AGENDA
Faculty Senate Meeting
September 25, 2007—UC 218—3:45

I. Roll Call
II. Approval of Minutes
III. Reports from Committees
  A. Executive Committee
  B. Academic Affairs Committee (see attachment)
    1. Item I from the Department of Chemistry concerns a prerequisite for Chemistry 101.
    2. Item II from the Department of History concerns changes in course descriptions for HIST 203, 204, 205, and 321.
    3. Item III from the Department of Mass Communications concerns changes to the course title and description for Mass Communications 450.
    4. Item IV from the Department of Fine Arts concerns the addition of the music industry major to the curriculum.
      a. Sections A-D concern catalog changes which add the music industry major in various sections of the catalog, as well as the basic requirements for the new major.
      b. Sections E-F concern modifications of existing courses relative to the new major.
      c. Section G concerns descriptions of new courses added to the curriculum: MU 102, MU156, MU157, MU 170, MU171, MU172, MU173, MU301, MU302, MU315, MU316, MU317,MU415, MU498, and MU499.
IV. Old Business
V. New Business
  A. Item V from the QEP Committee concerns the revised QEP Proposal.
VI. Announcements
VII. Adjournment

I. Proposal from the Department of Chemistry

CHANGE, on page 81 of the current catalog, the prerequisite for Chemistry 101

FROM:

(Prerequisite: Completion of MATH 105 or eligibility to take MATH 111)

TO:

(Prerequisite/Corequisite MATH 111)

Rationale: This change is designed to better prepare students for the mathematics they will need in Chemistry 101, and to remove any ambiguity in the advising process. This proposal has been discussed with the Math Department and has been accepted by them. No additional faculty or equipment will be necessary to institute this change.

II. Proposal from the Department of History:

A. CHANGE, on page 107 of the current catalog, the following course descriptions:

FROM:

203 European History to the French Revolution (3) General survey of major European social, economic, intellectual, and political developments from 1350 to the French Revolution.

TO:

203 European History to the French Revolution (3) General survey of European civilization from its ancient origins to the French Revolution with emphasis on major social, economic, intellectual, and political developments.

Rationale: Experience has shown that our students lack sufficient knowledge of the ancient origins of European civilization to understand the broader content of History 203. The intent of the proposed revision is to include in the course a basic discussion of the ancient roots of European civilization.

FROM:

204 European History since the French Revolution (3) General survey of major European social, economic, intellectual, and political developments in the 19th and 20th Centuries.

TO:

204 European History since the French Revolution (3) General survey of European civilization from the French Revolution to the present with emphasis on major social, economic, intellectual, and political developments

Rationale: The intent of the original course description was to bring the course into the present. The proposed revision is consistent with the original intent.

FROM:

205 Introduction to Modern World History (3) A survey of cultural traditions, political institutions, social structures, economic patterns, and applied technologies in the world. Emphasizes the distinctive features of different parts of the globe, with examples drawn from Asia, Africa, and the Middle East, the Americas, and Europe, and the increasing importance of global interactions in the nineteenth and twentieth centuries.

TO:

205 Introduction to Modern World History (3) A survey of cultural traditions, political institutions, social structures, economic patterns, and applied technologies in the world. Emphasizes the distinctive features of different parts of the globe, with examples drawn from Asia, Africa, and the Middle East, the Americas, and Europe, and the increasing importance of global interactions from the nineteenth century to the present.

Rationale: The intent of the original course description was to bring the course into the present. The proposed revision is consistent with the original intent.

B. CHANGE, on page 108 of the current catalog, the following course title and description:

FROM:

321 Family and Gender History in EurAsian Perspective (3) A general survey of family and gender history in comparative perspective across the EurAsian continent that addresses family and demographic systems as they vary and changes through time and space. Considers the interaction of family with economic, religious, political, institutional and demographic change. Gender roles and life course are also a major focus. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

TO:

321 Family and Gender in World History (3) A general survey of family and gender in comparative perspective that addresses family, gender and demographic systems as they vary and change through time and space. The course addresses family, demography and gender roles as they evolved from ancient times to the present in Europe, the Middle East, Asia, Africa and the Americas and considers the interaction of family and gender with economic, religious, political, institutional and demographic change. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

Rationale: Through experience we have learned that students find the term "EurAsian" confusing and intimidating. The proposed change in the course title is more "user friendly." The change in course description places the matters of family and gender in a broader perspective and expands history course work into areas where history offerings are few.

C. CHANGE, on page 182 of the current catalog, under **GENDER STUDIES COURSES (GNDR)**

Courses eligible for the Gender Studies minor

FROM:

Hist 321; History of Family and Gender in EurAsian Perspective (pending approval)

TO:

Hist 321; Family and Gender in World His*tory*

III. Proposal from the Department of Mass Communication:

MODIFY, on page 111, the course title and description of Mass Communication 450

FROM:

450 Media Law and Ethics (3) Prerequisite: 201. At least junior status or approval of adviser) Study of defamation, right of privacy and journalistic privilege as defined by federal and state constitutions, judicial precedents and statutory law. Reading and analysis of ethical issues and the competing interests of the media and society.

TO:

450 Media Law (3) (Prerequisite: 201. At least junior status or approval of adviser) Study of defamation, right of privacy and journalistic privilege as defined by federal and state constitutions, judicial precedents and statutory law. An exploration of the freedoms and limitations granted the U.S. press.

Rationale: Changing the name of the course and changing the final sentence of the catalog description will make it clear that this course's primary focus is on the law and legal issues. Both law and ethics have equal importance but both cannot be adequately covered in one course.

IV. Proposal from the Department of Fine Arts:

The Department of Fine Arts is proposing a new degree in Music Industry for Francis Marion University. The Bachelor of Science Degree in Music Industry provides students with the necessary knowledge and skills to become working professionals in the diverse fields of music production and commerce. Students are provided opportunities for musical and professional development through classroom studies, guided research, mentored performances, and individual instruction. (See included justification statement for additional information)

A. CHANGE on page 69 of the current catalog under **UNDERGRADUATE DEGREES AND MAJORS**

FROM:

The Bachelor of Science in Nursing degree may be earned. The Bachelor of Arts or the Bachelor of Science degree may be earned with a major concentration in Biology, Economics, History, Mathematics, Political Science, Psychology, or Sociology. Only the Bachelor of Arts degree may be taken with a major concentration in English, French, German, International Studies, Mass Communication, Spanish, Theatre Arts, or Visual Arts. Only the Bachelor of Science degree may be taken with a major concentration in Art Education, Chemistry, Computational Physics, Computer Science, Early Childhood Education, Elementary Education, Middle Level Education, or Engineering Technology. Only the Bachelor of Business Administration degree may be taken with a major concentration in Accounting, Business Economics, Finance, General Business Administration, Management, Management Information Systems, or Marketing.

TO:

The Bachelor of Science in Nursing degree may be earned. The Bachelor of Arts or the Bachelor of Science degree may be earned with a major concentration in Biology, Economics, History, Mathematics, Political Science, Psychology, or Sociology. Only the Bachelor of Arts degree may be taken with a major concentration in English, French, German, International Studies, Mass Communication, Spanish, Theatre Arts, or Visual Arts. Only the Bachelor of Science degree may be taken with a major concentration in Art Education, Chemistry, Computational Physics, Computer Science, Early Childhood Education, Elementary Education, Middle Level Education, Engineering Technology, or Music Industry. Only the Bachelor of Business Administration degree may be taken with a major concentration in Accounting, Business Economics, Finance, General Business Administration, Management, Management Information Systems, or Marketing.

B. CHANGE, on page 70 of the current catalog under **FRANCIS MARION COLLEGE OF LIBERAL ARTS FROM:**

Department of Fine Arts Music (Minor and collateral only)

TO:

Department of Fine Arts Music Industry (B.S., no minor or collateral)
Music (Minor and collateral only)

C. CHANGE, on page 98 of the current catalog under **MISSION STATEMENT**

FROM:

The Department of Fine Arts offers major programs in art education, theatre arts, and visual arts. Minors are offered in music, theatre arts, visual arts, and art history. Collaterals are offered in music, theatre arts, and visual arts. Introductory courses in art and theatre are offered for nonmajors. All Francis Marion University students may pursue the introductory course in music or the applied lessons in piano and voice.

Students majoring in art education, theatre arts, and visual arts combine general education courses with lecture courses in art education, art or theatre history, and

upper-level courses emphasizing studio/performance. Theatre arts majors may specialize in performance areas or design and technical production areas. Visual arts majors may specialize in ceramics, graphic design, painting, or photography. These major programs serve as ends in themselves as well as preparation for graduate study, related careers, and the teaching of art.

TO:

The Department of Fine Arts offers major programs in art education, music industry, theatre arts, and visual arts. Minors are offered in music, theatre arts, visual arts, and art history. Collaterals are offered in music, theatre arts, and visual arts. Introductory courses in art and theatre are offered for nonmajors. All Francis Marion University students may pursue the introductory course in music and performance ensembles.

Students majoring in art education, music industry, theatre arts, and visual arts combine general education courses with lecture courses in art education, art, music, or theatre history, and upper-level courses emphasizing studio/performance. Theatre arts majors may specialize in performance areas or design and technical production areas. Visual arts majors may specialize in ceramics, graphic design, painting, or photography. A music industry degree is offered. These major programs serve as ends in themselves as well as preparation for graduate study, related careers, and the teaching of art.

Rationale: These changes are requested to add the music industry degree to the department mission statement.

D. CHANGE, on page 101 of the current catalog after **MUSIC**

FROM:

MAJOR
No major in music is offered.

TO:

MAJOR
Music Industry

A. Music Industry

A major in music industry requires the following:

1. Music theory: MU 115, 116, 215, 216, 315, 316, and 415
2. Music history: MU 301, 302
3. Music performance: 6 semester hours from any combination of MU 100, 120, 130, 140, 150, and/or 160
4. Completion of 4 levels (at least 8 hours) of applied lessons and MU 317
5. Music business and technology: MU 170, 171, 172, 173 and 498 or 499
6. Completion of the piano proficiency exam by the end of the sophomore year

(54 hours) or department approval
7. Seven semesters of MU 102
8. Minor/collateral requirements (two options)
   a) Two 12-hour collaterals approved by the faculty adviser
   b) An 18-hour minor approved by the faculty adviser (Business Minor recommended)

The following relates to all applied courses.

Applied Lessons **(1**) Develops individual performance skills and musicianship. Students will become aware of how physical and mental aspects of performance combine to produce musical effects through mentored study of technical exercises, etudes, and solo literature. Each level of the progressive curriculum has specific requirements (below). Students are required to take at least two semesters at each level and must meet the requirements of each level before proceeding to the next. Instructors will design a personal course of study for each student based on performance area and individual need.

Level 1(a,b) Successful completion of a juried performance evaluated by music faculty.
Level 2(c,d) Participation in one student recital and successful completion of a juried performance evaluated by music faculty.
Level 3(e,f) Participation in one student recital each semester and successful completion of a juried performance evaluated by music faculty.
Level 4(g,h) Successful performance of a recital (25 minutes minimum) evaluated by music faculty.

Rationale: See attached background material supporting new degree.

E. CHANGE, on page 101 of the current catalog after **MUSIC**

FROM:

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

1. Literature and Theory 11 hours
Music 115, 116, 215, 216, and 245

TO:

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

1. History and Theory 11 hours
Music 115, 116, 215, 216, and 301 or 302

Rationale: This change is required to include the new music history course in the minor requirements.

F. CHANGE, on page 101 of the current catalog, the following:

FROM:

100 Chorus (1:3) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes) F, S. Carries credit at the rate of 1 hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements.

TO:

100 Chorus (1) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes). Carries credit at the rate of 1 hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog under the major and minor headings.

FROM:

116 Sightsinging and Ear Training I (1:2) (Corequisite: 115) AF. Rhythmic reading, sightsinging, dictation, and other aural and written skills.

TO:

116 Aural Skills I (1) (Corequisite: 115) Rhythmic reading, development of sightsinging skills using the traditional movable "do" method, interval and chord recognition, and dictation fundamentals.

Rationale: The previous title was **Sightsinging and Eartraining I**, a somewhat limiting and outdated description based on a review of courses from several music degree programs. This description more specifically describes the skills learned in the course.

FROM:

120 Show Chorus (1:3) (Prerequisite: Dance and Vocal Audition) F, S. Modern and popular music is rehearsed and performed. Performances involve both singing and dancing. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150 and/or 160) may apply toward graduation requirements.

TO:

120 Show Chorus (1) (Prerequisite: Dance and Vocal Audition). Modern and popular music is rehearsed and performed. Performances involve both singing and dancing. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog under the major and minor headings.

FROM:

121 Voice (1) (Prerequisite: Audition) F, S. Beginning students may be taught in small groups meeting two hours per week. More advanced students will study privately for one-half hour per week. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements

TO:

121 Applied Voice (1) Private instruction in vocal performance; includes development of technical skills and interpretation of standard literature. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements for non-majors.

Rationale: This description is designed to provide uniformity across the applied lesson curriculum. It is also more accurate than previous descriptions in relating how the applied curriculum will be used in the music industry degree.

FROM:

125 FMU Singers/Broadway Show Chorus (1:3) (Prerequisite: Enrollment in MU 100) F, S. Music from classic and modern Broadway musicals is rehearsed and performed both on and off campus. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150 and/or 160) may apply toward graduation requirements.

TO:

125 FMU Singers/Broadway Show Chorus (1) (Prerequisite: Enrollment in MU 100). Music from classic and modern Broadway musicals is rehearsed and performed both on and off campus. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog

under the major and minor headings.

FROM:

130 String Ensemble (1:3) (Prerequisite: Audition) F, S. String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque, Classical, Romantic, and Twentieth Century music. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150 and/or 160) may apply toward graduation requirements.

TO:

130 String Ensemble (1) (Prerequisite: Audition). String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque, Classical, Romantic, and Twentieth Century music. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160)may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog under the major and minor headings.

FROM:

131 Piano (1) Prerequisite: Audition) F,S. Beginning students may be taught in small groups meeting two hours per week. More advanced students will study privately for one-half hour per week. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements.

TO:

131 Applied Piano (1) Private instruction in piano performance; includes development of technical skills and interpretation of standard literature. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements for non-majors.

Rationale: This description is designed to provide uniformity across the applied lesson curriculum. It is also more accurate than previous descriptions in relating how the applied curriculum will be used in the music industry degree.

FROM:

132 Applied Strings (1:3) (Prerequisite: Audition) F, S. Private instruction in and solo performance of string instruments. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements.

TO:

132 Applied Strings (1) Private instruction in string instrument performance; includes development of technical skills and interpretation of standard literature. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements for non-majors.

Rationale: This description is designed to provide uniformity across the applied lesson curriculum. It is also more accurate than previous descriptions in relating how the applied curriculum will be used in the music industry degree.

FROM:

140 Wind Symphony (1:3) F, S. The Wind Ensemble is planned as a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150 and/or 160) may apply toward graduation requirements.

TO:

140 Wind Symphony (1). The Wind Symphony is a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog under the major and minor headings.

F. CHANGE, on page 102 of the current catalog, the following:

FROM:

150 Jazz Express (1) (Prerequisite: Audition) F, S. The Jazz Express is a concert jazz ensemble devoted to the performance of big band jazz literature from all jazz style periods. No more than 3 semester hours ensemble music (Music 100, 120, 125, 130, 140, 150 and/or 160) may apply toward graduation requirements.

TO:

150 Jazz Express (1) (Prerequisite: Audition). The Jazz Express is a concert jazz ensemble devoted to the performance of big band jazz literature

from all jazz style periods. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog under the major and minor headings.

FROM:

160 Chamber Jazz Ensemble (1) (Prerequisite: Audition) F, S.
The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups representing a variety of jazz styles and periods. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150 and/or 160) may apply toward graduation requirements.

TO:

160 Chamber Jazz Ensemble (1) (Prerequisite: Audition). The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups representing a variety of jazz styles and periods. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

Rationale: These changes are requested to correct and unify the descriptions for the ensemble courses in the department. The major and minor requirements for ensembles are different and they are explained specifically in the catalog under the major and minor headings.

FROM:

215 Theory of Tonal Music (3) (Prerequisite: 115, 116; Corequisite: 216) AS.
Tonal organization in music of the Eighteenth and Nineteenth Centuries with emphasis on linear and harmonic aspects of diatonic music.

TO:

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

Rationale: This more specifically and accurately describes the skills learned in the course.

FROM:

216 Sightsinging and Ear Training II (1:2) (Prerequisite: 115, 116; Corequisite: 215) AS. Continuation of Sightsigning and Ear Training I. Advanced concepts of rhythmic and melodic reading, sightsinging and dictation skills will be emphasized. Concepts of Nineteenth Century chromaticism will be introduced.

TO:

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

Rationale: The previous title was **Sightsinging and Eartraining II**, a somewhat limiting and outdated description based on a review of courses from several music degree programs. This description more accurately describes the skills learned in the course.

FROM:

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

TO:

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

Rationale: This change is requested to provide the correct number sequence for new courses in the Music Industry degree.

FROM:

141 Applied Woodwind (1:3) (Prerequisite: Audition) F,S. Private instruction in and solo performance of woodwinds. No more than 4 semester hours of applied music (Music 121,131, 132, 141, 142, and/or 143) may apply toward graduation requirements.

TO:

141 Applied Woodwinds (1) Private instruction in woodwind instrument performance; includes development of technical skills and interpretation of standard literature. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements for non-majors.

Rationale: This description is designed to provide uniformity across the applied lesson curriculum. It is also more accurate than previous descriptions in relating how the applied curriculum will be used in the music industry degree.

FROM:

142 Applied Brass (1:3) (Prerequisite: Audition) F,S. Private instruction in and solo performance of brass instruments. No more than 4 semester hours of applied music (Music 121,131, 132, 141, 142, and/or 143) may apply toward graduation requirements.

TO:

142 Applied Brass (1) Private instruction in brass instrument performance; includes development of technical skills and interpretation of standard literature. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements for non-majors.

Rationale: This description is designed to provide uniformity across the applied lesson curriculum. It is also more accurate than previous descriptions in relating how the applied curriculum will be used in the music industry degree.

FROM:

143 Applied Percussion (1:3) (Prerequisite: Audition) F,S. Private instruction in and solo performance of percussion instruments. No more than 4 semester hours of applied music (Music 121,131, 132, 141, 142, and/or 143) may apply toward graduation requirements.

TO:

143 Applied Percussion (1) Private instruction in percussion instrument performance; includes development of technical skills and interpretation of standard literature. No more than 4 semester hours of applied music (Music 121, 131, 132, 141, 142, and/or 143) may apply toward graduation requirements for non-majors.

Rationale: This description is designed to provide uniformity across the applied lesson curriculum. It is also more accurate than previous descriptions in relating how the applied curriculum will be used in the music industry degree.

G. **ADD,** beginning on page 101 of the current catalog, the following courses:

102 Recital Attendance (0) As a requirement for graduation, music majors attend department-approved performances for seven semesters.

156 Group Piano I (1) An introduction to basic skills in piano playing, accompaniment, sight-reading, practical keyboard harmonization, and improvisation. The course provides a foundation for non-piano concentration music industry majors to prepare for the piano proficiency exam and offers a personal enrichment opportunity for non-majors who wish to study piano.

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

170 Introduction to Music Technology (3) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI applications, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

171 Sound Recording and Reinforcement (3) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation, microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

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

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

301 Music History I (3) (Prerequisite: ENG 200 or permission of the department) An historical survey of music from the Ancient period through the Baroque period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic and social systems.

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

315 Advanced Music Theory (3) (Prerequisite: 215; corequisite: 316) The final level of the music theory sequence; the course focuses on advanced harmonic techniques, part writing, written and visual analysis, and

consideration of harmonic practices in contemporary and popular music.

316 Aural Skills III (1) (Prerequisite: 216; corequisite: 315) The final level of the aural skills sequence with an emphasis on recognition of common harmonic models as well as sightsinging and dictation patterns of increased complexity.

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

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

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

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

Rationale: See attached background material supporting new degree and courses.

August 28, 2007
Department of Fine Arts
Music Industry Degree

Justification:

A baccalaureate degree in music is consistent with the mission of a liberal arts institution. The case can be made that it is unusual for such an institution not to offer a degree in music.

Within the context of a liberal arts education, the purpose of the proposed baccalaureate degree program in music is to educate students to become professionals in the music industry. Building

on the existing base of the music minor, the proposed music industry major would prepare students in music history, theory, composition, concepts, technical skills, and commerce. Program objectives will include preparation of students for careers in publishing; marketing and management; product manufacturing and sales; and recording, production and broadcast. As a result of emerging technologies, there are also entrepreneurial opportunities available in a growing number of areas related to music commerce. Because of these new technologies, long-standing production and distribution models for music-related products and services are experiencing dramatic revision. The proposed baccalaureate degree in Music Industry will prepare students to participate in this new and dynamic environment. Moreover, the degree will provide a sufficient academic foundation for students to pursue additional or advanced degrees in traditional courses of study such as music performance, composition, and education.

Many FMU students have expressed a desire to major in music, and some have gone on to do so at such places as Coastal Carolina University, Winthrop University, and the University of South Carolina. Many students have started their musical training at FMU and then transferred to other colleges and universities to finish their degrees in music.

While other colleges and universities offer music majors, there are currently no music industry programs offered by a public university in South Carolina. Collaboration between the music program and FMU's excellent School of Business could prepare students for employment and leadership in the expanding music industry field, including retail, contractual, and freelance positions.

I. Curriculum:

A. The proposed baccalaureate degree in music will be an ongoing development building out of the already existing music minor with the addition of industry related, and intermediate and advanced performance courses.

B. Subsequent future stages, depending on student interest and demand, and the availability of resources, may consist of a Bachelor of Music in Performance, Composition, Theory, or Jazz, and/or a Bachelor of Music Education, which would involve certification and collaboration with the School of Education.

C. At this time fifteen new courses will be required for the Bachelor of Science in Music with the Music Industry concentration. Two years of additional upper level applied lesson courses will be added.

II. Projected Enrollments: Estimating student enrollments is an imprecise art. Discussions with area music instructors and school district music administrators suggest that five to ten majors the first year would be a reasonable initial expectation for the Music Industry degree, with the possibility of growth to seven to ten graduates per year within three years. Once established, it is estimated that the number of music majors would grow within five years to a total of 30 to 40 majors. A survey of FMU Music minors in 2006 indicates that 60%(27) of those students would have enrolled as a major if offered.

III. Additional Faculty: There are at present three full-time faculty members in the music program. It is anticipated that two additional full-time music faculty will be needed to teach the curriculum for the BS in Music. Part-time faculty would be used to meet needs in highly specialized areas. If it can be arranged, collaboration with the music faculty at Coker College,

Coastal Carolina, and/or the University of South Carolina could strengthen the curricular offerings of the program with adjunct faculty while reducing personnel costs.

IV. Facilities and Equipment: As presently configured, the Fine Arts Center does not provide adequate instructional and rehearsal space for a music industry major. New spaces needed: one additional music classroom, one additional music lab to house music technology work stations, two additional faculty offices, storage space for instruments, and additional practice rooms. These needs are addressed with the new FMU Performing Arts Center with additional performance and rehearsal venues as well. Immediate equipment needs include music workstations, upgraded performance equipment, and an addition to the supply of student level instruments.

V. Library Resources: The needs in this area will be minimal. Print and electronic resources available in the Rogers Library and CEMC are adequate.

VI. Accreditation: To provide CHE compliance the University would need to seek external accreditation by the National Association of Schools of Music (NASM). At present NASM is developing a set of standards for music industry degrees. This process is to be completed by 2008. The review was begun because of the growth in programs nationally. NASM does require that one graduating class complete any new program before accreditation application can take place.

VII. Additional Costs to the University: For music degree additional recurring costs to the University would result primarily from the salary and fringe benefits of the two additional faculty members and from scholarship support designed to attract musically talented students to attend FMU rather than competing institutions. Improvements to facilities and equipment as identified in item IV above are expenditures currently covered by the University. The actual expenditures required for facilities and equipment will need further study. Other costs would include expenses related to accreditation.

Music Industry – Sample Course Schedule

The music industry curriculum requires 53 hours of music courses integrated with the 51 hours of the general education requirements for a Bachelor of Science degree at FMU. It also requires an 18-hour minor approved by the faculty adviser. The recommend program will be a business minor. (Total = 122)

The following is a sample curriculum schedule with courses each semester:

Freshman Year

Fall Sem.	Hrs.	Spring Sem	Hrs.
115 Intro to Music Theory	3	215 Theory of Tonal Music	3
116 Aural Skills I	1	216 Aural Skills II	1
XX Ensemble	1	XX Ensemble	1
XX Applied Lessons	1	XX Applied Lessons	1
102 Recital Lab	0	102 Recital Lab	0
English	3	English	3

Math	3	Math	3
Speech	3	Computer Science	3
	15		15

Sophomore Year

	Fall Sem. Hrs.		Spring Sem Hrs.
315 Advanced Music Theory	3	415 Music Theory Practicum	3
316 Aural Skills III	1	170 Intro to Music Tech	3
XX Ensemble	1	XX Ensemble	1
XX Applied Lessons	1	XX Applied Lessons	1
102 Recital Lab	0	102 Recital Lab	0
Political Science	3	Sociology	3
Biology	4	Chemistry	4
Business 150	3		
	16		15

Junior Year

	Fall Sem. Hrs.		Spring Sem Hrs.
171 Sound Recording	3	302 Music History II	3
XX Ensemble	1	317 Conducting	3
XX Applied Lessons	1	XX Ensemble	1
102 Recital Lab	0	XX Applied Lessons	1
		102 Recital Lab	0
301 Music History I	3	Literature	3
Geography	3	Art or Theater 101	3
Astronomy	4		
		Accounting 201	3
	15		17

Senior Year

	Fall Sem. Hrs.		Spring Sem Hrs.
172 Music Commerce I	3	173 Music Commerce II	3
XX Applied Lessons	1	498 Music Ind. Internship	6
102 Recital Lab	0	XX Applied Lessons	1
Humanities course	3		
Economics 203	3	Economics 310	3
Management 351	3	Marketing 331	3

V. Revised QEP Proposal Document from QEP Committee

Expanding Student Horizons Through Real World Connections

Quality Enhancement Plan for Francis Marion University

Revised Draft: September 17, 2007

To focus the QEP on broadening student intellectual and cultural horizons through engagement in nontraditional learning, the FMU faculty will

- *enhance the learning environment by structuring current and future nontraditional learning activities in conformity with best practices*
- *establish measurable goals*
- *implement a system of external and internal assessment*

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Expanding Student Horizons through Real World Connections

Quality Enhancement Plan for Francis Marion University

I. Development of the QEP

In spring 2006, Francis Marion University undertook the task of involving the institutional community in selecting and designing a QEP focused on an issue or issues important to improving student learning at the university. Members of the FMU Strategic Plan Work Group and the campus SACS Leadership Team met to consider a possible focus for the QEP and authorized two members of the group to meet informally with individual School Deans and Department Chairs to discuss the matter. Through these discussions, a consensus emerged in favor of addressing the need to expand intellectual and cultural horizons among our students.

In fall 2006, the President and Provost created the QEP Concept Committee and charged it with the responsibility of developing a QEP concept for presentation to the institutional community. Composed of seven faculty members from seven disciplines, the Concept Committee took into account the FMU Mission Statement, the FMU Strategic Plan, recommendations from the FMU Strategic Plan Work Group and the SACS Leadership Team, and significant issues of longstanding concern to the institution. Through deliberation, the Committee developed a QEP concept designed to broaden the intellectual and cultural horizons of students by engaging them in learning experiences outside the traditional classroom, laboratory, or library.

Members of the committee vetted the concept at meetings of the faculty, campus administrators, and the appropriate subcommittee of the Francis Marion University Board of Trustees. In each venue, participants engaged in substantive discussion of the proposal and provided feedback to the QEP Concept Committee. Through this process, stakeholders refined the concept and reached consensus on the general outline of a QEP. During each of the meetings, the QEP Concept Committee explained what a QEP is, how it relates to other accreditation requirements, and the impact it can have on the future of the institution and its students.

In early winter 2007, the Provost, in consultation with the President, created the QEP Committee and charged it with bringing the approved QEP concept to a fully developed plan. The QEP Committee consists of twelve faculty members from eleven disciplines, including one administrator. During spring and summer 2007, members of the QEP Committee gathered data, consulted stakeholders with special interests in particular facets of the QEP, and submitted trial drafts of portions of the QEP for review

and revision by the committee. During the entire process, committee members formally and informally kept key constituencies posted on developments and sought feedback.

In early fall 2007, the committee prepared and presented a draft of the QEP for consideration by the campus community. [More here after the approval process.]

II. Focus of the QEP

The QEP focuses on broadening student cultural and intellectual horizons through engagement in nontraditional learning. The FMU community defines nontraditional learning as learning in settings outside the traditional classroom, laboratory, or library. Examples of nontraditional learning include clinical experiences, cooperative education, internships, pre-professional activities, service learning, and travel study. For the purposes of the QEP, student learning means enhancing students' awareness of their own values and the values of others and increasing students' knowledge. Learning in contexts outside traditional settings pushes students beyond their social comfort zones and thereby broadens their cultural horizons. Learning in such environments enhances cognitive thinking and problem solving abilities by involving students in practical application of knowledge they acquired through learning in traditional settings. Through careful development, implementation, and assessment, the QEP strengthens nontraditional learning opportunities currently available at FMU, encourages development of more nontraditional activities, and links nontraditional learning to broadening student cultural and intellectual horizons. As the title of the QEP suggests, the focus is on Expanding Student Horizons through Real World Connections.

III. Rationale for the QEP

The QEP meshes with the FMU Mission Statement and with the FMU Strategic Plan. As expressed in the Mission Statement, "The primary purpose" of Francis Marion University is "to make available excellent undergraduate education in the liberal arts and selected professional programs." In fulfilling the primary purpose, the university provides "traditional and when appropriate, non-traditional instruction."[1] The QEP reaches into all academic areas of the university—the College of Liberal Arts, the School of Business, and the School of Education—and promotes appropriate nontraditional instruction. The QEP complements the commitments made in the FMU Strategic Plan to "increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities" and to "increase

opportunities for student involvement within the business, governmental, and public organizations within the local community."[2]

Broadening the cultural and intellectual horizons of our students is a longstanding concern at FMU. Faculty often lament that even our most gifted students suffer from a limited world view and an inability to envision and pursue opportunities that lie beyond their immediate geographic and cultural horizons. To place the problem in context, it is important to understand the region and students that the university serves.

Student Profile

FMU is a state university in the truest sense of the term. Over 95% of undergraduate students are South Carolina residents, an unusually high percentage and one that sets the University apart from the other public senior institutions in the state.[3]

Still more significant is the fact that a majority of state residents who enroll at FMU come from the immediate service area. The university is located in the middle of the Pee Dee Region, a cluster of six counties situated in northeastern South Carolina. In 2006-2007, 54% of FMU undergraduates came from Pee Dee homes.[4] Ten of the top twelve feeder high schools for entering freshmen are located in the region.[5] The same data indicate that many other students come from counties just beyond the Pee Dee that present very similar socio-economic profiles. A case in point is Williamsburg County. Adjacent to the Pee Dee region, this county shares the socio-economic characteristics typical of the six counties in the immediate service area. Within easy commuting distance of the university, Williamsburg County is routinely among the top ten counties of origin for FMU freshmen.[6]

Historically the Pee Dee has been known for its small towns, agricultural output, and isolation. The region is geographically removed from the state's major poles of political, economic, and cultural activity. Of the six counties, state researchers classify only Florence as "urban." Of the remainder, Marlboro is classified as "rural" and the rest—Chesterfield, Darlington, Dillon, and Marion—are classified as "very rural."[7] The city of Florence serves as the hub of commercial activity in the Pee Dee, and FMU is the only public university in the region.

Having a student population tied so closely to the region and state would mean little if the areas in question reflected national norms. Unfortunately, that is not the case. South Carolina trails most other states on key economic and quality of life indicators, and the counties of the Pee Dee tend to fall below the state average on those same

indicators.[8] Simply put, the Pee Dee represents the less developed part of a less developed state.

Data provided by federal and state agencies underscore the point. Whether the measure in question is poverty, income, or unemployment, the Pee Dee trails the rest of South Carolina and South Carolina trails the nation.

Percentage of Families Below Poverty Level (2004)	
Area	**Percent**
Chesterfield County	16.7
Darlington County	16.4
Dillon County	19.4
Florence County	13.5
Marion County	18.9
Marlboro County	17.7
Pee Dee (Six County Avg)	*17.1*
South Carolina	*12.5*
U.S.	*10.1*

Sources: South Carolina Department of Education, U.S. Census Bureau

Rate of Unemployment (2004)	
Area	**Percent**
Chesterfield County	8.3
Darlington County	7.7
Dillon County	9.5
Florence County	6.7
Marion County	13.9
Marlboro County	12.9
Pee Dee (Six County Avg)	*9.8*
South Carolina	*7.4*
U.S.	*5.5*

Source: South Carolina Department of Education

Per Capita Income (2004)	
Area	**Income**
Chesterfield County	$21,705
Darlington County	$24,558
Dillon County	$20,342
Florence County	$27,359
Marion County	$20,391
Marlboro County	$19,334
Pee Dee (Six County Avg)	*$22,282*
South Carolina	*$27,185*
U.S.	*$33,050*

Source: South Carolina Statistical Abstract

Education

Not surprisingly, the low economic status of the Pee Dee has created challenges in the field of education. Local schools are chronically underfunded and many facilities are dilapidated to the point of being unusable. The financial crisis in the poorest districts has gained a degree of notoriety in recent years due to a landmark lawsuit brought against the state (Abbeville County School District *v.* South Carolina) and an award winning documentary titled *Corridor of Shame*.[9]

The counties of the Pee Dee are home to fourteen school districts. The lack of an adequate tax base makes it difficult for local governments to fund schools adequately. In 2003, for example, the state average for revenue per pupil from local sources was $2,815. But in the Pee Dee, none of the districts was at or above that average. Instead, local source revenue for area districts ranged from a low of $1,364—less than half the state average—to a high of $2,541.[10]

Lack of adequate funding impedes school performance. The South Carolina Department of Education prepares an annual report card on each school district in the state. Of the various results profiled, one of the most significant is an "absolute rating" that serves as a broad gauge assessment of progress toward meeting performance goals. Districts are placed in one of five categories ranging from "unsatisfactory" to "excellent." For 2006, results from the Pee Dee signaled that much work remains to be done.

Performance Rating of School Districts in Pee Dee Counties (2006)	
Absolute Rating	**# of Districts**
Excellent	0
Good	0
Average	4
Below Average	5
Unsatisfactory	5

Source: South Carolina Department of Education

The demographic profile of area residents provides additional perspective on the educational deficit. Fewer than three out of four adults in the Pee Dee are high school graduates, a figure that places the region well below the state and national average.[11] Statistics on college graduation are even more alarming. All six Pee Dee counties are below the state average of 20.4% for persons with a bachelor's degree or higher. Three counties post rates in the single digits, with the lowest ranking county having only one-third the number of college graduates of the national average.[12]

Percentage of Persons Age 25+ With Bachelor's Degree or Higher (2000)	
Area	**Percent**
Chesterfield County	9.7
Darlington County	13.5
Dillon County	9.2
Florence County	18.7
Marion County	10.2
Marlboro County	8.3
Pee Dee (Six County Avg)	*10.2*
South Carolina	*20.4*
U.S. Average	*24.4*

Sources: South Carolina Statistical Abstract, U.S. Census Bureau

As a result, many students arrive at FMU as the first in their family to attend college. Although data on this topic are incomplete, information on file in the university's Office of Financial Assistance suggests that the percentage of FMU undergraduates who are first generation college students is at least 40% and possibly much higher.[13]

Plan of Action

To summarize, data obtained from federal, state, and institutional sources demonstrate that students at Francis Marion University differ from their national counterparts in three key ways. First, the typical student at FMU comes from a family of limited financial means. Second, the quality of secondary education among FMU students is uneven because members of the FMU student body typically come from schools and families struggling with inadequate resources and a host of related ills. Third, many students arrive at FMU as first generation collegians and thus face a steep learning curve when it comes to understanding the dynamics and expectations of campus life.

The combination of these factors often results in a parochial world view. Students with this profile have had little experience with life beyond the Pee Dee or, for that matter, beyond their immediate social circle. They have seldom had the opportunity to learn in settings outside the traditional classroom, library, or laboratory. Their imagination is limited by lack of knowledge and experience.

For students such as these, learning in nontraditional settings takes on special significance. Structured activities outside the traditional classroom, library, or laboratory push students beyond their social comfort zones and thereby broaden their cultural horizons. Nontraditional learning activities also enhance cognitive and problem solving abilities by involving students in practical application of the knowledge and skills they have acquired in traditional settings. Nontraditional activities may provide a richer experiential background upon which subsequent learning experiences can be built.

Educational researchers are discovering that the advantages of these initiatives may be more profound than previously thought. A major finding of the 2006 National Survey of Student Engagement (NSSE) is that students from economically and culturally disadvantaged backgrounds benefit more from enriching educational activities than do their better prepared counterparts. The report describes the effect as compensatory:

> There are limits as to what colleges and universities can realistically do to help students overcome years of educational disadvantages. Even so … finding ways to get students to take part in the right kinds of activities helps to level the playing field, especially for those from low-income family backgrounds and others who have been historically underserved, increasing the odds that they will complete their program of study and enjoy the intellectual and monetary gains associated with the completion of the baccalaureate degree.[14]

This finding offers compelling support for the Quality Enhancement Plan at Francis Marion University. It is clear that FMU serves a population that suffers from many of the "educational

disadvantages" noted in the NSSE report. As set forth, the QEP will make the educational experience more meaningful for students by broadening student engagement and making the process more participatory. It will enhance their knowledge and skills and influence their attitudes. They will emerge from the nontraditional activity with a more sophisticated understanding of different people and places. These outcomes hold intrinsic value for the student but will also pay dividends to the larger community. FMU graduates will be better prepared to fill their societal roles and to function in a dynamic environment marked by change, diversity, and interdependence.

IV. Existing Nontraditional Learning Opportunities at FMU (as of Spring 2007)

Learning opportunities outside the traditional classroom, laboratory, or library are integral to the FMU curriculum, but these programs developed over the years with little overall policy guidance to insure conformity with best practices in nontraditional learning or to encourage a focus on expanding student cultural and intellectual horizons. Indicative of the lack of guidance and coherence in the development of nontraditional learning opportunities at the university is the misuse of the term, "Experiential Learning Programs," in the FMU *Catalog.* As employed in the *Catalog,* "Experiential Learning Programs" refers to making courses available off-campus for individuals who are unable to attend classes on-campus.[15]

The *Catalog* contains brief policy guidelines for internships, cooperative education, and exchange programs. Regarding internships, the *Catalog* states that Internships "provide introductions to career options," "allow students to gain practical work experience," and "offer academic credit if there is appropriate faculty supervision," but the *Catalog* provides no guidelines for structuring internships. The policy for cooperative education provides definition and some structure. Cooperative education "involves alternating periods of academic study (coursework within the major) and periods of related work with the participating Cooperative Education employer" and normally occurs during an entire semester of the sophomore or junior years. "To enroll in the program, a student must obtain a form from the Director of Career Development, obtain approval from his/ her department chair/dean, and return the completed form to the Director of Career Development." The *Catalog* discussion of exchange programs is limited to a list of countries with which FMU has exchange programs and a statement that study abroad enables students "to maximize their learning experience." The *Catalog* gives no definitions or guidelines for structuring other types of nontraditional learning.[16]

To gather data on existing nontraditional learning opportunities, the QEP Committee undertook in spring 2007 the first survey ever done of nontraditional learning activities offered at Francis Marion University. The survey did ***not*** attempt to describe every nontraditional learning opportunity at FMU. Rather, the survey attempted to document a large and representative sample of nontraditional learning opportunities (n=52). Both professional Schools and eleven of the twelve departments in the College of Liberal Arts offer learning opportunities outside the traditional classroom, laboratory, or library. The foreign exchange program and the Honors Program also provide nontraditional learning opportunities. The survey revealed a rich array of nontraditional learning activities in varying degrees of compliance with best practices. In a few cases, the goals and outcomes of these programs directly addressed expanding the intellectual and cultural horizons of students through nontraditional learning. In most cases, expanding intellectual and cultural horizons was addressed indirectly or not at all.

A. Classes with a Nontraditional Component

A fascinating aspect of the survey was the documentation of nontraditional learning components in some supposedly traditional classes. Such courses were found in Biology, English, and Fine Arts. The nontraditional components included service learning (ENG 202, ENG 405, SPAN 302, ARTE 415),[17] field trips (ENG 405, ARTE 217, ARTE 415, ARTE 416, THEA 309),[18] trips abroad (BIOL 314),[19] and pre-professional opportunities for students (ARTE 415).[20] Because instructors incorporated nontraditional modules as they saw needs and found opportunities, classes with nontraditional activities emerged without central direction and are offered irregularly. The informality has led to inadequate documentation. This lack of documentation hinders assessment of compliance with best practices and the extent to which these experiences focused on expanding student cultural and intellectual horizons.

An example of a usually traditional course with the innovative inclusion of a nontraditional activity is an Honors section of ENG 202, “Literature and Society.” Intended for General Education, the course involves students in literary analysis of human relationships. While studying human interaction in a traditional setting, students gained real world experience through service learning in social contexts they might not otherwise have encountered. They undertook projects with McLeod Hospice, Care House of the Pee Dee, Mercy Medicine, and Pee Dee Coalition against Domestic and Sexual Assault. Available documentation reveals that the projects incorporated some of best practices in nontraditional learning, and the goals and outcomes of the projects indirectly promoted expansion of student cultural horizons.[21]

B. Clinical Experience

The survey of nontraditional learning opportunities available at FMU found in the Department of Nursing innovative and thoroughly developed clinical experiences not commonly found in nursing programs.

NURS 307 "Substance Abuse and Dependency Clinical Experience," for example, is a model of best practices before, during, and after the clinical experience, and the cultural component is particularly strong. Prior to attending meetings of Alcoholics Anonymous or a similar group, the student records his/her "personal thoughts, feelings and attitudes related to substance abuse and dependency." If possible, he/she identifies the source of these thoughts, feelings, and attitudes. By prior arrangement, the student attends meetings as an observer but utilizes opportunities at the conclusion of meetings to talk with participants. The student focuses on the culturally transforming nature of the experience by responding at the end of the process to the following question: "What changes have occurred in your thoughts, feelings, and attitudes related to substance abuse and substance dependence after attending these meetings?"[22]

C. Cooperative Education

The survey done in spring 2007 found only one cooperative education program. The Washington Semester Program is available through the FMU Honors Program in conjunction with the University of South Carolina's Institute of Public Affairs. Students work forty hours per week in congressional, executive, judicial, or private sector offices in Washington, D.C., and participate in seminars and enrichment activities. The design of the program generally conforms to best practices. Expanding student cultural and intellectual horizons is not a specifically stated goal of the Washington Semester but is implied. The program stresses "experiential, hands-on learning" not only in the workplace but also in a public service project focusing on community needs in the District of Columbia. Through the service project, students "learn the fundamentals of community development and improve their small-group and managerial skills."[23]

D. Internship

Internships, one of the most common forms of nontraditional learning at FMU, are available in Biology, Business, Chemistry, English, Fine Arts, Mass Communications, Physics, Political Science, Psychology, and Sociology.[24] Syllabi and associated documentation for these internships range from nonexistent to detailed.[25] Structurally, some internships generally comply with best practices, but others lack essential characteristics of best practices.[26]

In some cases, the syllabi for internships explicitly address expanding cultural and intellectual horizons for students. The Academic Internship in Psychology (PSY 498), for example, approaches the matter of cultural horizons with the following objective: "Provide the student with exposure to the professional setting. Allow the student to become aware of professionals and their functions, responsibilities, rewards, and frustrations." The same internship stimulates intellectual growth with the requirement that students "develop an understanding of the [cooperating] agency's mission and the relationship between its mission and the discipline of Psychology."[27]

E. Pre-professional Activities for Students

Pre-professional activities for students, as used in the QEP, means student participation in activities that are typical of professionals in the various disciplines. Pre-professional development opportunities are available in Biology, Chemistry, Education, English, Fine Arts, Mathematics, and Physics.[28] For example, the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty, located in the School of Education, sponsors colloquia in which outside consultants make presentations specifically designed for teachers of children of poverty. The featured speakers participate in question and answer sessions with Education students and meet in small interactive sessions with Student Teachers.[29] The Department of English, Modern Languages, & Philosophy sponsors a student-run journal, *Snow Island Review*, which publishes literature and art produced by students at FMU.[30] Biology and Mathematics sponsor symposia on campus where students make formal presentations to peers and faculty from FMU and other institutions.[31] Physics hosts outstanding high school juniors and seniors for a three-day visit to FMU where physics and health physics majors lead the visitors in physics experiments and other activities.[32] Ars Medica, a student organization sponsored by the Department of Biology but open to any student interested in the health professions, invites outside speakers to campus and arranges for FMU students to visit medical schools.[33]

Available documentation, which is often skimpy and sometimes nonexistent, suggests varying degrees of compliance with best practices for pre-professional development

activities. None of the goals and outcomes for these pre-professional activities specifically addresses expansion of student cultural and intellectual horizons.

F. Service Learning

Service learning opportunities are available to FMU students through Education, Mathematics, and Chemistry. Students from the School of Education may participate as Program Facilitators at the World Leadership Forum held in Washington, D.C. Program Facilitators volunteer their experience and time by supervising a delegation of twelve middle school students at the conference.[34] The Department of Mathematics chooses a group of student employees each semester to help maintain the computing facilities associated with the department's two PC labs. These students meet needs of the department and their fellow students while expanding their computer skills and interacting with faculty outside the traditional classroom.[35] Chemistry students belonging to the local affiliate chapter of the American Chemical Society register guests at chemical society meetings and act as judges at the Sandhills Region IV Science Fair and science fairs in the Florence area.[36] As discussed under Classes with a Nontraditional Component, English, Spanish, and Fine Arts offer service learning in classes with nontraditional learning components.[37]

Documentation for these service learning activities, when available, shows variance from best practices and no particular emphasis on expanding student cultural or intellectual horizons.

G. Travel Study

Opportunities for travel study have multiplied in recent years. Francis Marion University now has exchange arrangements with universities in Australia, England, France, Germany, Mexico, New Zealand, and Switzerland.[38] Students may study abroad for a semester or for a summer. These programs are under the general direction of the International Studies Coordinator. Participation is open to students from all disciplines, and some schools and departments, such as the School of Business, have been particularly active in encouraging students to take advantage of foreign study opportunities. Instructors in Modern Languages usually coordinate and sometimes lead student trips. The Honors Program sponsors a foreign travel opportunity known as Honors Ambassadors Abroad. In the company of two faculty supervisors during Spring Break, students selected for this experience visit foreign universities with which FMU has exchange programs.[39] With the exception of the summer program in Cuernavaca, Mexico, these international study opportunities lack formal goals and outcomes.

The Department of Biology, the Department of Chemistry, and the School of Education offer study abroad options designed specifically for their students. Students enrolled in Biology 314, Field Biology, have "extended field opportunities at selected

locations in the United States and abroad." The field experience in Costa Rica during summer 2004 included processes consistent with best practices in nontraditional learning and addressed expansion of student cultural and intellectual horizons. For example, students working under the supervision of faculty advisors regularly made entries in field journals reflecting on topics such as biodiversity in a tropical setting and human culture in Costa Rica as compared to that of the United States.[40] Through an arrangement with Roche Carolina, the Department of Chemistry offers its students a scholarship to support an internship at the Roche Carolina facility in Cuernevaca, Mexico.[41] Goals and outcomes for this program have not been formally established. Students in Early Childhood Education and Elementary Education may chose to do their student teaching in New Zealand. Specific goals and outcomes for this innovative student teaching experience have yet to be formally established.[42]

FMU students also have opportunities for travel study in the United States. As discussed in the section dealing with Classes with a Nontraditional Component, traditional classes sometimes take field trips to nearby locations for specific purposes.[43] The Honors Program has taken a leading role in travel study within the United States. Honors students have the opportunity to travel to Columbia, South Carolina, and spend a day touring the State House and Supreme Court and meeting with key legislators and, sometimes, the governor. Each fall the Honors Program sponsors a three-day visit for Honors students to a selected city in the northeastern United States. While in the host city, students visit museums, monuments, important buildings, and fascinating districts of the city. [44] Goals and outcomes for the travel-study activities of the Honors Program have not been formally established.

V. Near Term Prospects for Additional Nontraditional Learning Opportunities at FMU

Additional opportunities for nontraditional learning are anticipated at FMU in the foreseeable future. Two of these programs will be available to students regardless of academic major. The staff of James A. Rogers Library is planning to offer FMU undergraduates a limited number of internships on a competitive basis. Through these internships, students will gain insights into the internal workings of an academic library and the relationship of libraries to the life of the mind. Another developing opportunity open to students from any major is participation in the Model United Nations in New York City. FMU sent its first contingent of students to the Model United Nations in spring 2007. This opportunity for nontraditional learning is likely to become a regular activity at the university.

The Rural Assistance Initiative, currently in the developmental stage, will provide service learning and internship opportunities for students. Through the Rural Assistance Initiative, FMU will provide a

variety of health awareness services in rural communities, including health screenings, health awareness seminars, and preventative health education programs. Under the direction of a staff physician specializing in rural community heath issues, FMU students enrolled in programs leading to careers in health care or social service will participate in providing health awareness services in rural community venues: civic organizations, community activities, schools, churches, community centers, etc. Nursing, Biology, Psychology, and Sociology are the undergraduate academic areas that will initially be involved in the program.

Francis Marion University recently obtained a $2 million appropriation from the state legislature to build on campus a 15,000-square-foot Center for the Child. Scheduled to open in 2008, the facility will offer educational programs, curricula, and activities for 100 preschool children, ages infant to five years. The Center will provide clinical experiences for students in the School of Education, the Department of Nursing, and the Department of Psychology. Research at the Center will occur in the following areas: instructional strategies for children of poverty, parenting, marital and family functioning, maternal stress transmitted to the fetus, early detection and intervention of maternal stress, maternal and prenatal biobehavioral indices and later infant functioning, early literacy development, numeracy/math development, and validity of early assessment instruments.

The Department of Biology is developing a collaborative learning program involving Biology faculty and advanced Biology majors. Distinct from a laboratory class supervised by an instructor, the proposal is for genuine faculty-student collaboration in a research laboratory. The research lab is the real world for many scientists, and students working in research labs will participate in those real world experiences. Collaborative projects could lead to scientific publications with students listed as co-authors and presentations at scientific meetings with students as participants. The biologists may recommend institutional membership in the Council for Undergraduate Research (CUR). Not limited to Biology, CUR also has divisions in chemistry, geosciences, mathematics and computer science, physics/astronomy, psychology, and social science. Membership in CUR would have university-wide implications for nontraditional learning.

The Department of History, the only Department at FMU currently without nontraditional learning opportunities for students, is considering two possibilities. The Department sponsors an active chapter of Phi Alpha Theta, the national History Honor Society. In all likelihood, the Department will begin sending selected history majors to the regional meeting of Phi Alpha Theta, where students present original research in a pre-professional setting. The Department recently recruited an historian with experience

in preparing and taking students to Phi Alpha Theta conferences. The Department is currently seeking to recruit an historian of the American South with background in Public History, who could direct internships at archives, museums, and historic sites.

The availability of financing from the QEP Fund will also have a significant future impact on participants in QEP experiences. Existing nontraditional learning activities will benefit. Visual Art Internship, Art 498, is a likely example. This well designed internship requires students to maintain a journal/portfolio that includes documents or other materials providing evidence of the intern's creative, academic, or research accomplishments: programs, brochures, newsletters, lessons, catalogs, CD's, etc. The Department of Fine Arts routinely seeks evaluators employed in the industry to give students feedback on their design work, but finding qualified outside evaluators willing to donate their time and expertise has proven very difficult.[45] A grant from the QEP Fund could enable the Department to provide honoraria for outside reviewers who give students critical feedback. The availability of QEP funds also has positive potential for nontraditional learning activities that are still in the developmental stage. For example, the availability of QEP funding to defray travel and housing costs will likely be essential to continued participation in Model United Nations.

Undoubtedly, other nontraditional learning opportunities will develop at FMU—beyond the foreseeable future.

VI. Literature Review of Best Practices in Nontraditional Learning

A. Types of Nontraditional Learning

Nontraditional learning encompasses a wide variety of learning approaches and activities. It has been referred to as constructivist, experiential, project-based, learning-cycle[46] and service learning.[47] Examples of learning activities or programs classified as nontraditional are internships, community service projects, cooperative education programs, international exchange programs, clinical experiences, capstone courses, and guest speaker colloquia.

B. Nontraditional Learning Views

Nontraditional learning approaches are based upon the ideas of Dewey, Lewin, Piaget, and Kolb,[48] and others.[49] Dewey states that learning occurs when an individual performs an activity, evaluates its usefulness, and then uses that knowledge to perform another, different activity.[50] Kolb argues that individuals learn by observing an activity, reflecting upon or thinking about the activity, considering the emotions the activity elicits, and performing the activity. Lewin emphasizes the need for individuals to be active participants in learning. Piaget argues that learning occurs through the interaction of an individual with his/her environment.[51]

C. Goals of Nontraditional Learning

There are multiple purposes and goals for nontraditional learning. These include the following: to make the curriculum of a program of study relevant to students' lives and experiences; to aid students in viewing their personal experiences within the context of the larger social and natural world; to enhance student recognition of multiple perspectives from which to understand issues and events; to promote student understanding of the multiplicity and complexity of factors that influence the choices individuals make and/or societal outcomes;[52] to help students integrate new information with current knowledge and behaviors;[53] and to encourage students to aggregate multiple types of knowledge (rational-analytical, behavioral, and affective) into a cohesive whole.[54]

D. Characteristics of Nontraditional Learning

Nontraditional learning differs from traditional approaches in terms of roles students and instructors perform: use of learning tools, design of learning experiences, evaluation of learning, and development or use of skills. Students in nontraditional settings actively participate in the learning process, becoming knowledge creators as well as gatherers. Students involved in nontraditional learning may also have opportunities to occupy positions they may not normally occupy, such as group leader or critic in team activities.[55] Instructors supervising nontraditional learning become experience providers or facilitators and active learners themselves because learning is occurring outside the controlled environment of the classroom.[56] Instructors must also model behaviors that produce desired learning outcomes,[57] such as openness to new ideas or information, reflection upon and evaluation of their experiences, and changing their behavior accordingly.

> While involved in nontraditional learning, communication between teachers and students involves not only concepts, theories, and models learned in the context of a course but also reactions, results, and other observations.[58] Instructors use the community setting as a laboratory or learning environment.[59] Instructors may apply clinical approaches to learning—the process of teaching, observation, and practice used in medical fields—to non-medical field of study. Non-oral communication in the form of email postings to websites, circulation of newspaper clippings, and so forth are often used to convey information.[60]

Learning in a traditional environment typically occurs in segments of one hour for two or three days a week for fourteen weeks in a semester. The structure of nontraditional learning—time period, location, content, frequency, and responsibility—differs from traditional learning. Nontraditional learning typically requires larger time blocks and takes place outside of the classroom, in the real world.[61] As a part of the learning process, students may work not only with existing community organizations but also create new organizations in the process of their learning experiences.[62] The types of interactions are not limited to student—teacher contact. Interaction with other students and with community members occurs as well.[63] The frequency of student interaction with each other and with instructors increases because unexpected events or unplanned questions inevitably emerge.[64]

Another change in the structure of learning that may occur is students may be involved in designing curriculum and grading assignments.[65] The content of the course is often developed around the completion of a particular project, instead of merely focusing on the content of a specific discipline.[66] Course projects are typically worth more points (are weighted heavier) in the determination of final course grades than other assignments in the course. This is partly due to the amount of time required to complete the projects and the amount of preparation outside the classroom. Computers and other technology may be used in innovative ways to record and process information.[67]

An important difference between nontraditional and traditional learning lies in the area of evaluation. In traditional learning, evaluation of student learning occurs in the form of correct responses on essays, objective questions, standardized examinations, and papers. In nontraditional learning, instructors and students evaluate learning through reflection papers, discussion groups, and other activities that examine insights, skills, feelings, and attitudes derived from nontraditional experiences.[68] Students could write short essays relating course work to their personal experiences or to something they saw in the media.[69] Discussions in focus groups can identify the benefits and limitations of a particular exercise.[70] Students engaged in service learning or internships

could record their on-site observations, convert those observations into data, analyze the data, and explain their findings through application of theories learned in a traditional setting.[71] Students may also examine their experiences and record their viewpoints through specifically designed questionnaires. On-site supervisors or others from the community may use questionnaires to evaluate the work students performed.[72] These sources of information are used not only for assigning grades but also as an aid to students in improving their work.

As compared to traditional learning, nontraditional learning requires acquisition of new skills or use of different skill-sets. Instructors relinquish some control over the learning environment, and students take more responsibility for what is learned (in terms of both volume and content). Instructors and students must use time management skills and plan ahead to achieve anticipated outcomes. Instructors and students must recognize mistakes and appropriately modify behaviors and activities. The ability to respect multiple viewpoints and handle conflict wisely is necessary for the learning process to continue. Students and instructors must integrate disciplinary knowledge and real world experiences.[73]

E. Implementation of Nontraditional Learning

1. Challenges

The obstacles that may be encountered from individuals, groups, and institutions are among the challenges that must be considered when engaging in nontraditional learning. American society emphasizes pursuit of individual desires and individualistic competition for success. As part of this value system, students often engage in learning activities in isolation from other students. When using approaches requiring group effort and cooperation, instructors must find ways to cope successfully with society's emphasis on individualism.[74] Likewise, educational institutions often have poor or almost nonexistent connections with other institutions and organizations in the community, which may require instructors to make special efforts to attend community events, develop community ties, and assure those outside academe that they will benefit from participation in nontraditional learning activities.[75]

Barriers to group cooperation also exist within academic institutions. Not only do students have to be convinced that they will gain from participating in nontraditional learning activities, but faculty members and administrators must also be assured that nontraditional learning approaches/practices are worthwhile. Administrators and faculty are accustomed to a hierarchical structure in the workplace and may be reluctant to embrace learning approaches in which power relations between faculty and students are

more egalitarian.[76] Other barriers include financing of nontraditional learning activities, providing time for faculty to develop and implement these activities,[77] legal liability and risk responsibility when students are engaged in activities outside the classroom,[78] and approval for research activities from human subjects review boards.[79]

Instructors implementing nontraditional learning approaches may experience frustration. The outcomes expected from nontraditional learning activities and experiences are not always immediately apparent. Student reflection upon their experiences as well as faculty reflection upon activities may be difficult to perform.[80] Instructors may lack understanding or knowledge about the specific students they are teaching and may not have a current knowledge of student life.[81]

2. Overcoming Challenges

One way to address the challenges of society's individualistic and competition oriented value system is to involve students in team work exercises—starting with some fun, simple activities that are unrelated to the course being taught. Then, course related activities involving teamwork should be increasingly introduced. Throughout the process, instructors ask questions and make comments to keep the communication among team members going. At the end of an activity, instructors should ask pertinent questions such as: "Who became the leader of the group?"; " Why?"; "What worked in achieving the goal?"; and "What didn't work?".[82]

Matters of legal liability, risk insurance, and approval for human subjects research should be explored before implementing the activity, preferably before the semester and the course begin. Timely preparation allows the instructor to complete necessary paperwork and to obtain required approval from persons within the university or elsewhere.[83] Instructors can enhance their understanding of their students and campus life in general by attending campus events, regularly engaging students in informal conversations, reading student newspapers, and viewing media intended for young adults.[84]

3. General Structure of Nontraditional Learning

As is the case with all approaches to learning, objectives for nontraditional learning must be clearly specified. The assignments/activities in the course must be closely linked to achieving the goals/objectives of the course. Students must have a clear understanding of assignments and know when assignments are due. Students should understand the criteria for evaluation of assignments, and instructors must apply the grading process consistently across all students and assignments.[85]

Successful internships and service learning activities require unambiguous job descriptions, regular on-site supervision, opportunities for students to observe and participate in workplace activities, frequent contacts between faculty advisors and students, and regular evaluation of students by faculty advisors and worksite supervisors.[86] To make reflective papers and projects meaningful, students must receive regular feedback as papers and projects develop, participate with faculty advisors in discussions of worksite experiences, and present completed products to peer groups.[87]

F. Examples of Nontraditional Learning in Higher Education

Examples of nontraditional learning at colleges and universities are plentiful. Some examples are the AIDS and American History course at Indiana University; the Friends World Program at Southampton University; University of Pittsburgh's Pharmacy 5112 course; the Human Resource Management course at College of St. Francis; Literature and Life Project; Service Learning Project in Labor Economics; Developing Social Work Values at Burn Camp; Social Work Study Abroad; and University of Richmond's Adult Education 200U, Experiential Learning and Portfolio Preparation.

The AIDS and American History course at Indiana University examines AIDS from historical, cultural, and social perspectives. During the first semester of the course, community members who had experience with AIDS came by invitation into the classroom to discuss their personal experiences. Students took a field trip to a regional display of an AIDS quilt and designed their own public history projects to communicate the AIDS story to the community. In the second semester of the course, students worked outside the classroom with AIDS education, prevention, and support groups in the community. As part of their work, the students designed and administered a Needs Assessment Survey to HIV infected persons. Students wrote reflection papers that integrated classroom lectures and discussions, course reading materials, and service learning experiences.[88]

The Friends World Program at Southampton University is a two-semester course in which students, a faculty advisor, and an administrative assistant travel abroad to study world religions. The travelers live among local people, participate in their ceremonies and rituals, and visit holy sites. Students produce a portfolio of their experiences and learning.[89]

The University of Pittsburgh's Pharmacy 5112 is the first in a series of nontraditional learning courses in which students complete experiential rotations at a facility(ies) external to the university. Each student keeps a journal of his/her personal reflections on his/her experiences, a portfolio of assignments completed at the work-place site, work-place evaluations, and other materials documenting his/her learning. Each student writes short papers reviewing films and television programs viewed in class.[90]

At the College of St. Francis, Human Resource Management students create a policy manual and employee handbook for the Aero Aviation Corporation. Students periodically submit to the instructor rough drafts of their manuals and receive timely comments for improvement of the project. Students can choose to pursue the project alone or in groups. During the semester, students attend class lectures and use a workbook to guide them in the creation of their manuals.[91]

The Literature and Life project is used in a contemporary literature course. To earn a course grade of "C," students identify how a piece of literature impacts them. To earn an "A," students must also act upon and analyze their responses to the literature.[92]

In the Service Learning Project in Labor Economics, students work in an organization that assists the unemployed in locating employment. Students submit three papers: a structural profile of the organization, a journal reflecting upon worksite experiences, and a final paper relating workplace experiences to the concepts, theories, models, and other topics covered in the course.[93]

The project for Developing Social Work Values at Burn Camp requires students to do volunteer work, keep a daily journal reflecting on their experiences, write a final reflection paper integrating a literature review with their experiences, and complete a course evaluation survey.[94]

The Social Work Study Abroad course, discussed by Williams and Lindsey (no year given; accessed 2007), describes an exchange program between the United States and Scotland for social work students. Students keep a weekly journal of reflections on experiences; give a group presentation comparing the services, policies, and practices of the two countries; and write a final summative reflection paper.[95]

Adult Education 200U, Experiential Learning and Portfolio Preparation, at University of Richmond requires students to reflect on materials read in the course, relate these materials to their own autobiography, and use reflection papers to make oral presentations to the class.[96]

G. Evaluation of Nontraditional Learning

The literature describes many procedures for evaluating nontraditional learning. The methods selected depend upon the nature of the activity and the preference of the instructor. One method is to compare scores on standardized tests of students involved in nontraditional learning with scores of students in a similar class who were exposed only to traditional classroom methods.[97] Another method is to have students complete pre-test questionnaires prior to introducing a nontraditional learning experience into the course. Following the nontraditional learning experience, students complete a post-test questionnaire. These questionnaires should contain items measuring student competencies on a topic and/or attitudinal changes.[98] Students can participate in the National Survey of Student Engagement, with results being compared to the national average or scores from similar institutions.

H. Benefits of Nontraditional Learning for Students and for the Community

The benefits of nontraditional learning for students are numerous. One advantage is creation of long-term memories of concepts learned.[99] Nontraditional learning brings changes in student behaviors through internalization of lessons learned.[100] Another benefit is the ability of students to apply insights, skills, and knowledge gained in one setting to a variety of new situations.[101] A record of practical, first-hand experience in the world of work empowers students as they make the transition from school into the workforce. Through nontraditional learning, students develop mentors outside of academe; thereby establishing interpersonal connections important to meeting challenges and achieving success in careers and occupations.[102]

> Nontraditional learning also benefits the community. The process of nontraditional learning can produce positive interaction among students, practicing professionals, and faculty and inject new ideas and perspectives into community organizations and activities.[103]

VII. Implementation of the QEP

The faculty and administration are committed to allocating the human and financial resources necessary to bring the QEP to fruition. The Provost has general responsibility for the QEP. The University Accreditation Committee will advise the Provost on the QEP. Created by the President in 2003, the University Accreditation Committee is a standing committee that provides "oversight and support for accreditation efforts."[104] The QEP Coordinator will be a member of the committee with specific responsibility to oversee implementation and subsequent conduct of the QEP. The QEP

Coordinator will have a reduced teaching load to allow time for QEP oversight. Faculty members in the individual academic units will conduct nontraditional learning activities that are in compliance with best practices. Following guidelines prescribed by best practices, these faculty members will assess their nontraditional learning activities and will file assessment reports with the School Dean or Department Chair, the QEP Coordinator, and the Provost. The university administration obtained from the State Legislature an annual recurring appropriation of $150,000, beginning with 2007-2008, for a QEP Fund to support implementation and conduct of the QEP.

A. QEP Coordinator

The Provost, who has general responsibility for the QEP, will appoint the QEP Coordinator. The QEP Coordinator will report directly to the Provost and will keep the University Accreditation Committee advised about the progress of the QEP. Duties of the QEP Coordinator will include the following:

1) Oversee implementation of the QEP in accordance with the timeline established in the QEP
2) Stay abreast of developments in best practices for nontraditional learning
3) Conduct workshops on a timely basis for faculty members interested in providing nontraditional learning opportunities for students
4) In conjunction with the University Accreditation Committee, develop guidelines for allocating QEP funds to faculty seeking grants to facilitate nontraditional learning activities
5) In conjunction with the University Accreditation Committee, make recommendations to the Provost for allocation of QEP funds
6) Oversee assessment of the QEP and prepare the annual QEP report
7) Provide assessment results to individuals or groups seeking to strengthen and expand nontraditional learning opportunities at FMU
8) Prepare the Impact Report due five years after the accreditation visit

Experience and assessment may prompt amendments to the QEP Coordinator's duties.

B. QEP Workshops

QEP workshops will be made available on campus. Faculty who attend will receive financial compensation from the QEP Fund. During the workshops, the QEP Coordinator will lead discussions of best practices in the design, conduct, and assessment of nontraditional learning programs. The extensive review of best practices incorporated into the FMU Quality Enhancement Plan will serve as part of the instructional material for the workshops. During the workshops, the QEP Coordinator will also explain QEP assessment procedures. Beginning in spring 2008, workshops will be offered each semester during the implementation phase of the QEP. Once the QEP is operational, workshops will be offered on an as needed basis to provide guidance for faculty who are new to nontraditional learning. The workshops will

provide a structured opportunity to assure that existing and future nontraditional learning activities comply with best practices and are subject to systematic assessment.

C. QEP Fund

The purpose of the QEP Fund is to finance implementation, conduct, and assessment of the QEP. The QEP Coordinator in conjunction with the University Accreditation Committee makes financing recommendations to the Provost who has ultimate responsibility for allocating QEP funds.

Examples of uses to which QEP funding may be put are as follows:

1) Send QEP Coordinator and other stakeholders to regional and national conferences on nontraditional learning
2) Expenses of campus QEP Workshops
3) Cost of supplemental NSSE data used for QEP assessment
4) Summer stipends for faculty engaged in structuring nontraditional learning activities in conformity with best practices
5) Grants to defray the costs of specific nontraditional learning activities

D. Implementation Timeline

Fall 2007

Approval of the QEP by institutional stakeholders

Appointment of QEP Coordinator

Devise preliminary guidelines for faculty applications for QEP grants to support nontraditional activities in spring 2008. The purposes are to pilot the guidelines and to make seed money immediately available to promote new and existing nontraditional learning activities.

Faculty make application for QEP grants to support nontraditional activities in spring 2008

QEP grants approved

Assessment instruments (see appendix) administered on a pilot basis in nontraditional learning activities at the end of the semester. Assessment data remains in hands of the faculty who report effectiveness of the instruments to the QEP Coordinator.

Spring 2008

January 19, submit QEP to SACS

Contract with National Survey of Student Engagement (NSSE) for Special Analysis data to use in QEP assessment

QEP Workshop

Preliminary guidelines for faculty applications for QEP grants refined as necessary based on pilot administration in fall 2007

Using refined guidelines, faculty make application for QEP summer 2008 stipends to support restructuring of existing nontraditional learning activities in compliance with best practices and for funding to support nontraditional learning activities in fall 2008

QEP grants approved

Assessment instruments (see appendix) administered on a pilot basis in nontraditional learning activities at the end of the semester. Assessment data remains in hands of the faculty who report effectiveness of the instruments to the QEP Coordinator.

Fall 2008

QEP Workshop

Faculty implement newly restructured nontraditional learning activities

Faculty make application for QEP grants

QEP grants approved

Assessment instruments revised as necessary based on data from pilot administration of the instruments during fall 2007 and spring 2008

Revised assessment instruments administered in nontraditional learning activities at the end of the semester

Assessment data filed with Deans and Chairs, QEP Coordinator, and Provost

Spring 2009
QEP enters operational phase

Once the QEP is operational, the process becomes routine: offering QEP Workshops on an as needed basis, keeping the structure of current nontraditional learning opportunities consistent with best practices, structuring new nontraditional learning activities in compliance with best practices, applying for and allocating QEP grants, assessing QEP performance, and making improvements based upon analysis of assessment data. As prompted by experience and assessment data, the routine may change over time.

VIII. Assessment of the QEP

Because FMU has engaged in programmatic assessment for ten years, administrators and faculty are familiar with the nature and purposes of assessment. To focus the QEP on broadening student intellectual and cultural horizons through engagement in nontraditional learning, FMU faculty will enhance the learning environment by structuring current and future nontraditional learning activities in conformity with best practices, will establish measurable goals, and will implement a system of external and internal assessment. Although valuable to the faculty generally, assessment data will be of particular importance to faculty directly involved in nontraditional learning activities, the QEP Coordinator, School Deans and Department Chairs, and the Provost.

A. Goals of the QEP

1) Students will enhance their traditionally acquired knowledge through partici-pation in a supervised nontraditional learning activity.

2) Students will enhance their awareness of their own values and the values of others through social interaction in a supervised nontraditional setting.

B. External Assessment

FMU participates each academic year in the National Survey of Student Engagement (NSSE). Selected items from the College Student Report are particularly relevant to the FMU QEP: "11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

"h. Working effectively with others

"k. Understanding yourself

"l. Understanding people of other racial and ethnic backgrounds

"m. Solving complex real-world problems

"n. Developing a personal code of values and ethics."

A contractual arrangement with NSSE for Special Analysis of the College Student Report will provide data for external assessment. The responses to items 11h and 11k-n by FMU students who participated in nontraditional learning will be compared to national NSSE norms. The responses to the selected items by FMU students who have not yet participated in nontraditional learning will also be compared with national NSSE norms. Baseline data will be extracted from the 2006-2007 NSSE.

C. Internal Assessment

As fall and spring semesters draw to a close, faculty involved in administering nontraditional learning activities will capture assessment data using instruments they have designed in conformity with best practices. Students involved in nontraditional learning will generate assessment data at the conclusion of fall and spring semesters by completing the Student Rating Form for Nontraditional Learning Activities (see appendix). The form elicits quantifiable and unstructured responses to questions that evaluate student perceptions of the impact of the particular nontraditional learning activity on their cultural and intellectual horizons. The data from the student ratings become available to individual faculty members after final grades for the semester have been submitted. The data will also be sent to the appropriate Dean or Chair, QEP Coordinator, and Provost.

At the conclusion of fall semester, faculty will undertake an analysis of all assessment data available for fall semester. Using the Faculty Advisor Survey for Nontraditional Learning Activities (see appendix), faculty will electronically provide the Dean or Chair, the QEP Coordinator, and the Provost a summary of the data for fall semester. Through the form, faculty will report the following on the nontraditional activities they administered: descriptive information, assessment data, and evidence of improvements planed and/or made as a result of analyzing assessment data. The form also affords faculty advisors an opportunity to suggest improvements in the process for assessing nontraditional learning activities. The Faculty Advisor Survey for Nontraditional Learning Activities summarizing fall semester results should be filed within a month after the due date for fall grades.

At the conclusion of spring semester, faculty will undertake an analysis of all assessment data available for the spring semester. Using the Faculty Advisor Survey for Nontraditional Learning Activities,

faculty will electronically provide the Dean or Chair, the QEP Coordinator, and the Provost a summary of the data for spring semester. The Faculty Advisor Survey for Nontraditional Learning Activities summarizing spring semester results should be filed within a month after the due date for spring grades.

To aid in the internal assessment process, the QEP Coordinator will also have access to syllabi for all courses, which are filed in the Office of the Provost at the beginning of each semester.

The contractual arrangement with NSSE for Special Analysis of the College Student Report will provide data to measure value added. Responses to items 11h and 11k-n from FMU students who participated in nontraditional learning will be compared with responses to those items from FMU students who have not yet participated in nontraditional learning.

D. Utilizing the Results of Assessment

Utilizing descriptive information and assessment data, the QEP Coordinator in conjunction with the University Accreditation Committee will monitor the learning environment and measure the performance of the QEP. Assembling and analyzing assessment data from across the university and from NSSE, the QEP Coordinator will prepare the annual QEP report. The report will focus on the status of the learning environment vis-à-vis best practices in nontraditional learning, institutional progress toward the goals of the QEP, and evidence of improvements based on analysis of assessment data. The QEP Coordinator will make the report available to administrators and to the general faculty, including key stakeholders: the Provost, the University Accreditation Committee, School Deans and Department Chairs, and faculty advisors for nontraditional learning programs. Prompted by analysis of assessment data, the QEP Coordinator in conjunction with the University Accreditation Committee may submit to the faculty governance process proposals for improving the student learning experience. Substantial changes in procedures or methods for assessing the QEP must also be approved through the faculty governance process.

Faculty serving as advisors for nontraditional learning activities will make changes—based upon analysis of QEP assessment data—to improve the effectiveness of the nontraditional programs they administer. As an added benefit, faculty may discover that some insights gained through assessment of nontraditional activities have application in traditional learning environments.

IX Appendix

FRANCIS MARION UNIVERSITY
STUDENT RATING FORM FOR NONTRADITIONAL LEARNING ACTIVITIES

This survey is designed to solicit feedback regarding your participation in a learning activity outside the usual classroom, library, or laboratory. Please do not put your name on this document. This evaluation process is strictly confidential. Your instructor will not receive the results of this survey until after final grades have been submitted.

Course Number and Title_____

Semester _____Year _____

Brief description of the activity

Please circle the response that most closely corresponds with your thoughts on each of the following statements. Please provide additional observations in the space marked "Comments/Examples."

1. While participating in this activity, I frequently reflected on the significance and implications of my experiences.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comments/Examples:

2. While participating in this activity, I applied knowledge and/or ideas that I learned in university classes.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comments/Examples:

3. This activity caused me to discover knowledge and/or ideas beyond what I learned in university classes.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comments/Examples:

4. While participating in this activity, I interacted with individuals whose value systems differed from my own.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comments/Examples:

5. Participation in this activity made me more aware of my personal value system.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comments/Examples:

6. Participation in this activity made me more aware of individuals whose value systems differ from my own.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comments/Examples*:*

7. Through participation in this activity, I gained new insights into interactions among individuals with differing value systems.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comments/Examples:

8. Participation in this activity caused me to think more deeply about my educational and/or career objectives.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comments/Examples:

9. Participation in this activity made a meaningful contribution to my educational experience at Francis Marion University.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comments/Examples:

10. In addition to the developments covered above, did this activity influence your knowledge or value systems in other ways? If so, identify and discuss.

FRANCIS MARION UNIVERSITY
FACULTY ADVISOR SURVEY FOR NONTRADITIONAL LEARNING ACTIVITIES

Faculty Advisor: The purpose of this survey is to provide descriptive information and assessment data. Please complete this survey and return to the QEP Coordinator during the final examination period of the semester in which the nontraditional learning activity occurred.

Course Number and Title _____

Semester _____ Year _____

I. Descriptive Information

A. Check to indicate the most appropriate category of nontraditional learning activity

_____ clinical experience _____ cooperative education _____ internship

_____ pre-professional activity for students _____ service learning _____ travel study

B. Check if applicable

_____ nontraditional learning activity identified above was a component of a traditional classroom, laboratory, or library experience.

C. Number of students involved _____

D. Brief description of the activity:

E. Check each of the following that apply to the activity you supervised

1. *Procedures*

_____ eligibility requirements were clearly established in writing

_____ student(s) filed applications presenting evidence of eligibility

_____ faculty/Department or School approved applicant

_____ worksite was designated

_____ a faculty advisor was assigned to work with student(s)

_____ an external supervisor was identified at worksite

_____ orientation was conducted for student(s) prior to the beginning of the activity

_____ faculty advisor met regularly with student(s)

_____ faculty advisor and worksite supervisor remained in contact with each other

_____ faculty advisor reported to the School/Department the appropriateness of the worksite for future nontraditional learning activities

2. *Instruments used to evaluate outcomes*

_____ pre-test

_____ pre-survey

_____ journals

_____ portfolios

_____ daily work logs

_____ meetings with student(s)

_____ contacts with worksite supervisor

_____ post-test

_____ post-survey

_____ student(s) wrote paper(s) and/or made presentation(s) reflecting on the transformative nature of the nontraditional learning experience

_____ worksite supervisor provided evaluation(s) of student(s) performance

_____ other (explain)

II. Assessment Data

The survey items below are designed to solicit your feedback regarding the participation of the student(s) under your supervision in the nontraditional learning activity identified above**. <u>For questions 1-8, circle the responses that most closely reflect assessment data you captured</u>**. Feel free to elaborate on your responses in the "comment" space below each item.

1. The student(s) functioned in a supervised, real world setting.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comment:

2. Throughout the activity, the student(s) engaged in structured opportunities for meaningful reflection on the significance and implications of their experiences.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comment:

3. The student(s) applied traditionally acquired knowledge and/or ideas in practical, real world contexts.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comment:

4. The student(s) discovered additional knowledge and/or insights.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comment:

5. The student(s) gained enhanced knowledge specific to the subject matter of a discipline or course.

   Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

   Comment:

6. The student(s) interacted with persons whose values and/or culture differed from their own.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comment:

7. The student(s) demonstrated awareness of their own value systems.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comment:

8. The student(s) demonstrated awareness of values and/or cultures different from their own.

Strongly Disagree *Disagree* *Neither Agree Nor Disagree* *Agree* *Strongly Agree*

Comment:

9. In addition to the developments covered above, did the activity affect student knowledge or value systems in other ways? If so, identify and discuss. (Add additional sheets as needed.)

III. Identify and discuss improvements you plan to make as a result of analysis of available assessment data. (Add additional sheets as needed.)

IV. Identify and discuss improvements you have made as a result of analysis of available assessment data. (Add additional sheets as needed.)

V. Suggestions you have to improve the procedure for assessment of nontraditional learning activities. (Add additional sheets as needed.)

C. QEP Concept Committee

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X. Endnotes

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