Approval of learning Disabilities Program Committee

TO:

1. Successful completion of EDUC 769 course requirements
2. Successful completion of Learning Disabilities – Content Mastery Exam
3. Completion of all end-of-program paperwork required for licensure and graduation
4. Successful completion of EDUC 770 course requirements
5. Successful dispositions rating in Education 770
6. Positive recommendation from SOE supervisor (University Supervisor)
7. Positive recommendation from P-12 supervisor (Cooperating Teacher)

Rationale: This change is for consistency with assessment names as the course and assignments have been revised in previous semesters; and organizes the list to order requirements as they progress through the final semester of the program.

F. **MODIFY** on p. 187, Course Description for EDUC 769

FROM:

769 Case Study, Small-Group, and Action Research in Special Education (3) (Prerequisites: All required courses for the M.A.T.-LD and M.Ed. – LD Program with the exception of electives; for M.A.T.-LD Corequisite for M.A.T. – LD only: Education 770) F, S. This course will address research paradigms for studying students with learning disabilities, and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities. The successful candidate will use the studies to evaluate change in his/her classroom by completing an action research investigation.

TO:

769 Action Research in Special Education (3) (Prerequisites: All required courses for the M.A.T.-LD / M.Ed. – LD Program with the exception of electives; Corequisite for M.A.T. – LD only: Education 770) F, S. This course will address action research, at the classroom and teacher level, as an inquiry approach to effective instruction and learning intended to improve student learning outcomes and achievement. The emphases of this course will include an investigation of instruction and learning in one classroom (case study) with an individual student or a small group of students (2-3) with learning disabilities; a review of the literature including published research supporting the efficacy of evidence-based practices and/or programs for students with learning disabilities; implementation of a selected evidence-based practice and/or program that appropriately addresses documented needs of the learner(s) included in their investigation; and the systematic process of data-based instructional decision-making. Candidates will have the opportunity to demonstrate and apply knowledge and skills acquired in the program in a way that can be sustained as daily reflective and high-quality practice in the classroom through completion of a field-based Action Research Project in which they collect, analyze, and respond to academic and/or behavioral data from a PK-12 student/(s) with learning disabilities. The successful candidate will report the details and results, including assessment and instructional decisions and recommendations, as well as reflections on the investigation/action research process, in a written report and presentation. This course is a hybrid course, with a combination of online/computer-based learning and up to 5 Saturday face-to-face class meetings on campus per semester, and should be taken in the final semester of the program. To complete the requirements of the course, field placement is needed, which requires that a current SLED background check be received and approved by the FMU School of Education (*MAT-LD candidates will use their internship placements for EDUC 770*). Students should check the “News and Announcements” webpage for specific SLED background check deadlines: <http://www.fmarion.edu/education/soenews/>

Rationale: This updated course description more accurately reflects revisions to the course and assignments in previous semesters.

G. ADD on page 185:

EDUC 626 Concepts and Methods in Education (3) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

EDUC 628 Planning for Teachers (3) 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. Consideration of methods for planning in the student's major content teaching field is emphasized.

EDUC 629 Classroom Management and Supervision (3) This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed, and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

Rationale: In response to the needs of some of our current students, these new courses will allow students to have more options. This will enable the School of Education to broaden the options for our graduate students.

H. MODIFY on page 181 in first column under GRADUATE EDUCATION PROGRAMS
under bullet number :

1. Master of Education (M.Ed.):
 - a. Learning Disabilities (Special Education)
 - b. Instructional Accommodation (Divergent Learning)
 - c. Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

I. ADD on page 183 before Master of Arts in Teaching

PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND
LEARNING

Coordinator: Dr. James Ritter

Students must complete 30 graduate hours.

3. Education Foundation Core15 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 622 Assessment of Learning and Behavior (3)
- Education 624 Behavior Management (3)
- Education 648 Educational Research (3)

4. Literacy Preparation6 Hours

- Education 637 Foundations of Reading (3)
- Education 737 Content Area Reading and Writing (3)

5. Pedagogical Preparation9 Hours

- Education 626 Concepts and Methods in Education (3)
- Education 628 Planning for Teachers (3)
- Education 629 Classroom Management and Supervision (3)

Rationale: This is the new program of study for M.Ed. Teaching and Learning.

J. MODIFY on page 181 under ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION GRADUATE PROGRAMS

FROM:

- 3. Submit appropriate recent (within five years) test scores on Graduate Record Examination or the Miller Analogies Test or a passing South Carolina score on the PRAXIS II (PLT) exam. A copy of a valid South Carolina teaching license may be used in lieu of test scores for M.Ed. programs

TO:

- 6. Submit current (taken within the last five years) passing scores on the appropriate test for the degree program applied:
 - a. M.Ed. Instructional Accommodation: GRE, Miller’s Analogy, or current teaching license
 - b. M.Ed. Learning Disabilities: current teaching license
 - c. M.Ed. Teaching and Learning: GRE, Miller’s Analogy, or current teaching license
 - d. M.A.T. Learning Disabilities: GRE, Miller’s Analogy, Praxis II (PLT)

Rationale for J: Because options for accepted tests vary by degree, to make it clearer for students, this information is being put in list form.

4. Proposal from the Gender Studies program and the School of Health Sciences, Healthcare Administration Program

A. MODIFY on page 167 of current catalog, column 2 under “Gender Students Courses (GNDR)...Courses eligible for the Gender Studies minor and collateral include the following:”

FROM:

Biology 213 Biology of Sex
English 250G Introduction to Literature: Examining Depictions of Gender
English 350N American Women Writers
English 385 Sex, Gender, and Literature
English 421 Gender and Public Rhetoric
History 321 Family and Gender in World History
History 324 History of Traditional East Asia
History 346 Civil War America
Health 301 Health Promotion and the 21st Century
Nursing 210 Women’s Health and Society
Psychology 312 Human Sexuality
Psychology 327 Psychology of Gender
Psychology 332 The Psychology of Relationships
Sociology 205 Courtship and Marriage
Sociology 306 Modern Social Problems
Sociology 315 Sex and Gender in Social Context
Sociology 331 Environment, Power, and Opportunity
Sociology 381 Sociology of Sport
Sociology 382 Families Public and Private
Sociology 407 Urban Sociology
Sociology 419 Population and Society

TO:

Biology 213 Biology of Sex
English 250G Introduction to Literature: Examining Depictions of Gender
English 350N American Women Writers
English 385 Sex, Gender, and Literature
English 421 Gender and Public Rhetoric
History 321 Family and Gender in World History
History 324 History of Traditional East Asia
History 346 Civil War America
Health 301 Health Promotion and the 21st Century
Interprofessional Healthcare 303 Understanding Sexual Health in Healthcare Settings
Nursing 210 Women’s Health and Society
Psychology 312 Human Sexuality
Psychology 327 Psychology of Gender
Psychology 332 The Psychology of Relationships
Sociology 205 Courtship and Marriage
Sociology 306 Modern Social Problems

Sociology 315 Sex and Gender in Social Context
Sociology 331 Environment, Power, and Opportunity
Sociology 381 Sociology of Sport
Sociology 382 Families Public and Private
Sociology 407 Urban Sociology
Sociology 419 Population and Society

RATIONALE:

The course titled, “Interprofessional Healthcare (IPHC) 303 Understanding Sexual Health in Healthcare Settings” was developed and approved in spring 2017, and is currently offered as an elective course with enrollment of mostly Healthcare Administration students. However, after reviewing the Gender Studies course offerings, the IPHC 303 course is an appropriate addition to the courses offered in the Gender Studies program.

5. Proposal from the School of Health Sciences (RN to BSN program option)

A. **MODIFY** on page 157, Admission Requirements for RN to BSN Degree Track

FROM:

Applicant’s previous overall academic success is the primary factor considered for admission to Nursing. In addition, Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following: 1) three professional references (preferably instructors and employers), 2) a copy of the applicant’s current unencumbered RN license.

TO:

Applicant’s previous overall academic success is the primary factor considered for admission to Nursing. In addition, Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following: (1) three professional references (preferably instructors and employers) and (2) a copy of the applicant’s active RN license. The applicant should be working in a healthcare role to complete practicum requirements.

Rationale for A: To increase the number of Associate/Diploma RN degree nurses to BSN-RN prepared nurses

6. Proposals from the School of Health Sciences, Healthcare Administration program

A. **MODIFY** on page 152 of current catalog, column 1 first paragraph under Major, following the text beginning “2. Minor/Collateral requirements...”.

FROM:

2. Minor/collateral requirements (two options) a) an 18-hour minor approved by the faculty adviser (either biology or chemistry is recommended) OR b) two 12-hour collaterals approved by the faculty adviser (biology and chemistry are recommended)

TO:

2. Minor/collateral requirements (two options) a) an 18-hour minor approved by the faculty adviser (~~either biology or chemistry is recommended~~) OR b) two 12-hour collaterals approved by the faculty adviser (~~biology and chemistry are recommended~~)

RATIONALE:

In the past, many students have been confused by the recommendations for minors listed in the catalog given that students can minor in any subject area and many have minored in Sociology, Psychology or Business. The text recommending minors should be removed so not to be limiting to students interested in pursuing minors in other areas.

B. **MODIFY** on page 153 of the current catalog, column 2 under course description for “457 Professional Capstone Course.”

FROM:

457 Professional Capstone Course (3: 1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

TO:

457 Professional Capstone Course (3) (Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456). This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

RATIONALE:

To effectively measure end-of-program outcomes for the Healthcare Administration program, the 457 Professional Capstone Course should be completed after and/or alongside the remaining IPHC courses to ensure that a student in the Healthcare Administration program has the ability to successfully demonstrate the cumulative knowledge and skills learned by the end of the program.

C. **MODIFY** on page 152 of the current catalog, column 2 under course description for “301 Professional Role and Practice.”

FROM:

301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

TO:

301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. ~~This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.~~

RATIONALE:

Since the development of the 301 Professional Role and Practice course, the clinical requirement originally included in the course description has not been implemented and was deemed unnecessary given that the course is implemented entirely online. The proposed change will accurately describe the current implementation of the course.

D. **MODIFY** on page 153 of the current catalog, under the table titled Healthcare Administration Plan of Study – Major Courses.

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):

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 (Fall):

Course:

IPHC/POL 215 Introduction to Public Administration (3)

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

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 (Spring):

Course:

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 (3-4-6)

~~*precepted clinical practice~~ ————— ~~** project based laboratory hours~~

RATIONALE:

The proposed changes to the plan of study will accurately describe the scheduled course offerings for courses required for the Healthcare Administration program ensuring that students are knowledgeable about when courses are offered and the number of credit hours awarded for each course.

E. ADD: Page 154 (After 500 Rural Health)

IPHC 545 Guided Graduate Health Sciences Elective (3, 2, or 1) (Permission of the Program Chair/Director) This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.

RATIONALE:

This course is needed because some of the APRN courses are odd credits. HRSA-based scholarship recipients need to be full-time each semester. Full-time status is not a problem in the Fall and Spring semester, but some courses in the summer only total five (5) credit hours leaving scholarship recipients scrambling for additional appropriate online credits. This year (summer 2017) the School of Health Sciences used an undergraduate (NURS 445) Guided Nursing Elective (Catalog, p. 157) to fill the gap so students could maintain their federal funding.

In anticipation of similar situation possibly occurring in the future with physician assistant or speech-language pathology students who may have to retake a course or become federally funded, it is prudent to develop this elective to be inter-professional.

7. Proposals from the School of Health Sciences, Nursing Department

- A. **ADD** on page 189 of the current catalog, under Graduate Nursing Program, Admission Requirements

Test of English as a Foreign Language (TOEFL) and IELTS

The TOEFL is required of all international students except those whose native language is English. The Department of Nursing requires higher TOEFL scores for admittance into the nursing programs than those required by the University. The Department of Nursing adheres to the National Council of State Boards of Nursing (NCSBN) research, which has led to recommendations for a minimum English proficiency standard for nurses to practice safely and effectively at entry level in the U.S. An acceptable TOEFL score of at a minimum 577 (233 on the computerized version or 90 on the Internet version) is required. In addition, a

minimum speaking score of 26 in the TOEFL iBT is required. Appropriate scores on the IELTS (International English Language Testing System) may be used in lieu of the TOEFL.

Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541-6161, USA.

RATIONALE:

In the past, many students with English as a second language have struggled or been unsuccessful in the nursing program. In reviewing their records, it was identified that many of these students did not have TOEFL scores because they were transfers from other schools. The scores listed above are the minimum scores recommended by the National Council of State Boards of Nursing as a standard for nurses to practice safely and effectively at the entry level into nursing in the US. These new admission requirements will identify students who are lacking in the necessary language skills before they are admitted to the nursing program.

B. **MODIFY** on page 191 of current catalog, first column

FROM:

506 Health Systems and Risk Management (3) SU **II**. This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

TO:

506 Health Systems and Risk Management (3) SU. This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

RATIONALE:

Change is made to be consistent with how other summer courses are listed.

C. **MODIFY** on page 191 of current catalog, first column

FROM:

505 Population Health and Epidemiology (3) **(Prerequisites: 502 and 503)** S. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

TO:

505 Population Health and Epidemiology (3) S. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies.

The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

RATIONALE:

The pre-requisites are deleted because they are not required for students to be successful in this course.

D. **MODIFY** on page 191 of the current catalog, second column

FROM:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

TO:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

RATIONALE:

Faculty identified that additional pre-requisites were needed for students to be successful in this course.

E. **MODIFY** on page 191 of the current catalog, second column

FROM:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

TO:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner

expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

RATIONALE:

Faculty identified that additional pre-requisites were needed for students to be successful in this course.

F. **MODIFY** on page 192 of the current catalog, first column

FROM:

710 Education Capstone Seminar (3) F (~~Prerequisites: APRN 501, 502, 503, 504~~). This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

TO:

710 Education Capstone Seminar (3) F. This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

RATIONALE:

The pre-requisites are deleted because they are not required for students to be successful in this course.

8. Proposals from the Department of History

A. **MODIFY**, on page 101 of the current catalog, under **History Courses (HIST)**

FROM:

487 The History Internship (3) Provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature. Completion of 18 hours in history and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. The History Internship cannot be repeated.

TO:

487 The History Internship (3) (Prerequisites: Permission of department. Student must have a grade of C or higher in History 299, at least 12 hours in history, and a grade point average of 3.0 or higher in his/her major courses.) By request. Provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature. Students must submit an application for History 487 and receive departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. The History Internship cannot be repeated.

Rationale:

History 487 is a labor-intensive course that requires students to work for a third party, during which they must analyze documents; identify important people, events, legislation; and place these documents within historical context. By setting high standards for these students, the third parties for whom the students work can be assured of getting well-vetted interns who are ready and able to assume in short order the duties expected of them.

B. MODIFY, on page 101 of the current catalog, under **History Courses (HIST)**

FROM:

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) By request. 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. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken for credit (three hours) towards the Honors degree by special arrangement.

TO:

497 Special Studies (3), (2), or (1) (Prerequisites: Permission of department. Students must have a grade of C or higher in History 299, at least 12 hours in history, and a grade point average of 3.0 or higher in his/her major courses.) By request. 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:

History 497 is an independent study that requires students to demonstrate they have the skills necessary to conduct research, analyze documents, and write a cogent paper outside of a classroom environment. These are skills that are developed in their History classes, particularly History 299.

C. MODIFY, on page 101 of the current catalog, under **History Courses (HIST)**

FROM:

499 Senior Thesis (3) (Prerequisite: 299 and 18 hours in history) A writing-intensive senior seminar in which History majors conduct significant independent research. The course is designed to give students an in-depth experience of reading critically both primary and secondary sources and of developing and defending a position as an historian does.

TO:

499 Senior Thesis (3) (Prerequisite: A grade of C or higher in History 299 and 18 hours in history) A writing-intensive senior seminar in which History majors conduct significant independent research. The course is designed to give students an in-depth experience of reading critically both primary and secondary sources, and of developing and defending a position as an historian does.

Rationale:

History 499 is the capstone course for History majors. It is important that History majors have demonstrated the skills required to do well in that course, which has led to the additional requirement of a grade “C” or higher in History 299, our historical methods class.

D. **ADD** on page 98 of the 2017-18 catalog prior to “HISTORY COURSES (HIST),” the following:

HISTORY SECONDARY EDUCATION OPTION

Coordinator: Dr. Chris Barton

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.

The Department of History provides the knowledge base for students licensing to teach Social Studies in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education: critical thinking, collaboration, and reflection. Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the History courses listed for licensure in secondary education by the School of Education.

The History Secondary Education Option requires completion of the following courses. These include General Education courses, History courses, Education courses, and student teaching.

General Education requirements.....	48 hours
Communications.....	9 hours
English 101 (or 101E), 102.....	6 or 7
Speech Communication 100.....	3
Social Studies.....	9 hours
Political Science 101.....	3
Geography 102.....	3
Economics 203 or 204.....	3
Humanities.....	12 hours
Literature (any language).....	3
History.....	3
Sociology 101.....	3
Art 101, Music 101, or Theatre 101.....	3
Mathematics.....	6 hours
Natural Sciences.....	12 hours
Biology.....	4
Chemistry, Physics, or Physical Science.....	4
Psychology 206/216.....	4
History requirements.....	33 hours
a. 12 hours at the 100-199 level (recommended students take both HIST 101 and 102)	
b. History 299 (to be taken during the sophomore year)	

c. 15 hours of additional coursework, which must include at least one course from each of the following groups:
 GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 GROUP C: HIST 300, 303, 307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406

d. History 499 (to be taken during the spring semester of the junior year or fall semester of the senior year)

Education requirements.....	42 hours
Pre-Professional Education.....	7 hours
Education 190/191 (co-requisites)	4
Education 305.....	3
<i>Praxis CORE exam must be passed prior to admission to the Education program</i>	
Professional Education.....	20 hours
Education 310.....	3
Education 311.....	3
Education 313.....	1
Education 322.....	3
Education 380.....	2
Education 393 and 437 (concurrent)	5
Education 411.....	3
Student Teaching Block.....	15
Education 487.....	3
Education 490.....	12
 Total hours required for graduation.....	 123

Rationale:

The addition of this program is to meet a growing need for Social Studies teachers in South Carolina. According to Leib Stucher, Linda Darling-Hammond, and Desiree Carver-Thomas of the Learning Policy Institute, the “Great Recession” led school districts throughout the country to reduce or eliminate classes and programs, and to let teachers go. As the economy has recovered, those same districts are expanding or reinstituting those classes and programs, and hiring more teachers. However, the U.S. Department of Education and South Carolina’s Center for Educator, Recruitment, Retention, and Advancement (CERRA) have found that the school districts are not able to provide enough Social Studies teachers, including at the secondary education level, to meet demand. Indeed, by 2027-28, CERRA anticipates a shortage of 650 Social Studies teachers statewide, an increase of over 800 percent versus the current shortfall of 74 instructors. CERRA further found that more than half of all teacher vacancies are located in two regions of South Carolina, the Pee Dee and the Lowcountry. Both President Carter and the Dean of the FMU School of Education, Tracy Meetze-Holcombe, are in agreement that a History Secondary Education Option program will allow FMU to help school districts within and outside the Pee Dee to meet this shortage of Social Studies teachers. In so doing, the university will strengthen further its mission to serve the Pee Dee and the people of South Carolina.

Those students who take the History Secondary Education Option will be required to take certain classes to meet their General Education requirements, including Political Science 101,

Geography 102, Economics 203 and 204, and Psychology 206/216. This is designed to provide them core knowledge that will help them pass the PRAXIS II exam.

Works Used

CERRA, 2016. *Teacher Supply Study Report*.

https://www.cerra.org/uploads/1/7/6/8/17684955/teacher_supply_study_5-11-16_1.pdf, accessed 30 August 2017.

CERRA, 2017. *A Report on the Fall 2016 Supply and Demand Survey*.

http://www.cerra.org/uploads/1/7/6/8/17684955/2016_supply_demand_report.pdf, accessed 4 September 2017.

Stucher, Leib, Linda Darling-Hammond, and Desiree Carver-Thomas, 2016. "A Coming Crisis in Teaching?: Teacher Supply, Demand, and Shortages in the U.S," Learning Policy Institute. <https://learningpolicyinstitute.org/product/coming-crisis-teaching-brief>, accessed 4 September 2017.

U.S. Department of Education, 2016. *Teacher Shortage Areas: Nationwide listings, 1990-1991 through 2016-2017*.

<https://www2.ed.gov/about/offices/list/ope/pol/teacheshortageareasreport2017.pdf>, accessed 30 August 2017.

E. **CHANGE**, on page 98 of the current catalog:

FROM:

MAJOR

TO:

MAJOR IN HISTORY

Rationale:

The highlighting in the catalog – the same as what other programs have done – will allow the department to differentiate between a standard major and the secondary education program in History (which will also be highlighted. See below.)

9. Proposal from FMU Honors Program

A. **CHANGE** on page 169 of the 2017-2018 Catalog

FROM

The Honors curriculum consists of designated "gateway" sections of University Life 100; Honors sections of regular courses....

TO

The Honors curriculum consists of Honors sections of regular courses....

Rationale for A: Honors sections of UL100 are being phased out.

B. **MODIFY** on page 169 of the 2017-2018 Catalog

FROM

Honors students should complete Honors hours as follows in order to maintain eligibility:

- Of the first 15 hours, at least 1-3 should be Honors at 3.0 grade point average or higher
- Of the first 30 hours, at least 6 should be Honors at 3.25 grade point average or higher
- Of the first 60 hours, at least 12 should be Honors at 3.25 grade point average or higher
- Of the first 90 hours, at least 18 should be Honors at 3.25 grade point average or higher

~~Students who do not achieve these hours may be required to present a one-semester plan for correcting the deficiency and be placed on Honors probation during that semester???. Students who do not achieve their plan will be deemed ineligible for FMU Honors.~~

For further information, contact the Director of FMU Honors.

TO

Honors students should complete Honors hours as follows in order to maintain eligibility:

- Of the first 15 hours, at least 1-3 should be Honors at 3.0 grade point average or higher
- Of the first 30 hours, at least 6 should be Honors at 3.25 grade point average or higher
- Of the first 60 hours, at least 12 should be Honors at 3.25 grade point average or higher
- Of the first 90 hours, at least 18 should be Honors at 3.25 grade point average or higher

For further information, contact the Director of FMU Honors.

Rationale for B: In practice, Honors hours are not tracked; students are not probated for academic non-participation.

C. **ADD** on page 169-170 of the 2017-2018 Catalog

HONORS COURSES (HNRS)

200 Honors Science Symposium (1) Requires students to prepare for, attend, and respond in writing to the weekly Science Symposium. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semesters. May be taken twice for credit.

201 Honors Humanities & Social Sciences Symposium (1) Requires students to meet once a week to discuss a recent art/cultural event (plays, concerts, Humanities/Social Science lectures, etc.,) or interview area artists/

humanists/arts administrators. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semester. May be taken twice for credit.

202 Honors Leadership Symposium (1) Requires students to meet once a week with local civic/government leaders, entrepreneurs, university donors or other area leaders and/or to discuss relevant topics (downtown development, taxation, philanthropy, etc.). Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semester. May be taken twice for credit.

203 Honors Service Symposium (1) Requires students to meet once a week with local community service or charitable foundation leaders (for instance, Special Olympics, Habitat for Humanity or Humane Society) to discuss and create opportunities for involvement and volunteerism, and to select and perform community service. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semester. May be taken twice for credit.

250-259 Honors Special Topics in Social Sciences (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Social Sciences. May be taken for General Education credit as a Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

Rationale for C: 203 Service Symposium replacing UL100/Honors and its service opportunity.

D. ADD on p. 170 of the 2017-2018 Catalog:

397 Honors Colloquium (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

Rationale for D: this long-standing policy meant to accommodate study-abroad Honors students was mistakenly excised from current catalog text.

E. MODIFY On p. 170 of the 2017-2018 Catalog:

FROM

497 Special Studies (3) In various disciplines, PRS 499 Advanced Study (3), or Nursing 445 Guided Nursing Elective (3) may be taken for Honors

credit, by special arrangement, in place of HNRS 491-499. Students who successfully complete the Washington Semester Program may count three credit hours of POL 497-H WS, ENG 498-H WS, or PSY 310-H WS in place of 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements.

*Incoming Freshman Honors students should take UL 100-H, the University Life course specifically for Honors students, which counts for Honors credit.

*See also the Washington Semester Program below.

TO

497 Special Studies (3) In various disciplines, PRS 499 Advanced Study (3), or Nursing 445 Guided Nursing Elective (3) may be taken for Honors credit, by special arrangement, in place of HNRS 491-499. Students who successfully complete the Washington Semester Program may count three credit hours of POL 497-H WS, ENG 498-H WS, or PSY 310-H WS in place of Honors 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements.

~~*Incoming Freshman Honors students should take UL 100 H, the University Life course specifically for Honors students, which counts for Honors credit.~~

Rationale for E: Adding “Honors” clarifies class designation; UL100/Honors being phased out.

10. Proposal from the Speech-Language Pathology Program (SLP)

A. Adds a Graduate Speech Pathology (SLP) program, including new courses

FROM:

(Source: Minutes General Faculty Meeting October 15, 2015
5. Office of the Provost
Item B. Adds a Speech Pathology program, including new courses)

Proposal from the Office of the Provost:

Add on page 238 of the current catalog (after Graduate Psychology Program)

GRADUATE SPEECH PATHOLOGY PROGRAM MASTER OF SCIENCE IN SPEECH PATHOLOGY

Coordinator of Speech Pathology: TBA

An application for provisional accreditation will be submitted by FMU to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American

Speech-Language-Hearing Association (ASHA) once the program has been approved by the South Carolina Committee on Higher Education (CHE) and the South Carolina State Board of Education. Graduates will be eligible for certification by the Board of Examiners in Speech-Language Pathology and Audiology and by ASHA in the form of the Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP). Graduates who wish to work in the school system will be eligible for licensure by the South Carolina Department of Education.

MISSION STATEMENT

The Francis Marion University Speech Pathology Program seeks to provide a comprehensive academic course of study combined with clinical experiences in a variety of settings in order to prepare graduates who are ready to provide the highest quality assessment and treatment for persons with communication disorders.

ADMISSION REQUIREMENTS

All applications to the program must be submitted to the FMU Graduate Office. To complete the application a student must:

1. Complete a Bachelor's degree from a regionally accredited institution with at least a 3.0 grade point average based on a 4.0 scale.
2. Submit official transcript (s) of all undergraduate and graduate work from accredited institutions.
3. Pay the nonrefundable graduate application fee.
4. Submit scores from the Graduate Record Examination taken within the last five years.
5. Provide a criminal background check.
6. Provide three letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
7. Provide a personal statement of 400-750 words explaining the student's reason for applying to the program and describing his/her clinical experience.
8. Have at least a 3.0 grade point average on a 4.0 scale in all program prerequisites.
9. Complete all prerequisites including the Pre-Professional Course sequence.

Prerequisite courses to be completed before matriculation:

1. At least 3 credits in Biological Sciences
2. At least 3 credits in Social/Behavioral Sciences
3. At least 3 credits in a Physical Science (preferably physics or chemistry)
4. 3 credits in statistics

For those who have an undergraduate degree in another field, a post-baccalaureate sequence of courses must be completed before matriculation (see "Pre-Professional Courses" section below for further information):

1. Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
2. Language and Speech Development (3 credits)
3. Introduction to Speech and Language Disorders (3 credits)
4. Phonetics (3 credits)
5. Clinical Observation (25 hours)

Completed applications are reviewed for merit by the Speech Pathology Admissions Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received and the number of places available in the program at the time of the application. Offers for admission are given to those who show the most promise of success in graduate studies. Applications should be submitted by March 1 of each year for a start in the fall semester of that year. Application materials received after the application deadline may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all material to complete his/her application. Only completed applications, with all required materials, will be reviewed for possible admission.

REQUIREMENTS FOR MASTER OF SPEECH PATHOLOGY

To receive a Master of Speech Pathology from FMU, a student must fulfill the following requirements:

For those students who do not have an undergraduate degree in the field, specific leveler courses must be taken prior to formally beginning the graduate degree sequence.

Pre-Professional Courses.....13 hours

- SP 501 Anatomy and Physiology of the Speech and Hearing Mechanism
- SP 507 Language and Speech Development
- SP 510 Introduction to Speech and Language Disorders
- SP 515 Phonetics
- SP 520 Structured Clinical Observation

MS Program

Fall Semester I15 hours

- SP 531 School Age Language Disorders
- SP 537 Speech and Hearing Science
- SP 540 Communication Disorders in the Birth to Five Population
- SP 545 Introduction to Multicultural Issues
- SP 547 Neurology of Speech-Language and Hearing
- SP 550 Beginning Clinical Practicum

Spring Semester I.....15 hours

- SP 561 Dysphagia
- SP 567 Research Methods I
- SP 570 Audiology and Aural Rehabilitation
- SP 575 Adult Language Disorders
- SP 580 Clinical Practicum
- SP 581 Hearing Clinical Practicum

Summer I.....6 hours

- SP 591 Motor Speech Disorders
- SP 595 Medical Aspects of Speech-Language Pathology

Summer II.....3 hours

- SP 601 Advanced Clinical Practicum I

Fall Semester II.....12 hours

- SP 607 Augmentative/Alternative Communication
- SP 610 Professional Issues and Ethics

SP 615 Voice Disorders
SP 617 Fluency Disorders
SP 620 Advanced Clinical Practicum II

Spring Semester II.....**12 hours**

SP 621 Advanced Clinical Practicum III
SP 630 Research Methods II: Capstone Project

COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be taken at FMU. A course may be repeated only once. Speech Pathology students may repeat only one course. That one course may be repeated only with written approval from the program director. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

PRE-PROFESSIONAL COURSES IN SPEECH PATHOLOGY (SP)

501 Anatomy and Physiology of the Speech and Hearing Mechanism (3) SU. This course provides an overview of the anatomical and physiological bases of human communication: respiration, phonation, resonance, articulation, and basic neurological concepts. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

507 Language and Speech Development (3) SU. This course addresses the theory and evidence associated with the development of phonology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in child language development. This course will help students gain a better understanding of the difference between normal development and disordered development.

510 Introduction to Speech and Language Disorders (3) SU. This course is an introduction to the nature, assessment, and treatment of speech and language disorders. The course will help prepare students for working with pediatric and adult populations with speech and language disorders.

515 Phonetics (3) SU. This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet.

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

GRADUATE COURSES IN SPEECH PATHOLOGY (SP)

531 School Age Language Disorders (3) F. This course provides students with a foundation of knowledge about the etiology and characteristics of language disorders in school-age children. Students will discuss the evolving language demands that children encounter as they progress through school, and will explore the impact of language disorders on academic performance and

social interaction in the classroom. The relationship between oral and written language is emphasized.

537 Speech and Hearing Science (3) F. This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, acoustics of voice and speech production.

540 Communication Disorders in the Birth to Five Population (3) F. This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, and principles and methods of assessment and intervention.

545 Introduction to Multicultural Issues (1) F. This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity and students will learn to evaluate how cultural variables impact service delivery and treatment options.

547 Neurology of Speech-Language and Hearing (3) F. This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing. This course will increase knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.

550 Beginning Clinical Practicum (2) F. This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

561 Dysphagia (3) S. This course examines the anatomical bases of normal and disordered swallowing in children and adults. The course will prepare students to assess and diagnose swallowing disorders across the lifespan.

567 Research Methods I (3) S. This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice.

570 Audiology and Aural Rehabilitation (3) S. This course is an introduction to the theory and techniques of pediatric and adult audiology and the habilitation and rehabilitation of hearing differences across the lifespan.

575 Adult Language Disorders (3) S. This course introduces students to the prevention, assessment, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, and traumatic brain injury.

580 Clinical Practicum (2) (Prerequisite: 550) S. This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

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

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

595 Medical Aspects of Speech-Language Pathology (3) SU. This course will provide students in medical field placements with knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, goal setting, interdisciplinary team approaches, prioritizing treatment concerns and discharge planning. Case study presentations and discussion will be generated from students' field placement experiences.

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

607 Augmentative/Alternative Communication (1) F. This course provides fundamental knowledge of the principles and functions of augmentative and alternative communication. The course will provide students with the skills needed to assess the needs of differing populations and determine the best treatment strategies.

610 Professional Issues and Ethics (1) F. This course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of speech therapy.

615 Voice Disorders (2) F. This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults.

617 Fluency Disorders (2) F. This course explores the theoretical and diagnostic approaches to the modification of stuttering behavior. Students will learn to identify normal and abnormal anatomy as it relates to speech production and will learn to assess and diagnose fluency of speech across the lifespan.

620 Advanced Clinical Practicum II (6) (Prerequisite: 601) F. This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

621 Advanced Clinical Practicum III (9) (Prerequisite: 620) S. This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

630 Research Methods II: Capstone Project (3) (Prerequisite: 567) S. This course will increase knowledge of applied research and research design, data collection, analysis and presentation of results.

TO:

ADD on page 202 of the current catalog (after Graduate Psychology Program)

Master of Science in Speech-Language Pathology: Medically Focused

Speech-Language Pathology Program Director: Dr. W. Freda Campbell-Wilson

The program is in the pending phase of Candidacy and Accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American

Speech-Language-Hearing Association (ASHA). *See CAA Website: <http://caa.asha.org> E-mail: accreditation@asha.org for more detailed information and/or contact the FMU MSLP Program Director to discuss what this means. *

Graduates will be eligible for certification by the Board of Examiners in Speech-Language Pathology and Audiology and by ASHA in the form of the Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP). Graduates who wish to work in school Speech-Language Pathology will be eligible for licensure by the South Carolina Department of Education as well as other states. *See South Carolina and ASHA School SLP websites for additional information.

MISSION STATEMENT

The Francis Marion University Speech-Language Pathology (SLP) Program seeks to provide a comprehensive academic course of study combined with diverse clinical experiences in a variety of settings, in order to prepare graduates capable of providing high quality assessment and treatment for persons with communication disorders. The FMU MSLP is a Medically Focused Program designed to provide a diverse set of skills crucial for the professional success of Twenty-First Century Speech-Language Pathologists.

ADMISSION REQUIREMENTS

All applications to the program must be submitted on-line. To complete the application a student must:

1. Have earned a Pre-Professional Bachelor's Degree in Speech-Language Pathology or a Bachelor's degree in a related area from a regionally, nationally or internationally, accredited institution with at least a 3.0 grade point average based on a 4.0 scale.
2. Submit official transcript(s) of all undergraduate and graduate work from accredited institutions.
3. Pay the non-refundable graduate application fee.
4. Submit scores from the Graduate Record Examination (GRE) taken within the last five years. Current GRE scores preferred.
5. Provide a criminal background check before their face-to-face interview.
6. Provide three letters of recommendation from former professors and/or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred. However, letters from non-academic settings may be accepted, i.e., from supervisors and/or individuals capable of providing a professional assessment of the prospective student's potential. Contact the Program Director regarding questions you may have regarding letters of recommendation.
7. Provide proof of immunizations prior to matriculation.
8. Provide all Supplemental Application Materials, i.e. Clinical Clock Hours, Writing Samples, and/or other materials as requested.
9. Provide a personal statement between 1,000 to 1,500 words explaining the student's reason for applying to the program and describing his/her professional background experience (s).
10. Have at least a 3.0 grade point average on a 4.0 scale in all program prerequisites.
11. Complete all required prerequisites in the FMU Pre-SLP Preparation Course Sequence (PSPCS) at FMU or from a regionally, nationally, or internationally accredited university.

Only fully completed application (with all required materials) will be reviewed for interviews. Applicants are responsible for the completeness of their application. Completed applications are reviewed for merit by the **FMU SLP Admissions Committee**. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received and the number of places available in the program at the time of the application. **Offers for admission are given to those who show the most promise for success in MSLP graduate studies.**

Applications for early admission into the MSLP Program will open on **March 1**. The final admission deadline is **May 1**. Application materials received after March 1 will be automatically rolled over to the May 1 deadline. These applicants will be wait-listed and evaluated by the FMU MSLP Admissions Committee for any available slots per each cohort. It is the applicant's responsibility to compile all materials to complete his/her application. Only completed applications, with all required materials, will be wait listed and considered for admission if slots become available.

NON-SLP UNDERGRADUATE MAJORS:

Candidates who have an undergraduate degree in a field other than Communication Sciences and Disorders must successfully complete a post-baccalaureate sequence of courses before receiving full admission into the FMU MSLP program. Prior to enrolling in the FMU MSLP Pre-SLP Preparation Courses, students must have completed the following natural sciences, sociological, psychological and quantitative courses:

12 hours of general education in natural, sociological, psychological and quantitative sciences required.

1. At least 3 credit hours in Biological Sciences
2. At least 3 credit hours in Social/Behavior Sciences
3. At least 3 credit hours in a Physical Science (preferably Physics or Chemistry)
4. Three credit hours in a mathematically based Statistics course.

25 hours of Speech-Language Pathology, Audiology and Speech and Hearing Sciences Coursework

PRE-SLP PREPARATION COURSES

- SLP 501 Anatomy and Physiology of the Speech and Hearing Mechanisms (3 hours)
- SLP 504 Speech and Language Disorders Across the Lifespan (3 hours)
- SLP 505 Principles of Assessment and Treatment in Communication Disorders (3 hours)
- SLP 506 Multicultural Aspects of Communication Differences and Disorders (3 hours)
- SLP 507 Language and Speech Development (3 hours)
- SLP 508 Hearing Sciences and Audiological Disorders (3 hours)
- SLP 510 Introduction to Speech and Language Disorders (3 hours)
- SLP 515 Phonetics and Phonology (3 hours)
- SLP 520 Structured Clinical Observations and Pre-Clinical Simulation Experiences: 25 to 50 clinical hours under the direct supervision of an ASHA Certified SLP and/or Audiologist (1 hour)

All students who have an undergraduate degree in a field other than Communication Disorders, must complete all required FMU Pre-SLP Preparation courses (specific leveler courses) prior to formally beginning the graduate degree sequence. Admission to our FMU MSLP Program is conditional until all courses in the Pre-SLP Preparation course work are completed with a B or better. Close and constant collaboration with the FMU MSLP Graduate Advisor is recommended to ensure all “leveler coursework” is acquired, submitted and accepted in order to finalize admission to the FMU MSLP Program.

MASTER OF SPEECH-LANGUAGE PATHOLOGY PROGRAM CURRICULUM

YEAR ONE

- Fall Semester..... 15 hours**
 SLP 531 School Age Language Disorders (3)
 SLP 537 Speech and Hearing Science (3)
 SLP 540 Communication Disorders in the Birth to Five Population (3)
 SLP 547 Neurology of Speech-Language and Hearing (3)
 SLP 550 Beginning Clinical Practicum (1)
 SLP 530 Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (2)
- Spring Semester..... 15 hours**
 SLP 561 Dysphagia (3)
 SLP 567 Research Methods I (3)
 SLP 570 Audiology and Aural Rehabilitation (3)
 SLP 575 Adult Language Disorders (3)
 SLP 580 Clinical Practicum (2)
 SLP 581 Hearing Clinical Practicum (1)
- Summer I..... 8 hours**
 SLP 591 Motor Speech Disorders (3)
 SLP 595 Medical Aspects of Speech-Language Pathology (3)
 SLP 545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1)
 SLP 601 Advanced Clinical Practicum I (1)
- Summer II..... 4 hours**
 SLP 601 Advanced Clinical Practicum I (4)

YEAR TWO

- Fall Semester..... 12 hours**
 SLP 607 Augmentative/Alternative Communication (1)
 SLP 610 Professional Issues and Ethics (1)
 SLP 615 Voice Disorders (3)
 SLP 617 Fluency Disorders (1)
 SLP 620 Advanced Clinical Practicum II (3)
 SLP 635 Instrumentation in Communication Sciences and Disorders (3)
- Spring Semester..... 9 hours**
 SLP 621 Advanced Clinical Practicum III (6)
 SLP 630 Research Methods II: Capstone Project (3)

Summer Semester..... 9 hours

- SLP 580 Clinical Practicum (1)
- SLP 601 Advanced Clinical Practicum I (2)
- SLP 620 Advanced Clinical Practicum II (2)
- SLP 621 Advanced Clinical Practicum III (3)
- SLP 581 Hearing Clinical Practicum (1)

During the Summer Semester Year Two of the MSLP Program, 9 hours of Clinical Practicum will be offered at variable credit hour amounts in order to allow students to complete clinical practicum requirements needed for graduation and application for CCC-SLP. Students may enroll in these Clinical Practicum courses more than one, and for variable credits, semester in order to complete their clinical practicum hour requirements for national board certification.

Total Credit Hours Required for Graduation.....63 hours

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

COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be taken at FMU. A course may be repeated only once. Speech-Language Pathology students may repeat only one course. That one course may be repeated only with written approval from the MSLP Program Director. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

DEGREE AND NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in Speech-Language Pathology (SLP) **as either graduate students or as graduate non-degree students.**
2. Graduate non-degree students do not seek a Master's degree at FMU but choose to take courses necessary to complete pre-requisite requirements for admission to the Masters of Speech-Language Pathology at FMU or other institutions. In addition, Graduate Non-Degree students may wish to take courses for professional growth, personal enrichment, and/or licensure.
3. Changing from Non-Degree to Degree status will require **a new application**, which must be completed and submitted to the Masters of Speech-Language Pathology Program (MSLP), following all MSLP requirements as delineated in the FMU catalog.
4. Completion of the FMU Pre-SLP Preparation Course Sequence is an independent process necessary for persons interested in obtaining a Master's Degree in SLP (MSLP), because they do not hold the Bachelor's degree in Speech-Language Pathology.
5. The FMU Pre-SLP preparation Course Sequence consists of 24 credit hours in Speech-Language Pathology (critical leveler courses) and 12 General Education/Basic Sciences courses.

6. The Masters of Speech-Language Pathology Program (MSLP) will provide students interested in obtaining a Masters of Speech-Language Pathology (MSLP) from Francis Marion University with a list of all FMU Pre-SLP Preparation required courses.
7. **Students desirous of obtaining the Master's Degree in Speech-Language Pathology (MSLP) at FMU must complete all FMU Pre-SLP Preparation Courses before they obtain full admission to the FMU Masters of Speech-Language Pathology.**
8. Non-SLP majors seeking to matriculate in the SLP (MSLP) at FMU may apply for admission; however, they will be admitted conditionally. Full admission to the Francis Marion University Masters of Speech-language Pathology will only be granted to persons holding an undergraduate (Pre-Professional) degree in Speech-Language Pathology or having completed the FMU required SLP Pre-Requisites.

PRE-SLP PREPARATION COURSE DESCRIPTIONS

SLP 501: Anatomy and Physiology of the Speech and Hearing Mechanism (3)

This course provides an overview of the anatomical and physiological bases of human communication: respiration, phonation, resonance, articulation, and basic neurological concepts. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

SLP 504 Speech and Language Disorders Across the Lifespan (3)

This course is a comprehensive survey of Speech and Language Disorders across the life span. Students will be introduced to the fundamental nature of various Speech and Language Disorders. In addition, an overview of the basic principles of the assessment and treatment of Speech and Language Disorders will be reviewed.

SLP 505 Principles of Assessment and Treatment in Communication Disorders (3)

This course provides a framework for understanding the assessment process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information, report writing, and presentation of findings. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Standardized testing, as well as alternatives to standardized testing, is explored.

SLP 506 Multicultural Aspects of Communication Differences and Disorders (3)

This course will allow students to explore the variety of issues related to culture and communication differences and/or disorders and the need to become a culturally competent clinician. The information examined in this course will serve as a catalyst to encourage students to examine their own values and beliefs, acknowledge the similarities and differences that exist among clients, and examine the cultural, verbal, and nonverbal factors that influence the clinical situation.

SLP 507: Language and Speech Development (3)

This course addresses the theory and evidence associated with the development of phonology, syntax, semantics, and pragmatics as well as cultural and linguistic variations in child speech and language development. This course will help students gain a better understanding of the difference between normal communication development and disordered communication development.

SLP 508 Hearing Sciences and Audiological Disorders (3)

This course is designed to provide a comprehensive survey of Hearing Sciences and Audiological Disorders. Basic concepts, principles, and relevant topics that pertain to mankind's ability to hear will be covered. Additionally, topics will be reviewed that explain what happens when a human's hearing is damaged or negatively affected.

SLP 510: Introduction to Speech and Language Disorders (3)

This course is an introduction to the nature, assessment, and treatment of speech and language disorders. The course will help prepare students for working with pediatric and adult populations with speech and language disorders.

SLP 515: Phonetics and Phonology (3)

This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet. An introductory review of phonology will also be covered. Transcription competency required.

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

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

SLP GRADUATE COURSE DESCRIPTIONS

SLP 531: School Age Language Disorders (3)

This course provides students with a foundation of knowledge about etiology and characteristics of language disorders in school-age children. Students will discuss the evolving language demands that children encounter as they progress through school and will explore the impact of language disorders on academic performance and social interaction in the classroom. The relationship between oral and written language is emphasized.

SLP 537: Speech and Hearing Science (3)

This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, and the acoustics of voice and speech production. This course is an essential fundamental course containing crucial information that transfers to all communication disorders and sciences.

SLP 540: Communication Disorders in the Birth to Five Population (3)

This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, as well as principles and methods of assessment and intervention.

SLP 547: Neurology of Speech-Language and Hearing (3)

This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language, and hearing. This course will increase the SLP students' knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.

SLP 550: Beginning Clinical Practicum (1)

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

SLP 530: Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (2) A survey of the assessment and treatment procedures used in the case management of articulation and phonological disorders in children as well as others struggling with articulation and phonology disabilities across the life span.

SLP 561: Dysphagia (3)

This course examines the anatomical bases of normal and disordered swallowing in children and adults. The course will prepare students to assess and diagnose swallowing disorders across the lifespan.

SLP 567: Research Methods I (3)

This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice. By the end of this course the student must have developed his/her MSLP Capstone Research Proposal.

SLP 570: Audiology and Aural Rehabilitation (3)

This course is an introduction to the theory and techniques of pediatric and adult audiology and the habilitation and rehabilitation of hearing differences across the lifespan.

SLP 575: Adult Language Disorders (3)

This course introduces students to the prevention, assessment, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, traumatic brain injury, concussion, and other neurogenic pathology.

SLP 580: Clinical Practicum (2)

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

SLP 581: Hearing Clinical Practicum (1)

This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by ASHA.

SLP 591: Motor Speech Disorders (3)

This course provides an examination of the neurological basis, assessment, and treatment of dysarthria and apraxia. Students will be introduced to the appropriate procedures for evaluation and intervention of children and adults with motor speech disorders.

SLP 595: Medical Aspects of Speech-Language Pathology (3)

This course will provide students in medical field placements with knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, goal setting, interdisciplinary team approaches, prioritizing treatment concerns, and discharge planning. Case study presentations and discussions will be generated from students' field placement experiences.

SLP 545: Introduction to Multicultural Issues (1)

This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity, and students will learn to evaluate how cultural variables impact service delivery and treatment options.

SLP 601: Advanced Clinical Practicum I (Varies) (Prerequisite: SLP 580)

This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

SLP 607: Augmentative/Alternative Communication (1)

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

SLP 610: Professional Issues and Ethics (1)

This course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of Speech-Language Pathology and Audiology.

SLP 615: Voice Disorders (3)

This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults across the lifespan.

SLP 617: Fluency Disorders (1)

This course explores the theoretical and diagnostic approaches to the modification of stuttering behavior. Students will learn to identify normal and abnormal dysfluency as it relates to speech production and will learn to assess and diagnose fluency of speech across the lifespan.

SLP 620: Advanced Clinical Practicum II (3) (Prerequisite: SLP 601)

This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

SLP 635: Instrumentation in Communication Sciences and Disorders (3)

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

SLP 621: Advanced Clinical Practicum III (6) (Prerequisite: SLP 620)

This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

SLP 630: Research Methods II: Capstone Project (3) (Prerequisite: SLP 567)

This course will increase knowledge of applied research and research design, data collection and analysis, and presentation of results. By the end of this course the MSLP student must have completed his/her Capstone Research Project.

B. Adds text to other parts of the catalog relating to the addition of the Speech Language Pathology Program

FROM:

(Source: Minutes General Faculty Meeting October 15, 2015

5. Office of the Provost

Item B. Adds a Speech Pathology program, including new courses

Item C Adds text to other parts of the catalog relating to Item B)

Change on Page 80

FROM

Department of Psychology

Psychology (B.A., B.S., M.S., S.S.P, minor, collateral)

Department of Sociology

Anthropology (Course only: no major, minor, or collateral)

Sociology (B.A., B.S., minor, collateral)

TO

Department of Psychology

Psychology (B.A., B.S., M.S., S.S.P, minor, collateral)

Department of Sociology

Anthropology (Course only: no major, minor, or collateral)

Sociology (B.A., B.S., minor, collateral)

Speech Pathology Program (M.S., no minor or collateral)

Change on Page 204

FROM

GRADUATE DEGREES

The graduate academic programs at FMU are offered through the following department and schools:

School of Business

School of Education

Department of Nursing

Department of Physician Assistant Studies

Department of Psychology

TO

GRADUATE DEGREES

The graduate academic programs at FMU are offered through the following department and schools:

School of Business

School of Education

Department of Nursing

Department of Physician Assistant Studies

Department of Psychology

Speech Pathology Program (Master of Science [M.S.] in Speech Pathology)

Change on Page 207

FROM

GRADE POINT AVERAGE

Grade points for a course are computed by multiplying the number of semester hours credit per course by the quality points associated with the grade earned. The grade point average is computed by dividing the total number of grade points by the total number of net hours taken. For effects of course repetition on calculation of grade point average, see “Course Repetition” in business, education, nursing, physician assistant, or psychology sections.

TO

GRADE POINT AVERAGE

Grade points for a course are computed by multiplying the number of semester hours credit per course by the quality points associated with the grade earned. The grade point average is computed by dividing the total number of grade points by the total number of net hours taken. For effects of course repetition on calculation of grade point average, see “Course Repetition” in business, education, nursing, physician assistant, psychology, or speech pathology sections.

Change on Page 208

FROM

REPEATING COURSES

For information, see “Course Repetition” in the business, education, nursing, physician assistant, or psychology sections.

TO

REPEATING COURSES

For information, see “Course Repetition” in the business, education, nursing, physician assistant, psychology, or speech pathology sections.

Change on Page 208

FROM

ACADEMIC STANDING

Eligibility to Continue—Graduate degree students who have been accepted into a degree program must maintain a 3.0 cumulative grade point average for all graduate courses (see exceptions under “Course Repetition” in the business, education, nursing, physician assistant, or psychology section and under “Time Limit” below).

TO

ACADEMIC STANDING

Eligibility to Continue—Graduate degree students who have been accepted into a degree program must maintain a 3.0 cumulative grade point average for all graduate courses (see exceptions under “Course Repetition” in the business, education, nursing, physician assistant, psychology, or speech pathology sections and under “Time Limit” below).

Change on Page 211

FROM

COURSE LOAD

The maximum load for a graduate student during a regular fall or spring semester is 12 hours, except for Physician Assistant students who may take up to 18 hours in any semester with permission of the department.

TO

COURSE LOAD

The maximum load for a graduate student during a regular fall or spring semester is 12 hours, except for Physician Assistant students who may take up to 18 hours in any semester with permission of the department and Speech Pathology students who may take up to 15 hours in any semester as required by the curriculum.

TO:

Change on Page 60 of the current FMU catalog (add after Department of Sociology) DEPARTMENT & COLLEGE/ SCHOOL ORGANIZATION

Department of Sociology
Anthropology (Course only: no major, minor, or collateral)
Sociology (B.A., B.S., minor, collateral)

Speech Language Pathology Program (M.S. S.L.P. no minor or collateral)

Change on Page 174 of the current FMU catalog (add after Department of Psychology) GRADUATE DEGREES

Department of Psychology

Psychology (Master of Science in Applied Psychology [M.S.] and
Specialist in School Psychology [S.S.P.]

Speech Language Pathology Program

Master of Science in Speech Language Pathology (M.S. S.L.P.)

Change on Page 176 of the current FMU catalog (add after psychology in text) GRADE POINT AVERAGE

Grade points for a course are computed by multiplying the number of semester hours credit per course by the quality points associated with the grade earned. The grade point average is computed by dividing the total number of grade points by the total number of net hours taken. For effects of course repetition on calculation of grade point average, see “Course Repetition” in business, education, nursing, physician assistant, psychology, or speech language pathology sections.

Change on Page 176 of the current FMU catalog (add after psychology in text) REPEATING COURSES

For information, see “Course Repetition” in the business, education, nursing, physician assistant, psychology, or speech language pathology sections.

Change on Page 177 of the current FMU catalog (add after psychology in text) ACADEMIC STANDING

Eligibility to Continue- Graduate degree students who have been accepted into a degree program must maintain a 3.0 cumulative grade point average for all graduate courses (see exceptions under

“Course Repetition” in the business, education, nursing, physician assistant, psychology, or speech language pathology sections and under “Time Limit” below).

Change on Page 178 of the current FMU catalog (add after permission of the department in text)

COURSE LOAD

The maximum load for a graduate student during a regular fall or spring semester is 12 hours, except for Physician Assistant students who may take up to 18 hours in any semester with permission of the department and Speech Language Pathology students who may take up to 15 hours in any semester as required by the curriculum.

RATIONALE

For Items A and B:

On October 15, 2015 the Speech-Language Pathology Program Pre-Requisite Courses (Critical Leveler Courses) and a full Master’s of Science in Speech-Language Pathology (MSLP) were approved by the General Faculty of Francis Marion University. The Speech-Language Pathology Pre-Requisites and SLP graduate curriculum were then submitted and approved by the CHE, thereby allowing for the advancement of our initiative to develop a Master’s of Science in Speech-Language Pathology (MSLP) at Francis Marion University.

All of the documents prepared and approved at the time met **ASHA CAA 2008 standards** and requirements.

However, effective **August 2017**, ASHA-CAA has mandated that all “new start,” and accredited, Speech Language Pathology Programs adhere to **ASHA-CAA 2017 guidelines**.

Consequently, the Francis Marion University Masters of Science in Speech-Language Pathology (MSLP) “new start” program is submitting minor to moderate course revisions and/or additions (explained below), in order to adhere to ASHA-CAA 2017 requirements necessary for Candidacy and Accreditation. All changes are warranted in order to achieve a favorable Spring 2018 Site Visit, as well as, Candidacy and Accreditation.

I. Minor Revisions and/or Changes in October 15, 2015 Document required to comply with ASHA-CAA 2017 Standards

1. Wording on minor content additions to selected course descriptions.
2. Credit hour adjustments based on ASHA theoretical and/or clinical education standards.
3. The credit hour value of Voice Disorders was increased from two (2) credit hours to three (3) credit hours, in order to accommodate instruction in Stroboscopy, Head and Neck Cancer and Corporate Voice Management, now ASHA-CAA 2017 standards.
4. The credit hour value of SLP 617: Fluency Disorders was reduced to one (1) credit from two (2) credit hours, because cluttering, and other neurologically based forms of disfluency, will be covered in courses SLP 591: Motor Speech Disorders, SLP 595: Medical Aspects of Speech-Language Pathology and SLP 575: Adult Language Disorders.

The primary focus of SLP 617: Fluency Disorders will be functional and pediatric disfluency.

II. Moderate Revisions and/or Changes in October 15, 2015 Document required to comply with ASHA-CAA 2017 Standards

1. Addition of three (3) Pre-Requisite (Leveler) Courses to FMU Pre-SLP Preparation Course Sequence which includes:
 - SLP 505: Principles of Assessment and Treatment in Communication Disorders (3 hours)
 - SLP 506: Multicultural Aspects of Communication Differences and Disorders (3 hours)
 - SLP 508: Hearing Sciences and Audiological Disorders (3 hours)

These courses were added to ensure that all fundamental communication disorders and sciences domains were covered across the human life span. For example, SLP 508: Hearing Sciences and Audiological Disorders is necessary because no Pre-Requisite course was provided for Hearing Sciences and Disorders, which is an important aspect of Communication Sciences and Disorders. In addition, the original Pre-Requisites, approved October 15 2015, did not provide students with introductory (fundamental) theory with regards to Diagnostics, Treatment (SLP 505), and Multicultural Aspects of Human Communication (SLP 506).

2. SLP 635: Instrumentation in Communication Sciences and Disorders was added to Year Two of the MSLP Program Curriculum in order to provide FMU students with an introduction and competency based course on the high tech equipment and computerized diagnostic and treatment tools now used to foster evidence based Speech-Language Pathology Practice. Greater emphasis on students' theoretical and clinical competency in the area of Speech-Language Pathology Instrumentation is mandated in ASHA-CAA 2017 standards.
3. SLP 530: Survey of Articulation and Phonological Disorders in Children and Across the Life Span was added to increase the amount of course content information provided to students in the core area of Articulation and Phonology per 2017 ASHA-CAA standards.