

**MINUTES**  
**Faculty Senate Meeting**  
**November 13, 2007—UC 218—3:45**

- I. Chair Autrey called the meeting to order at 3:47. Senators present included the following: Bausmith, Best, Broughton, Clabo, Dittman, Eargle, Flannagan, Fulmer, Jokisch, L. Kennedy, Kunka, McWayne, Meetze, Nagata, Price, Ramey, Sacash, Shannon, Slone, Varazo, Warters, Whelan, White, Whitmire, and Zahnd. Parliamentarian C. Kennedy was also in attendance. Senator Carpenter was absent.
- II. The minutes of the October 23, 2007 meeting were approved.
- III. Reports from Committees
  - A. Executive Committee
    1. Autrey reported that the Board of Trustees met during the weekend of November 9-10. They looked at a rendering of the new Performing Arts Center. Autrey passed around the renderings.
    2. Autrey commended the organizers of the UN Symposium: Alissa Warters and Scott Kaufman.
    3. Autrey also commended Ed Eleazer and the members of the Pee Dee Poetry and Fiction Festival Committee.
    4. Autrey informed the members that the Foundation and Development Office will be housed in the new buildings across the road. Community Relations Office will move into space previously occupied by the Foundation offices. The Provost Office will expand. Ken Kitts will take over as Associate Provost, assuming some of the duties of Julie Bush who retired this fall. An Assistant Provost will be hired who will assume some of Ken Kitts responsibilities. Process is underway to hire a new Admissions Director, as well.
  - B. Academic Affairs Committee (*see attachment*)
    1. Item I from the Department of Psychology concerning the deletion of a portion of a course description for PSY 300 was approved.
    2. Item II from the Department of Sociology concerning the deletion of SOCI 290, SOCI 360, SOCI 373, and SOCI 440, as well as the modification of SOCI 341, and the addition of SOCI 374, Work in Society was approved.
    3. Item III from the Computer Science Program concerning changing information about the CS minor, as well as the deletion of CS 160 and CS 175 was approved.
    4. Item IV from the Honors Program concerns adding a semester abroad in the International Exchange Program as a suitable option for the Honors Independent Study, as well as the creation of a new course, HNRS 200, Honors Science Colloquium Experience was approved.
    5. Item V from the Department of Nursing concerned several changes relative to the RN to BSN Program.
      - a. Sections A concerning deletions to the plan of study for the RN-BSN program of study was approved. In Section B concerning the replacement text for RN-BSN program of study, the number of the elective “NRN 446” was deleted. The amended replacement text was approved.
      - b. Section C concerning the deletion of Nurn 302, Nurn 303 Nurn 306, Nurn 351, Nurn 402, Nurn 404, Nurn 405, Nurn 406, and Nurn 445 was approved.
      - c. Section D concerning the addition of NRN 332 Professional Nursing and Nursing Practice, NRN 333 Health Assessment and Promotion in Nursing Practice, NRN 334 Nursing Research in Practice, NRN 445 Population Focused Nursing Care, and NRN 447 Leadership and Management in Nursing was approved.
  - C. Report from Academic Support Committee

Betty Ramey, Chair of the Academic Support Committee, reported on some of the work of the Committee this semester, including the idea of establishing more regularized fall and spring break schedules. After some discussion amongst Senate members concerning the particular issue of consistently having fall break after midterm (in October, not in November in election years), the group cast a straw vote to determine the sense of the Senate on this issue. The voting indicated almost unanimous support for this concept. Chair Autrey suggested that Senate members send thoughts concerning this issue directly to B. Ramey who will be meeting with the University Calendar Committee.

D. Graduate Council (*see attachment*)

1. Item I concerned several changes from the College of Education.

a. Section A concerning the deletion of the PRAXIS I scores from the required components for admission to the program.

b. Sections B, C, E-G concerned the deletion of three current courses (EDUC 797, EDUC 798, and EDUC 799) and the addition of three new courses, EDUC 748, Qualitative Research for Educators, 794 Capstone I: Identification of a Research Topic, and 795 Capstone II: Completion and Presentation of a Research Topic. The text of EDUC 748 was altered to include the following prerequisite material: “(3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education.)” The text for EDUC 794 and 795 was altered by changing its punctuation to the following: “(3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education.)”

c. Section D concerning the delineation of electives was approved, but the information regarding the division of 770 into 770A and 770B was returned to the School for further deliberation.

IV. There was no old business.

V. There was no new business.

VI. Announcements

1. Bill Whitmire indicated that he had one ticket for the Athletic Auction on November 13, 2007.

2. Autrey indicated that the Faculty Life Committee is soliciting nominations for speakers for the Moran Lecture: retirees or emeritus faculty. Send nominations to Tim Shannon.

3. Linda Becote has been named to an Endowed Chair in the Library.

4. Presidential campaign informational tables will be set up in the UC on Thursday, November 15, 2007.

VII. The meeting adjourned at 4:40.

## A. Proposals from Academic Affairs Committee

### I. Proposal from Department of Psychology:

**DELETE**, on page 136 of the current catalog in the course description for Psychology 300, the following:

(Same as SOCI 360)

**Rationale:** The Department of Sociology proposes to delete Sociology 360.

### II. Proposal from the Department of Sociology:

A. **DELETE**, on pages 140-142 of the current catalog, the following courses:

- 1) SOCI 290 Computer Applications in the Social Sciences
- 2) SOCI 360 Leadership and Group Dynamics
- 3) SOCI 373 Complex Organizations
- 4) SOCI 440 Social Change

B. **MODIFY**, on page 141 of the current catalog, the course description for Sociology 341

**FROM:**

Factors in the genesis of crime and the organization of criminal behavior from the perspective of the individual and society; methods of dealing with criminals; police courts, prisons, probation, and parole.

**TO:**

Examines how social structures and participation in social networks influence the likelihood and nature of criminal activities. Also examines how individuals and groups react to crime. Includes a critical review and application of theoretical explanations of crime and criminal behavior.

C. **ADD**, on page 141, of the current catalog the following:

**374 Work in Society (3)** (Prerequisite: 201 or permission of department). Patterns and organization of work; the theories and methods associated with studying work; how work varies across social and demographic groups; and impact of family structure, technology, globalization and public policy on work.

### III. Proposal from the Computer Science Program:

A. **CHANGE**, on page 158 of the current Catalog, under MINOR

**FROM:**

A minor is offered in computer science.

1. Those wishing the minor oriented toward information systems will complete CS 190, 225, 226, 227, 313, and 430
2. Those choosing the minor oriented toward mathematics will complete CS 226, 227, 313, 318, Math 305 or Math/CS 425 and one additional course above 299 in computer science. A student may count both Mathematics 305 and Math/CS 425 toward the minor and is encouraged to take both courses

3. Those choosing the minor oriented toward science will complete CS 212, 226, 227, 280, 318, and 425 The prerequisites for these courses must be met.

**TO:**

A minor in Computer Science consists of

CS 190 or CS 212

CS 226

CS 227

Three courses chosen from CS 280 or higher. (Math 230 is a prerequisite for taking any computer science course above the 299 level.)

**Rationale:** It is difficult to teach 3 minors with 5 full time CS faculty members. This change will allow some flexibility in student schedules and it allows them to pursue a sequence of courses relevant to their academic and professional plans.

**B. DELETE,** on page 158 of the current catalog, the following courses:

- 1) **CS 160** - has not been taught since Late Spring 1999
- 2) **CS 175** – has not been taught since Fall 2001 and with low enrollment then.

**IV. Proposal from the Honors Program:**

**A. ADD,** on page 185 of the current catalog, between the description of “**491-499 Honors Independent Study**” and the following paragraph beginning “**Students who successfully complete the Washington Semester Program**”, the following paragraph:

An acceptable substitute for HNRS 491 is the successful completion of a semester in one of our official International Exchange Programs. The GPA requirement for graduating “With University Honors” will be calculated out of 18 Honors credit hours rather than 21.

**Rationale:** The experience of living and studying abroad is as valuable and challenging a learning experience as completing an Independent Study project. We hope to encourage more FMU Honors students to take advantage of our official International Exchange Programs. A similar rationale prompted the decision a few years ago to allow 3 of the 9 400-level Honors hours earned by completing the Washington Semester Program to serve as an acceptable substitute for HNRS 491. However, because the FMU course credits that are assigned to the semester abroad vary so widely from student to student and institution to institution, there is no single 400-level Honors course to substitute for HNRS 491.

**B. ADD,** on page 185 of the current catalog, between the description of “**101 Freshman Honors seminar**” and “**397 Honors Colloquium**”, the following:

**200 Honors Science Colloquium Experience** (1) Requires students to prepare for, attend, and respond in writing to the weekly Science Colloquium. Carries elective, but not General Education, departmental, or School credit. Assessed as S (Satisfactory) or U (Unsatisfactory). May be taken for credit up to three times.

**Rationale:** The Science Colloquium is well-established. Hnrs. 200 will encourage students

to attend regularly, and have the opportunity to hear speakers from across disciplines including biology, chemistry, physics, and mathematics present research talks in their area of expertise. The majority of the speakers are faculty, either from FMU or other universities. In some semesters, there is room for students to present their research to the Colloquium; it would be particularly valuable for the Hnrs. 200 students to hear presentations from students who had completed an Honors Independent Study in a science discipline. Students will become aware of current developments in scientific research, will develop learning skills associated with seminars rather than the standard classroom setting, and will be encouraged to develop the intellectual confidence necessary to ask questions amongst a large audience on complex scientific information.

The one credit hour earned (potentially three, if the student enrolls for the maximum of three semesters) may be useful to a student seeking to earn the 21 hours of Honors credit required to graduate “With University Honors”. A student’s overall GPA is not impacted either positively or negatively by an “S” or “U” rating. However, since even a student who earned the maximum of 3 credit hours for Hnrs. 200 would still have 18 Honors credit hours, the GPA requirement to graduate “With University Honors” can be calculated based on those grades.

#### IV. Proposal from the Department of Nursing:

A. **DELETE** course outline by semester under RN – BSN PLAN OF STUDY (page 123 in the 2007-2008 Catalog)

B. **REPLACE**, on page 123 of the current catalog the RN-BSN PLAN OF STUDY, with the following:

#### RN – BSN PLAN OF STUDY

Semester I	Junior Year		Spring Hours
	Fall Hours	Semester II	
NURS 302 Pathophysiology <sup>1</sup>	3 SH	NRN 333 Health Assessment & Promotion in Nursing Practice <sup>2</sup>	4 SH
NRN 332 Professional Nsg. Practice	3 SH	NRN 334 Nsg. Research in Practice	3 SH

Semester III	Senior Year		Spring Hours
	Fall Hours	Semester IV	
NRN 445 Population Nursing Care <sup>2</sup>	6 SH	NRN 447 Leadership and Management <sup>2</sup>	6 SH
Nursing Elective	3 SH	Nursing Elective	3 SH

#### Total Hours –31 Semester Hours

Thirty semester hours will be awarded as transfer credit for previous nursing coursework.

The applicant must have completed 63 hours of undergraduate coursework which includes general education prerequisites.

A total of 124 Semester Hours are required for graduation.

<sup>1</sup>Credit by examination is available; advanced placement examinations may be taken one time.

<sup>2</sup>Independent clinical component

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**RN – BSN ACCELERATED PLAN OF STUDY**

Summer Session

NURS 302 Pathophysiology <sup>1</sup>	3 SH
NRN 332 Professional Nsg. Practice	3 SH
NRN 333 Health Assessment & Promotion In Nursing Practice <sup>2</sup>	4 SH

Fall Session

NRN 334 Nursing Research in Practice	3 SH
NRN 445 Population Focused Nsg. Care	6 SH
Nursing Elective	3 SH

Spring Session

NRN 447 Leadership and Management <sup>2</sup>	6 SH
Nursing Elective	3 SH

- C. **DELETE** course descriptions for the following courses found on pages 124-125 of the 2007-2008 Catalog:

Nurn 302 Principles of Pathophysiology  
 Nurn 303 Professional Nursing Practice  
 Nurn 306 Nursing Research in Practice  
 Nurn 351 Health Assessment and Promotion in Nursing Practice  
 Nurn 402 Population Focused Nursing  
 Nurn 404 Health Care Systems and Policy  
 Nurn 405 Leadership and Management in Nursing  
 Nurn 406 Nursing Knowledge; Synthesis Practicum  
 Nurn 445 Guided Nursing Elective

- D. **Add** the following courses on pages 124-125 of the 2007-2008 Catalog:

**NRN 332 Professional Nursing and Nursing Practice (3).** Explores the past, present, and future of professional nursing. Emphasis is placed on critical thinking and life-long learning, professional values and philosophies, socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

**NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-2)** (Prerequisites or Corequisites: NURS 302, NRN 332). Provides the RN the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion and health protection services to clients across the lifespan. Additionally, the RN will learn to develop client focused nursing care plans and teaching plans based on appropriate nursing diagnosis and using evidence based interventions. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care.

**NRN 334 Nursing Research in Practice (3)** (Prerequisites: NURS 302, NRN 332). Examines the steps of the research process, and provides the RN with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings to develop evidence based nursing practice. Ethical considerations in research are addressed.

**NRN 445 Population Focused Nursing Care (6:4-6)** (Prerequisites: NURS 302, NRN 332, 333; Prerequisite or Corequisite: 334.) Designed to develop the RN's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Precepted clinical experiences, as part of an individualized learning agreement, will include the application of theory in completing a community assessment, and the development of a community care plan and teaching project for a specific population within the community. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

**NRN 447 Leadership and Management in Nursing (6:4-6)** (Prerequisites: NURS 302, NRN 332, 333, 334, 445). Offers the RN the opportunity to explore the organizational structures, management roles and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, inter-professional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Precepted clinical experiences will include the application of theory and evidence based practices, and nursing management and leadership roles within healthcare agencies. Emphasis is on organizations as systems, leadership roles, legal responsibilities and implications for professional nursing practice.

## **B. Proposal from Graduate Council**

### **I. Proposals from the School of Education**

**CHANGE**, on page 200, under ADMISSION REQUIREMENTS

#### **FROM:**

##### **GRADUATE DEGREE STATUS: M.A.T.**

M.A.T. students are expected to seek full admission prior to initiation of coursework.

To be considered for admission as a Master of Arts in Teaching degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee to the Graduate Office.
2. Submit official transcript(s) from accredited institutions of all undergraduate and graduate work. The academic record should show promise of success as a graduate student.
3. ENTRANCE EXAMINATIONS: a. Submit recent scores on the Graduate Record Examination (minimum of 400 on the Verbal component), or the Miller Analogies test (minimum raw score of 35 or scaled score of 388). b. Additionally, the student must submit passing scores on the state approved test of reading, writing, and mathematics. (PRAXIS I)
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.
5. Submit a written statement of your philosophy of education.
6. Schedule an interview with the program coordinator or faculty adviser.
7. Items 1-5 must be submitted in one packet to: Graduate Office Francis Marion University Post Office Box 100547 Florence, SC 29501-0547
8. To be guaranteed timely consideration for acceptance into the Master of Education program, all of the above materials must be submitted by:  
Fall Admission: April 15  
Spring Admission: October 15

All of these steps must be completed before a student can be considered for admission to the M.A.T. degree status.

#### **TO:**

##### **GRADUATE DEGREE STATUS: M.A.T.**

M.A.T. students are expected to seek full admission prior to initiation of coursework.

To be considered for admission as a Master of Arts in Teaching degree student, an applicant must complete the following steps:

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



2. Submit official transcript(s) from accredited institutions of all undergraduate and graduate work. The academic record should show promise of success as a graduate student.
3. ENTRANCE EXAMINATIONS: Submit recent (within 5 years) scores on the Graduate Record Examination (minimum of 400 on the Verbal component), or the Miller Analogies test (minimum raw score of 35 or scaled score of 388).
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.
5. Submit a written statement of your philosophy of education.
6. Schedule an interview with the program coordinator or faculty adviser.
7. Items 1-5 must be submitted in one packet to: Graduate Office Francis Marion University Post Office Box 100547 Florence, SC 29501-0547
8. To be guaranteed timely consideration for acceptance into the Master of Education program, all of the above materials must be submitted by:  
Fall Admission: April 15  
Spring Admission: October 15

All of these steps must be completed before a student can be considered for admission to the M.A.T. degree status.

**CHANGE**, on page 201, under MASTER OF EDUCATION

**FROM:**

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN EARLY CHILDHOOD EDUCATION**

Coordinator: Dr. Dorothy M. Harris

Students must complete 36 graduate hours.

**Education Foundation Core:**

**15 hours**

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

**Early Childhood Education Specialty Core**

**12 hours**

- EDUC 721 Family and Community, and Early Childhood Education
- EDUC 722 Curriculum Design for Early Childhood Programs
- EDUC 724 Leadership of Early Childhood Programs
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

**Education Practicum Seminars**

**9 hours**

- EDUC 797 Practicum Seminar I: Problem Identification
- EDUC 798 Practicum Seminar II: Problem Analysis
- EDUC 799 Capstone Seminar III: Problem Resolution

**TO:**

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN EARLY CHILDHOOD EDUCATION**

Coordinator: Dr. Dorothy M. Harris

Students must complete 36 graduate hours.

**Education Foundation Core: 15 hours**

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

**Early Childhood Education Specialty Core 15 hours**

- EDUC 721 Family and Community, and Early Childhood Education
- EDUC 722 Curriculum Design for Early Childhood Programs
- EDUC 724 Leadership of Early Childhood Programs
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners
- EDUC 748 Qualitative Research for Educators

**Education Practicum Seminars 6 hours**

- EDUC 794 Capstone I: Identification and Analysis of Research Topic
- EDUC 795 Capstone II: Completion and Presentation of Research Topic

**CHANGE**, on page 201, under MASTER OF EDUCATION

**FROM:**

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

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 36 graduate hours.

**Education Foundation Core: 15 hours**

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

**Instructional Accommodation Education Specialty Core 12 hours**

- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner
- EDUC 742 Procedures for the Divergent Learner

EDUC 744 Quantitative Processing and the Divergent Learner

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

**Education Practicum Seminars**

**9 hours**

EDUC 797 Practicum Seminar I: Problem Identification

EDUC 798 Practicum Seminar II: Problem Analysis

EDUC 799 Capstone Seminar III: Problem Resolution

**TO:**

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

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 36 graduate hours.

**Education Foundation Core:**

**15 hours**

EDUC 611 Solving Instructional Problems Using Technology

EDUC 621 Understanding Learning Differences

EDUC 622 Assessment of Learning and Behavior

EDUC 623 Quantitative Research Methods in Education

EDUC 624 Behavior Management of Students with Disabilities

**Instructional Accommodation Education Specialty Core**

**15 hours**

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner

EDUC 742 Procedures for the Divergent Learner

EDUC 744 Quantitative Processing and the Divergent Learner

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

EDUC 748 Qualitative Research for Educators

**Education Practicum Seminars**

**6 hours**

EDUC 794 Capstone I: Identification and Analysis of Research Topic

EDUC 795 Capstone II: Completion and Presentation of Research Topic

**CHANGE**, on page 202, under MASTER OF ARTS IN TEACHING

**FROM:**

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

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

**Education Foundation Core:**

**15 hours**

EDUC 611 Solving Instructional Problems Using Technology

EDUC 621 Understanding Learning Differences

EDUC 622 Assessment of Learning and Behavior

EDUC 623 Quantitative Research Methods in Education

EDUC 624 Behavior Management of Students with Disabilities

*Learning Disabilities Professional Preparation*

30 hours

- PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
- PSYCH 664 Practicum – Formal and Informal Assessment (1)
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- EDUC 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- EDUC 763 Methods for Teaching Students with Learning Disabilities (3)
- EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- EDUC 769 Case Study, Small Group, and Action Research (3)
- EDUC 770 Learning Disabilities: Supervised Internship (9)

**Electives**

**6 hours**

Candidates may select from among the following courses a combination totaling 6 graduate hours.

Course selection must be made after consultation with program coordinator.

Candidates planning to teach at the Elementary and Middle School levels are encouraged to select from among the following options:

- EDUC 620 Foundations of Education (3)
- EDUC 731 Literacy Development (3)
- EDUC 732 Quantitative Learning: Pre-School Through Middle School (3)
- EDUC 733 Concepts and Methods in Elementary Science (3)
- EDUC 734 Concepts and Methods in Elementary Social Studies (3)

Candidates planning to teach at the junior high and high school levels are encouraged to select from among the following options:

- EDUC 620 Foundations of Education (3)
- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- EDUC 742 Procedures for the Divergent Learner (3)
- EDUC 744 Quantitative Processing and the Divergent Learner (3)

**TO:**

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

Coordinator: Dr. Shirley Carr Bausmith

Students must complete 51 graduate hours.

**Education Foundation Core:**

**15 hours**

- EDUC 611 Solving Instructional Problems Using Technology
- EDUC 621 Understanding Learning Differences
- EDUC 622 Assessment of Learning and Behavior
- EDUC 623 Quantitative Research Methods in Education
- EDUC 624 Behavior Management of Students with Disabilities

30 hours

- PSYCH 663 Learning Disabilities: Formal and Informal Assessment (3)
- PSYCH 664 Practicum – Formal and Informal Assessment (1)
- EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- EDUC 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- EDUC 763 Methods for Teaching Students with Learning Disabilities (3)
- EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- EDUC 769 Case Study, Small Group, and Action Research (3)
- EDUC 770 Learning Disabilities: Supervised Internship (9)

### **Electives**

**6 hours**

Candidates may select from among the following courses a combination totaling 6 graduate hours.

Course selection must be made after consultation with the program coordinator.

- EDUC 620 Foundations of Education (3)
- EDUC 732 Quantitative Learning: Pre-School through Middle School (3)
- EDUC 733 Concepts and Methods in Elementary Science (3)
- EDUC 734 Concepts and Methods in Elementary Social Studies (3)
- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- EDUC 742 Procedures for the Divergent Learner (3)
- EDUC 744 Quantitative Processing and the Divergent Learner (3)

### **ADD**, on page 204

**748 Qualitative Research for Educators** (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education) F, S, SU. This course is designed to provide students an introduction to qualitative research methods for education. Through this course the students will be introduced to critical issues and strategies for conducting qualitative inquiries.

### **ADD**, on page 205

**794 Capstone I: Identification and Analysis of Research Topic** (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education) F, S. This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project. Some students may choose to complete portfolio entries based on the requirements from the National Board for Professional Teaching Standards (NBPTS).

### **ADD**, on page 206

**795 Capstone II: Completion and Presentation of Research Topic** (3) (Prerequisites: Admission to the School of Education Graduate Program, EDUC 623, either EDUC 748 or EDUC 797, and either EDUC 794 or EDUC 798; or permission from the School of Education) F, S, SU. Students will complete and present the results of their research projects or their completed portfolio entries for National Board Certification. The

student will present the completed work, near the conclusion of Education 795, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and interested members of the School of Education Faculty.

Rationale for item A: PRAXIS I scores were required when the MAT-LD program included undergraduate coursework and students needed passing scores for School of Education acceptance. That is no longer necessary. In addition, the SC Department of Education does not require passing PRAXIS I scores, so we are deleting that requirement (item 3b). We are also adding “within five years” to better define the term “recent” to insure that the Miller Analogy or GRE scores submitted are current.

Rationale for items B, C, E - G: We are consolidating the three current courses (EDUC 797, EDUC 798, EDUC 799) into 2 courses (EDUC 794 & EDUC 795) and creating a new course EDUC 748. EDUC 748 will aid teachers in understanding qualitative research methods as they relate to the educational process. We are deleting EDUC 797, EDUC 798, & EDUC 799 from, and adding EDUC 748, EDUC 794, EDUC 795 to two graduate programs, Instructional Accommodation and Early Childhood Education. EDUC 797, EDUC 798, & EDUC 799 will remain in the catalog until all current students complete their respective program requirements.

Rationale for item D: We are combining the listing of electives, rather than delineate electives for elementary or secondary. We are also separating the 770 course, which is currently listed as 9 hours. We are creating 770A, which will be a 6-hour course, and 770B, which will be a 3-hour course. This separation is needed for faculty course load assignments.