

AGENDA
Faculty Senate Meeting
February 5, 2019

I. Call to order and Roll Call

II. Approval of Minutes from the November 13, 2018 meeting

III. Report from the Executive Committee

IV. Report from the Academic Affairs Committee (*See the attachment for complete proposals. See the appendix for supporting materials.*)

1. Proposal from the Bachelor of General Studies Program

Item A. Modify to update Education requirements for the BGS degree

2. Proposal from the Department of Chemistry

Item A. Add Pre-Pharmacy Option in Chemistry

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

Item A. Add NURS 320

Item B. Add NURS 321

Item C. Add NURS 416

Item D. Add NURS 417

Item E. Add NURS 418

Item F. Add NURS 419

Item G. Add NURS 420

Item H. Modify pre-/co-requisites for NURS 301

Item I. Modify pre-/co-requisites for NURS 306

Item J. Modify pre-/co-requisites for NURS 307

Item K. Modify pre-/co-requisites for NURS 309

Item L. Modify pre-/co-requisites for NURS 317

Item M. Modify pre-/co-requisites for NURS 318

Item N. Modify pre-/co-requisites for NURS 411

Item O. Delete NURS 310

Item P. Delete NURS 314

Item Q. Delete NURS 316

Item R. Delete NURS 319

Item S. Delete NURS 409

Item T. Delete NURS 410

Item U. Delete NURS 415

Item V. Modify Nursing Plan of Study Upper Division

Item W. Modify RN to BSN Plan of Study

4. Proposals from the School of Education

Item A. Modify course description of EDUC 191

Item B. Modify course description of EDUC 190

- Item C. Delete EDUC 380
- Item D. Modify course description of EDUC 420
- Item E. Modify course requirements of Early Childhood Education plan of study
- Item F. Modify course requirements of Middle Level Education plan of study

5. Proposals from the School of Business, Computer Science

- Item A. Modify requirements for a major in computer science
- Item B. Modify requirements for a minor in computer science
- Item C. Modify requirements for a collateral in computer science
- Item D. Delete CS 225
- Item E. Delete CS 212
- Item F. Change pre-requisites for CS 280
- Item G. Change description for MIS 225
- Item H. Change description of the Major in Healthcare Informatics
- Item I. Change description of the four year plan for Healthcare Informatics/ Information Management Track
- Item J. Change description of the four year plan for Healthcare Informatics/ Information Technology Track

6. Proposal from the Department of History

- Item A. Modify History Requirement
- Item B. Modify requirement for Secondary Education Option

V. Report from the Graduate Council (*See the attachment for complete proposals. See the appendix for supporting materials*).

1. Proposals from the School of Education

- Item A. Modify program due to elimination of course
- Item B. Modify number and clarification of grade requirement
- Item C. Modify program due to elimination of course
- Item D. Delete description
- Item E. Modify 745 course description
- Item F. Modify 746 course description
- Item G. Modify 761 course description
- Item H. Modify 762 course description
- Item I. Modify 763 course description
- Item J. Modify 764 course description
- Item K. Modify listing of courses for program to reflect course changes

2. Proposals from the Speech Language Pathology Program

- Item A. Modify 520 - spell out ASHA for clarity
- Item B. Modify 530 course description
- Item C. Modify 550 - spell out ASHA for clarity
- Item D. Modify 580 - spell out ASHA for clarity and clarify hours
- Item E. Modify 581 - spell out ASHA for clarity and clarify hours

- Item F. Modify 591 course description
- Item G. Modify 601 - spell out ASHA for clarity and clarify hours
- Item H. Modify 607 course description
- Item I. Modify 617 course description
- Item J. Modify 620 and 624 spell out ASHA for clarity and clarify hours
- Item K. Modify 635 course description
- Item L. Modify program plan to clarify hours

3. Proposal for modification of the probation status for graduate students.

- Item A. Modify probation/dismissal process

- VI. Old Business**
- VII. New Business**
- VIII. Announcements**
- IX. Adjournment**

Attachment to the Faculty Senate Agenda – February 5, 2019

IV. Report from the Academic Affairs Committee

1. Proposal for the Bachelor of General Studies (BGS)

- A. **MODIFY** on page 171 of current print catalog

FROM:

f. Educational Studies:

Must include the following 12 credit hours of education:

EDUC 305 Foundations of Curriculum and Instruction, EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, ~~EDUC 313 Field Experiences in Instructional Planning and Assessment,~~ ~~EDUC 380 Introduction to Exceptional Students;~~ and must include 18 credits hours from the following: ENG 300 Foundations for Literary Studies, ENG 310 Modern English Grammar, ENG 313 Literature for Young Children OR ENG 315 Literature for Children, ENG 340 Theories of Writing, ENG 341 Advanced Composition for Teachers, MATH 370 Intuitive Geometry, PSY 304 Brain and Behavior, PSY 306 Pediatric Psychology, PSY 315 Child Behavior: Growth and Development, PSY 316 Adolescent Behavior: Growth and Development, PSY 317 Applied Behavior Analysis, PSY 318 Educational Psychology, PSY 334 Life Span Development, or other appropriate courses approved by the coordinator of the B.G.S. Program.

TO:

f. Educational Studies:

Must include the following 12 credit hours of education:

EDUC 305 Foundations of Curriculum and Instruction, EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, **EDUC 313 Field Experiences in Instructional Planning and Assessment**, **EDUC 420 Introduction to the Exceptional Learner**; and must include 18 credits hours from the following: ENG 300 Foundations for Literary Studies, ENG 310 Modern English Grammar, ENG 313 Literature for Young Children OR ENG 315 Literature for Children, ENG 340 Theories of Writing, ENG 341 Advanced Composition for Teachers, MATH 370 Intuitive Geometry, PSY 304 Brain and Behavior, PSY 306 Pediatric Psychology, PSY 315 Child Behavior: Growth and Development, PSY 316 Adolescent Behavior: Growth and Development, PSY 317 Applied Behavior Analysis, PSY 318 Educational Psychology, PSY 334 Life Span Development, or other appropriate courses approved by the coordinator of the B.G.S. Program.

RATIONALE:

The School of Education has replaced EDUC 380 Introduction to Exception Students with EDUC 420 Introduction to the Exceptional Learner. This change will align the BGS Educational Studies requirements with the School of Education requirements. Many BGS Educational Studies students who have been unsuccessful with PRAXIS have not taken EDUC 313 Field Experiences in in Instructional Planning and Assessment. This course is not necessary for successful completion of the BGS Educational Studies degree.

2. Proposal from the Department of Chemistry

A. **ADD** on page 79, a new Chemistry Degree Option

PRE-PHARMACY OPTION IN CHEMISTRY

Coordinator: **Dr. Kristofoland Varazo**

The pre-pharmacy option in Chemistry offers students a basic chemistry major that includes the pre-pharmacy curriculum for application to pharmacy school at The University of South Carolina or the Medical University of South Carolina.

The pre-pharmacy option requires the completion of general education courses, pre-pharmacy curriculum courses, and the requirements for the basic chemistry major.

General Education Requirements	48/49 hours
Communications	9/10 hours
English 101 or 101E/101L, 1026/7
Speech Communication 101	3
Social Sciences	9 hours
Political Science 101 or 1033

Economics 204	3
Social Science Electives	3
Humanities	12 hours
Literature 250	3
History	3
Art 101, Music 101, or Theater 101	3
Humanities Elective	3
Mathematics	6 hours
Math 132 or 137	3
Math 134	3
Natural Sciences	12 hours
Biology 105, 115	4
Psychology 206, 216	4
Chemistry 101.	4
Pre-pharmacy curriculum	48/49 hours
Chemistry 102.	4
Chemistry 201.	4
Chemistry 202.	4
Chemistry 404.	3
Biology 106	4
Biology 205	4
Biology 406	4
Biology 215 or 311	4
Physics 201, 202	8
Math 201	3
Math 202	3
Math 203	3
Chemistry Requirements	20 hours
Chemistry 203.	4
Chemistry 301.	4
Chemistry 302.	4
Chemistry 303.	4
Chemistry 402.	3
Chemistry 499.	1
Free Elective	4 hours
Total hours required for graduation	120/121

Rationale: This is a new program option we have been given approval by the administration to pursue. It includes the coursework for the basic chemistry major, a minor in biology, and the complete pre-pharmacy curriculum for admission to pharmacy school at USC in Columbia or MUSC in Charleston. Students graduating with this option are prepared to apply to pharmacy school at USC or MUSC without having to take additional coursework. A significant number of chemistry majors are interested in pharmacy school after graduation from FMU, and this option helps students reduce the length of study required to earn the terminal degree.

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

A. **ADD** on page 166 of current catalog, in order by number

320 Principles of Pathophysiology and Clinical Nutrition (4) (Corequisites: NURS 301, 309, and 317) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, clinical manifestations, and selected treatments. The course will also develop the learners' knowledge of nutrition and diet therapy in nursing. Topics will focus on the basics of nutrition, health promotion across the lifespan, herbal and dietary supplements, nutritional standards, and alterations in nutrition along with nutritional assessment and screening. Cultural considerations will be incorporated throughout. Specific dietary requirements/restrictions will be correlated with the various pathophysiologic conditions.

RATIONALE:

Pathophysiology is content that is currently included in all relevant nursing courses, particularly Adult Health I/II/III, Nursing Care of Women, Children, and Families, and Psychiatric and Mental Health Nursing. After assessing student learning needs, it was determined that a more structured course was needed to deliver this content. Since nutrition is also closely aligned with pathophysiology, it is relevant to also deliver this content within the course.

B. **ADD** on page 166 or 167 of current catalog, in order by number

321 Adult Health I (5: 3-6) (Prerequisites: NURS 301, 309, 317, and 320. Prerequisites or Corequisites: 306, 307, and 318) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain, and restore health in hospitalized patients with alterations in fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiology concepts, health assessment, and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural, and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community-based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

RATIONALE:

Adult Health I is currently offered as NURS 310 at 6 credits. As part of a curriculum review, it was determined that students could successfully complete the student learning

outcomes with fewer clinical hours. Hours from the old to new course have been reduced by one (1) credit with the reduction of hours coming from clinical, not didactic.

C. **ADD** on page 167 of current catalog, in order by number

416 Nursing Care of Children and Their Families (5:3-6) (Prerequisites: Completion of all required 300-level NURS courses) This course is designed to focus on children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment with an emphasis on the family. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of children and families in a variety of health care settings.

RATIONALE:

This content is currently offered in the combined course of NURS 415: Nursing Care of Women, Children, and Families, which is nine (9) total credits. Following review of the course and considering student input, it was determined that this content would be better offered in separate courses. This new course will focus on the care of children.

D. **ADD** on page 167 of current catalog, in order by number

417 Women's Health Nursing (4:3-3) (Prerequisites: Completion of all required 300-level NURS courses) This course covers the healthcare needs of the woman throughout the lifespan as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, and the neonatal period. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman, newborn, and families in a variety of health care settings.

RATIONALE:

This content is currently offered in the combined course of NURS 415: Nursing Care of Women, Children, and Families, which is nine (9) total credits. Following review of the course and considering student input, it was determined that this content would be better offered in separate courses. This new course will focus on the care of women.

E. **ADD** on page 167 of current catalog, in order by number

418 Population-Focused Nursing & Healthcare Policy (5:4-3) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417) This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies, community partnerships, and the design,

implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, *ANA Scope & Standards of Public Health Nursing*, and *ACHNE Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

RATIONALE:

Population-Focused Nursing and Healthcare Policy is currently offered as NURS 409 at 6 credits. As part of a curriculum review, it was determined that students could successfully complete the student learning outcomes with less clinical hours. Hours from the old to new course have been reduced by one (1) credit with the reduction of hours coming from clinical, not didactic.

F. **ADD** on page 167 of current catalog, in order by number

419 Leadership, Management, and Professionalism in Nursing (3) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417. Prerequisites or Corequisites: NURS 411, 418, and 420) This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing.

RATIONALE:

Leadership and Management in Nursing is currently offered as NURS 410 at 3 credits. As part of a curriculum review, it was determined that much of the content in NURS 316: Professional Nursing Practice is repeated in NURS 410. The decision was made to combine these two courses but to keep the credits at three (3). Any new content from NURS 316 will be included in the new NURS 419 course.

G. **ADD** on page 167 of current catalog, in order by number

420 Clinical Decision-Making for Nurses (1) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417. Prerequisites or Corequisites: NURS 411, 418, and 419) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies and lecture on focused topics to promote knowledge development through classroom discussion and critical

thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health care issues. Leadership principles of prioritization and delegation will also be emphasized.

RATIONALE:

This course has the same course description as NURS 314. This course has been used as an elective in the BSN curriculum to aid students in preparation for the NCLEX-RN. After a review of the curriculum, it was determined that the content in this course is important to student success on the NCLEX-RN; therefore, the decision was made to make this course mandatory as part of the curriculum. NURS 314 will be deleted from the catalog, but the course will be offered at a higher course number with changed prerequisites.

H. **MODIFY** on page 166 of current catalog, in order by number

FROM:

301 Health Assessment (4:3-3) (Prerequisite or corequisite: NURS 305 and 312. Corequisite: NURS 309). Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

TO:

301 Health Assessment (4:3-3) (Prerequisites or Corequisites: NURS 317 and 320. Corequisite: NURS 309) Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

I. **MODIFY** on page 166 of current catalog, in order by number

FROM:

306 Nursing Research in Practice (3) (Prerequisite: 312. Corequisite: NURS 307 or 310 is strongly recommended) The course examines the steps of the research process, and

provides the student 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 in clinical practice. Ethical considerations in nursing research are addressed.

TO:

306 Nursing Research in Practice (3) (Prerequisite: 320. Corequisites: NURS 307 or 321 is strongly recommended) The course examines the steps of the research process, and provides the student 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 in clinical practice. Ethical considerations in nursing research are addressed.

J. **MODIFY** on page 166 of current catalog, in order by number

FROM:

307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisites: NURS 301, 305, 309, and 312. Corequisites: 306 and 310 are strongly recommended) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

TO:

307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisites: NURS 301, 309, 317, and 320. Prerequisites or Corequisites: 306, 318, and 321) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources, and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

K. **MODIFY** on page 166 of current catalog, in order by number

FROM:

309 Fundamentals of Nursing (6:3-9) (Prerequisites or corequisites: NURS 301, 305, and 312) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

TO:

309 Fundamentals of Nursing (6:3-9) (Prerequisites or Corequisites: NURS 301, 317, and 320) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment, and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

L. **MODIFY** on page 166 of current catalog, in order by number

FROM:

317 Nursing Pharmacology I (2) (Corequisites: NURS 301, 309, 316, and 319) This course introduces the student to basic pharmacological concepts of pharmacokinetics, pharmacodynamics, adverse effects, and drug-drug interactions. Drug laws, standards, and the medication approval process will be discussed. There will be an emphasis on the study of broad classifications of medication, their effects on the human body and nursing implications related to the peripheral nervous system, drugs that affect the hematologic and immune systems, including the treatment of infectious and parasitic diseases. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course. This course lays the foundation for nursing pharmacology and prepares the student for Nursing Pharmacology II.

TO:

317 Nursing Pharmacology I (2) (Corequisites: NURS 301, 309, and 320) This course introduces the student to basic pharmacological concepts of pharmacokinetics, pharmacodynamics, adverse effects, and drug-drug interactions. Drug laws, standards, and the medication approval process will be discussed. There will be an emphasis on the study of broad classifications of medication, their effects on the human body and nursing implications related to the peripheral nervous system, drugs that affect the hematologic and immune systems, including the treatment of infectious and parasitic diseases. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course. This course lays the foundation for nursing pharmacology and prepares the student for Nursing Pharmacology II.

M. **MODIFY** on page 166 of current catalog, in order by number

FROM:

318 Nursing Pharmacology II (2) (Prerequisites: NURS 301, 309, 316, 317, and 319) This course expands on the basic concepts of pharmacology presented in Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects, interactions, and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. Drug therapy for the skin, eye, and ear will also be included. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

TO:

318 Nursing Pharmacology II (2) (Prerequisites: NURS 301, 309, 317, and 320. Corequisites: 306, 307, and 321) This course expands on the basic concepts of pharmacology presented in Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects, interactions, and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. Drug therapy for the skin, eye, and ear will also be included. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

N. **MODIFY** on page 167 of current catalog, in order by number

FROM:

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential

courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with critical alterations in respiratory, cardiovascular, endocrine, immune, neurological, and integumentary systems. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and patho-physiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

TO:

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9)

(Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417.

Prerequisites or Corequisites: NURS 418 and 420) This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with critical alterations in respiratory, cardiovascular, endocrine, immune, neurological, and integumentary systems. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment, and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

RATIONALE:

Items H-N are updating prerequisites and corequisites after multiple course changes.

O. **DELETE** on page 166 of current catalog, **310 Adult Health I** course.

RATIONALE:

This course is being replaced by 321 Adult Health I course.

P. **DELETE** on page 166 of current catalog, **314 Clinical Decision-Making for Nurses** course.

RATIONALE:

This course is being replaced by 420 Clinical Decision-Making course.

Q. **DELETE** on page 166 of current catalog, **316 Professional Nursing Practice** course.

RATIONALE:

This course content is being included in the 419 Leadership, Management, and Professionalism in Nursing course.

R. **DELETE** on page 166 of current catalog, **319 Nutrition and Diet Therapy** course.

RATIONALE:

This course is being included in the 320 Principles of Pathophysiology and Clinical Nutrition course.

S. **DELETE** on page 167 of current catalog, **409 Population-Focused Nursing and Healthcare Policy** course.

RATIONALE:

This course is being replaced by 418 Population-Focused Nursing and Healthcare Policy course.

T. **DELETE** on page 167 of current catalog, **410 Leadership and Management in Nursing** course.

RATIONALE:

This course is being replaced by 419 Leadership, Management, and Professionalism in Nursing course.

U. **DELETE** on page 167 of current catalog, **415 Nursing Care of Women, Children, and Families** course.

RATIONALE:

This course is being replaced by 416 Nursing Care of Children and Their Families course and 417 Women's Health Nursing.

V. **MODIFY** on page 169, Nursing Plan of Study Upper Division

FROM:

NURSING PLAN OF STUDY UPPER DIVISION

Year 3 Junior

Semester V

Semester VI

Sem. HoursNURS 301 Health Assessment¹ 4NURS 309 Fundamentals of Nursing¹ 6

NURS 316 Professional Nursing Practice 1

NURS 317 Nursing Pharmacology I 2

NURS 319 Nutrition and Diet Therapy 2

Total Credits 15**Sem. Hours**

NURS 306 Nursing Research in Practice 3

NURS 307 Psychiatric and Mental Health
Nursing¹ 5NURS 310 Adult Health I¹ 6

NURS 318 Nursing Pharmacology II 2

Total Credits 16**Year 4 Senior****Semester VII****Sem. Hours**NURS 415 Nursing Care of Women,
Children, and Their Families¹ 9NURS 407 Adult Health II¹**Total Credits 15****Semester VIII****Sem. Hours**NURS 409 Population-Focused
Nursing and Health Care Policy¹ 6

NURS 410 Leadership and Management in Nursing 3

NURS 411 Adult Health III and Nursing Knowledge 6

Total Credits 15**TO:****NURSING PLAN OF STUDY UPPER DIVISION****Year 3 Junior****Semester V****Sem. Hours**NURS 301 Health Assessment¹ 4NURS 309 Fundamentals of Nursing¹ 6

NURS 317 Nursing Pharmacology I 2

NURS 320 Principles of Pathophysiology
Clinical Nutrition 4**Total Credits 16****Semester VI****Sem. Hours**

NURS 306 Nursing Research in Practice 3

NURS 307 Psychiatric and Mental Health
Nursing¹ 5

NURS 318 Nursing Pharmacology II 2

NURS 321 Adult Health I¹ 5 and**Total Credits 15**

Year 4 Senior

Semester VII		Semester VIII	
Sem. Hours		Sem. Hours	
NURS 407 Adult Health II ¹	6	NURS 411 Adult Health III and Nursing Knowledge ¹	6
NURS 416 Nursing Care of Children, and Their Families ¹	5	NURS 418 Population-Focused Nursing and Health care Policy ¹	5
NURS 417 Women's Health Nursing ¹	4	NURS 419 Leadership, Management, and Professionalism in Nursing	3
		NURS 420 Clinical Decision-Making for Nurses	1
Total Credits	15	Total Credits	15

RATIONALE:

Corrections are being made to the Nursing Plan of Study Upper Division to reflect course additions and deletions.

W. **MODIFY** on page 170, RN-TO-BSN Plan of Study

FROM:

Semester One (Fall)

Course	Semester Hours
NRN 333 Health Assessment and Promotion in Nursing Practice	4
NRN 334 Research in Practice	3
NRN 445 Population-Focused Nursing Care	6

Course

Semester Two (Spring)

NRN 448 Healthcare Policy Development	3
NRN 449 Leadership and Management in Nursing	5
IPHC 450 Healthcare Informatics	3

Course

Semester Three (Summer I)

NURS 302 Principles of Pathophysiology	3
NRN 332 Professional Nursing and Nursing Practice	3

TO:

Term One (Fall)

Course	Semester Hours
NRN 333 Health Assessment and Promotion in Nursing Practice	4
NRN 334 Research in Practice	3
NRN 445 Population-Focused Nursing Care	6

Term Two (Spring)

Course	Semester Hours
NURS 302 Principles of Pathophysiology	3
NRN 448 Healthcare Policy Development	3
NRN 449 Leadership and Management in Nursing	5

Term Three (Summer I)

Course	Semester Hours
NRN 332 Professional Nursing and Nursing Practice	3
IPHC 450 Healthcare Informatics	3

Rationale: To give students more time to prepare for rigor of more complex courses and to allow for enhanced quality of instruction.

4. Proposals from the School of Education:

A. MODIFY on page 156 in current catalog the following:

FROM:

EDUC 191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to LiveText and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, **and introduction to the Education and Economic Development Act**, required state examinations, expected professional dispositions, and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/. The purchase of LiveText is a course requirement.

Students who have SC Teacher Cadet credit are required to take this course but are exempt from the clinical requirements.

TO:

EDUC 191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to LiveText and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, required state examinations, expected professional dispositions, and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/. The purchase of LiveText is a course requirement. Students who have SC Teacher Cadet credit are required to take this course but are exempt from the clinical requirements.

RATIONALE:

This act is not taught in EDUC 191. Rather, it is taught in EDUC 190. The change is to provide a precise description of each course.

B. MODIFY on page 156 in current catalog the following:

FROM:

EDUC 190 Foundations of Education (3) (191 is a Corequisite for EDUC majors only) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

TO:

EDUC 190 Foundations of Education (3) (191 is a Corequisite for EDUC majors only) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information and introduced to the Education and Economic

Development Act that impact school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

RATIONALE:

This act is not taught in EDUC 191. Rather, it is taught in EDUC 190. The change is to provide a precise description of each course.

C. DELETE from page 156 of the current catalog the following course description:

EDUC 380 Introduction to Exceptional Students (2) (Prerequisite: Admission to Professional Education Program) [Early Childhood prerequisite: Education 310 & Education 311; Art Education corequisite: Education 391, 392, or 393; Secondary Education corequisites: Education 393 and either Education 434 (English) or 436 (Mathematics)] F, S. This course is designed to provide pre-service teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines.

RATIONALE:

EDUC 380 has been replaced for all programs with the EDUC 420 course in order to streamline courses. EDUC 420’s coursework was similar to EDUC 380 and allows students to take the course without the pre-requisite of acceptance into the Education program, required by EDUC 380. Thus, utilizing EDUC 420 for all programs allows all teacher candidates to take the course on exceptional learning without acceptance into the Education program. The change also provides an additional credit hour for the course (from 2 credits for EDUC 380 to 3 credits for EDUC 420).

D. MODIFY from page 157 in the current catalog the following:

FROM:

EDUC 420 Introduction to the Exceptional Learner (3) **This course is designed for prospective teachers with a concentration in learning disabilities.** It will provide an introduction and overview of the nature and needs of exceptional learners who are

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

TO:

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

RATIONALE:

With the deletion of EDUC 380 from course offerings and the addition of EDUC 420 to all program requirements, the course no longer is no longer designed for prospective teachers with a concentration in learning disabilities. Rather, it is now designed to give all prospective teachers background of learners with exceptionalities.

E. MODIFY from page 152 of the current catalog the following:

FROM:

Pre-Professional Education	7 hours
Education 190	3
Education 191	1
(Education 190 and 191 are corequisites)	
Education 305	3
Professional Education	
(Requires Admission to the Program)	40 hours
Early Childhood Education 329	3
Education 310	3
Education 311	3
Education 411	3
(Prerequisite to Block A and B courses)	
Block A*	
Early Childhood Education 321 - Block A	3
Early Childhood Education 335 - Block A	3
Education 322 - Block A	3
Education 380 - Block A (Early Childhood)	2
Education 324- Block A	3
Block B*	
Early Childhood Education 320 - Block B	3
Early Childhood Education 336 - Block B	3
Early Childhood Education 420 - Block B	3
Education 326 - Block B	3
Education 391 - Block B	2
Student Teaching Block*	15 hours
Education 487	3
Education 490	12
Supporting Courses	15 hours
Art Education 217	3
English 313	3
English 341	3
Mathematics 370	3
Psychology 315	3
* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.	
Minimum hours required for graduation	125 hours

TO:

Pre-Professional Education	7 hours
Education 190	3
Education 191	1
(Education 190 and 191 are corequisites)	
Education 305	3
Professional Education (Requires Admission to the Program)	40 hours
Early Childhood Education 329	3
Education 310	3
Education 311	3
Education 411	3
(Prerequisite to Block A and B courses)	
Block A*	
Early Childhood Education 321 - Block A	3
Early Childhood Education 335 - Block A	3
Education 322 - Block A	3
Education 420 - Block A (Early Childhood)	3
Education 324- Block A	3
Block B*	
Early Childhood Education 320 - Block B	3
Early Childhood Education 336 - Block B	3
Early Childhood Education 420 - Block B	3
Education 326 - Block B	3
Education 391 - Block B	2
Student Teaching Block*	15 hours
Education 487	3
Education 490	12
Supporting Courses	15 hours
Art Education 217	3
English 313	3
English 341	3
Mathematics 370	3
Psychology 315	3
* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.	
Minimum hours required for graduation	126 hours

RATIONALE:

This change reflects the deletion of EDUC 380 from the course catalog and the replacement of EDUC 420 in the course requirements for Early Childhood Education. In addition, as EDUC 380 required 2 credits and EDUC 420 requires 3 credits, the minimum hours required for graduation changed from 125 hours to 126 hours.

F. MODIFY from page 154 of the current catalog the following:

FROM:

Pre-Professional Education	7 hours
Education 190, 191	4
Education 190 and 191 are corequisites	
Education 305	3
Supporting Courses	3 hours
Psychology 316	3
Professional Education Courses	
(Require admission to the program)	35 hours
Education 310	3
Education 311	3
Education 313	1
Education 322	3
Education 380	2
Education 394 (may be taken with either methods course)	2
Education 411	3
Middle Level Education 422	3
Student Teaching Block	
Education 487	3
Education 490	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.)	36-37 hours
Middle Level English/Language Arts	18 hours
Education 326	3
English 300	3
English 310	3
English 315	3
English 340	3
English 341	3
Middle Level Mathematics	18 hours
Mathematics 201	3
Mathematics 230	3
Mathematics 235	3

Mathematics 345	3
Mathematics Elective – 200 or higher	3
Middle Level Education 316	3
Middle Level Science	18-19 hours
Relevant General Education Choices	
Astronomy 201	
Biology 105/115	
Physical Science 150	
Specialty Courses	
Biology 106	4
Chemistry 101	4
Option: Geography 105 or Astronomy 202	3/4
Option: Chemistry 102 or any Biology above 200	4
Middle Level Education 317	3
Middle Level Social Studies	18 hours
Relevant General Education choices	
Geography 101	
Political Science 101	
Political Science 103	
History 102	
Psychology 206/216	
Specialty Courses	
Economics 203	3
Economics 204	3
History 103	3
History 104	3
History 316	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315	3
Minimum hours required for graduation	129 hours

TO:

Pre-Professional Education	7 hours
Education 190, 191	4
Education 190 and 191 are corequisites	
Education 305	3
Supporting Courses	3 hours
Psychology 316	3
Professional Education Courses	

(Require admission to the program)	35 hours
Education 310	3
Education 311	3
Education 313	1
Education 322	3
Education 420	3
Education 394 (may be taken with either methods course)	2
Education 411	3
Middle Level Education 422	3
Student Teaching Block	
Education 487	3
Education 490	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.)	36-37 hours
Middle Level English/Language Arts	18 hours
Education 326	3
English 300	3
English 310	3
English 315	3
English 340	3
English 341	3
Middle Level Mathematics	18 hours
Mathematics 201	3
Mathematics 230	3
Mathematics 235	3
Mathematics 345	3
Mathematics Elective – 200 or higher	3
Middle Level Education 316	3
Middle Level Science	18-19 hours
Relevant General Education Choices	
Astronomy 201	
Biology 105/115	
Physical Science 150	
Specialty Courses	
Biology 106	4
Chemistry 101	4
Option: Geography 105 or Astronomy 202	3/4
Option: Chemistry 102 or any Biology above 200	4
Middle Level Education 317	3

Middle Level Social Studies	18 hours
Relevant General Education choices	
Geography 101	
Political Science 101	
Political Science 103	
History 102	
Psychology 206/216	
Specialty Courses	
Economics 203	3
Economics 204	3
History 103	3
History 104	3
History 316	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315	3
Minimum hours required for graduation	130 hours

RATIONALE:

This change reflects the deletion of EDUC 380 from the course catalog and the replacement of EDUC 420 in the course requirements for Middle Level Education. In addition, as EDUC 380 required 2 credits and EDUC 420 requires 3 credits, the minimum hours required for graduation changed from 129 hours to 130 hours.

5. Proposals from the School of Business, Computer Science

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

FROM:

MAJOR

A major in computer science requires:

1. Major Core (36 semester hours) Computer Science 226, 227, 280, 310, 313, 318, 340, 350, 401, 410, 430, and 440
2. Six hours from Computer Science electives 330, 360, 420, 425, 437, 475
3. Six hours of Computer Science capstone 480, 482
4. **Either Chemistry 101-102 or Physics 201-202 (Physics is recommended)**

5. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English 418(Advanced Technical Communication) upon successful completion of English 318.
6. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (Math 230 should normally be taken before completing any Computer Science course at CS 280 level or higher), 312, and either 203 and 425 or 304 and 305.
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

TO:

MAJOR

A major in computer science requires:

1. Major Core (36 semester hours) Computer Science 226, 227, 280, 310, 313, 318, 340, 350, 401, 410, 430, and 440
2. Six hours from Computer Science electives 330, 360, 420, 425, 437, 475
3. Six hours of Computer Science capstone 480, 482
4. English 318 (Technical Communication) should be completed by the end of the sophomore year. Students should also consider English 418 (Advanced Technical Communication) upon successful completion of English 318.
5. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (Math 230 should normally be taken before completing any computer science course at CS 280 level or higher), 312, and either 203 and 425 or 304 and 305.
6. In order to be eligible to register for computer science courses at the 300-level or above, students majoring in computer science must have obtained a grade point average of 2.25 or higher on all courses required in the computer science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

Rationale: The revised computer science curriculum would adhere to the general education requirements stated on page 64 of the current catalog under *Natural Sciences*, item 6(b&c). Previously, computer science majors had to select either 8 hours of chemistry or 8 hours of physics. Reverting to the customary requirements would permit our majors to fulfill this obligation with greater flexibility in scheduling and provide them a better opportunity to complete their degree requirements within a four-year time frame.

Correcting grammar and mechanics.

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

FROM:

A minor is offered in computer science and consists of:

Computer Science 190

Computer Science 226

Computer Science 227

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

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

Computer Science 190

Computer Science 226

Computer Science 227

Computer Science 313

Computer Science 340

Computer Science/MIS 225 or CS 212 or an approved CS elective

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

TO:

A minor is offered in computer science and consists of:

Computer Science 190

Computer Science 226

Computer Science 227

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

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

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

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

Rationale: MIS 225 will be taught by the MIS faculty and Math 212 will be taught by the mathematics faculty. We are removing the cross-listing for both the courses to minimize confusion.

Correcting mechanics

C. **MODIFY** on Page 147 of the 2018-19 Catalog

FROM:

COLLATERAL

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

Computer Science 190
Computer Science 226
Computer Science 227
Computer Science/MIS 225 or **CS** 212 or Computer Science 318

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

TO:

COLLATERAL

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

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

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

Rationale: MIS 225 will be taught by the MIS faculty and Math 212 will be taught by the mathematics department. We are removing the cross-listing for both the courses to minimize confusion.

Correcting mechanics

D. **DELETE** on Page 147 of the 2018-19 Catalog

225 Modern Programming (3) (Prerequisite: CS 150 or MATH 111 or MATH 121 or higher or permission of school) [Same as Management Information Systems 225] A study of programming concepts including problem solving, algorithm and program development, data types and operations, objects and classes, arrays, and event-driven programming.

Rationale: Deleting the listing of this course from the computer science curriculum description since we are removing the cross-listing.

E. **DELETE** on Page 147 of the 2018-19 Catalog

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

Rationale: Deleting the listing of this course from the computer science curriculum description since we are removing the cross-listing.

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

FROM:

280 Digital Systems Design (3) (Prerequisites: A grade of C or better in 212, or 227, and a grade of C or better in Mathematics 230) F. Starting from a description of digital circuits regarded as functional blocks, the course leads to a consideration of the logical design of combinational and sequential digital systems. Topics include binary representation of information, gate types, combinational circuit design, counters, registers, arithmetic circuits, sequential circuit design, and programmed logic. Students will gain practical experience by applying lecture material in a hands-on laboratory setting.

TO:

280 Digital Systems Design (3) (Prerequisites: A grade of C or better in Mathematics 230 or permission of school) F. Starting from a description of digital circuits regarded as functional blocks, the course leads to a consideration of the logical design of combinational and sequential digital systems. Topics include binary representation of information, gate types, combinational circuit design, counters, registers, arithmetic circuits, sequential circuit design, and programmed logic. Students will gain practical experience by applying lecture material in a hands-on laboratory setting.

Rationale: We are cleaning up the prerequisites for CS 280 by removing 212 and 227 and adding permission of school.

G. **CHANGE** on Page 144 of the 2018-19 Catalog

FROM:

225 Modern Programming (3) Prerequisite: CS 150 or MATH 111 or MATH 121 or higher or permission of school) [Same as CS 225] A study of programming concepts including problem solving, algorithm and program development, data types and operations, objects and classes, arrays, and event-driven programming

TO:

225 Modern Programming (3) Prerequisite: CS 150 or MATH 111 or MATH 121 or higher or permission of school) A study

of programming concepts including problem solving, algorithm and program development, data types and operations, objects and classes, arrays, and event-driven programming

Rationale: Removing a reference to CS 225 from MIS course description

H. **CHANGE** on Page 148 of the 2018-19 Catalog

FROM:

MAJOR

A major in Healthcare Informatics requires:

1. 48 hours of General Education requirements which include PSY 206/216 as one of the science requirements.
2. 16 hours of Introductory Healthcare and Information Science courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS/CS 225.
3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, PSY 302, IPHC 334, APRN 506, IPHC 457.
4. Majors in **Healthcare Informatics Information Management (HCIM)** track are required to take 9 hours of MGT 352, MGT 353 and ECON 341 and select an additional 9 hours from IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.
5. Majors in Healthcare Informatics Information Technology (HCIT) track are required to take 9 hours of CS 190, CS 226, and CS 227 and select an additional 9 hours from CS 313, CS 340, MIS 347, MIS 447, MIS 467.

TO:

MAJOR

A major in Healthcare Informatics requires:

1. 48 hours of General Education requirements which include PSY 206/216 as one of the science requirements.
2. 16 hours of Introductory Healthcare and Information Science

courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS 225.

3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, PSY 302, IPHC 334, APRN 506, IPHC 457.
4. Majors in **Healthcare Informatics Information Management (HCIM)** track are required to take 9 hours of MGT 352, MGT 353 and ECON 341 and select an additional 9 hours from IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.
5. Majors in Healthcare Informatics Information Technology (HCIT) track are required to take 9 hours of CS 190, CS 226, and CS 227 and select an additional 9 hours from CS 313, CS 340, MIS 347, MIS 447, MIS 467.

Rationale: Removing a reference to CS 225 from Healthcare Informatics curriculum description

I. **CHANGE** on Page 149 of the 2018-19 Catalog

FROM:

**FOUR YEAR PLAN FOR HEALTH INFORMATICS:
INFORMATION MANAGEMENT TRACK (HCIM)**

Course Name	Credit Hours	Course Name	Credit Hours
Semester 1		Semester 2	
English 101	3	English 102	3
Math 111	3	Math 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea	3	POL 101 OR	3
101	4	103	3
Psychology	1	BIO 105	1
206/216	17	NURS 211	16
University		Total Semester	
Life		Hours	
Total Semester			
Hours			

Semester 3		Semester 4	
History	3	PSY/IPHC 314	3
ECON 203	3	ECON 204	3
POL/IPHC 215	3	Sociology/IPHC 375 Literature	3
MIS/CS 225	4	Humanities	3
Science and Lab	16	Total Semester Hours	15
Total Semester Hours			
Semester 5		Semester 6	
MGT 351	3	MGT 355	3
BUS 305	3	MGT 373	3
PSY 302	3	IPHC 334	3
IPHC 450	3	HCIM Elective	3
MIS 327	3	MGT 352	3
Total Semester Hours	15	Total Semester Hours	15
Semester 7		Semester 8	
MGT 353	3	IPHC 457	3
MIS 337	3	MGT 356	3
Econ 341	3	MGT 357	3
HCIM	3	APRN 506	3
Elective	15	Total Semester Hours	12
HCIM			
Elective			
Total Semester Hours			

TO:
FOUR YEAR PLAN FOR HEALTH INFORMATICS:
INFORMATION MANAGEMENT TRACK (HCIM)

Course Name	Credit Hours	Course Name	Credit Hours
Semester 1		Semester 2	
English 101	3	English 102	3
Math 111	3	Math 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea 101	3	POL 101 OR 103	3
Psychology 206/216	4	BIO 105	1
University Life	1	NURS 211	1
	17	Total Semester Hours	16

Total Semester Hours			
Semester 3		Semester 4	
History	3	PSY/IPHC 314	3
ECON 203	3	ECON 204	3
POL/IPHC 215	3	Sociology/IPHC	3
MIS 225	4	375 Literature	3
Science and Lab	16	Humanities	15
Total Semester Hours		Total Semester Hours	
Semester 5		Semester 6	
MGT 351	3	MGT 355	3
BUS 305	3	MGT 373	3
PSY 302	3	IPHC 334	3
IPHC 450	3	HCIM Elective	3
MIS 327	3	MGT 352	3
Total Semester Hours	15	Total Semester Hours	15
Semester 7		Semester 8	
MGT 353	3	IPHC 457	3
MIS 337	3	MGT 356	3
Econ 341	3	MGT 357	3
HCIM Elective	3	APRN 506	3
HCIM Elective	15	Total Semester Hours	12
Total Semester Hours			

Rationale: Removing a reference to CS 225 from Health Informatics: Information Management Track (HCIM) four year plan

J. **CHANGE** on Page 150 of the 2018-19 Catalog

FROM:
FOUR YEAR PLAN FOR HEALTH INFORMATICS:
INFORMATION TECHNOLOGY TRACK (HCIT)
Curriculum by Year

Course Name	Credit Hours	Course Name	Credit Hours
Semester 1		Semester 2	
English 101	3	English 102	3
Math 111	3	Math 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea	3	POL 101 OR	3
101	4	103	3
Psychology	1	BIO 105	1
206/216	17	NURS 211	16
University		Total Semester	
Life		Hours	
Total Semester			
Hours			
Semester 3		Semester 4	
History	3	PSY/IPHC 314	3
ECON	3	ECON 204	3
203	3	Sociology/IPHC	3
POL/IPHC 215	3	375 Literature	3
MIS/CS 225	4	Humanities	3
Science and Lab	16	Total Semester	15
Total Semester		Hours	
Hours			
Semester 5		Semester 6	
MGT 351	3	MGT 355	3
BUS 305	3	IPHC 334	3
CS 190	3	MGT 373	3
IPHC 450	3	CS226	3
PSY 302	3	MIS 327	3
Total Semester	15	Total Semester	15
Hours		Hours	
Semester 7		Semester 8	
CS 227	3	IPHC 457	3
MIS 337	3	MGT 356	3
HCIT	3	MGT 357	3
Elective	3	APRN 506	3
HCIT		Total Semester	12
Elective			

HCIT	3	Hours
Elective		
Total Semester Hours	15	

TO:
FOUR YEAR PLAN FOR HEALTH INFORMATICS:
INFORMATION TECHNOLOGY TRACK (HCIT)
Curriculum by Year

Course Name	Credit Hours	Course Name	Credit Hours
Semester 1		Semester 2	
English 101	3	English 102	3
Math 111	3	Math 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea	3	POL 101 OR	3
101	4	103	3
Psychology	1	BIO 105	1
206/216	17	NURS 211	16
University		Total Semester	
Life		Hours	
Total Semester			
Hours			
Semester 3		Semester 4	
History	3	PSY/IPHC 314	3
ECON	3	ECON 204	3
203	3	Sociology/IPHC	3
POL/IPHC 215	3	375 Literature	3
MIS 225	4	Humanities	3
Science and Lab	16	Total Semester	15
Total Semester		Hours	
Hours			
Semester 5		Semester 6	
MGT 351	3	MGT 355	3
BUS 305	3	IPHC 334	3
CS 190	3	MGT 373	3
IPHC 450	3	CS226	3
PSY 302	3	MIS 327	3
Total Semester	15	Total Semester	15
Hours		Hours	
Semester 7		Semester 8	
CS 227	3	IPHC 457	3
MIS 337	3	MGT 356	3
HCIT	3	MGT 357	3
Elective	3	APRN 506	3

HCIT Elective	3 15	Total Semester Hours	12
HCIT Elective Total Semester Hours			

Rationale: Removing a reference to CS 225 from Health Informatics: Information Technology Track (HCIT) four-year plan

6. Proposals from the Department of History

- A. **MODIFY**, at the bottom of the right-hand column on page 103 of the current catalog, under **HISTORY REQUIREMENT**

FROM

- a. 12 hours at the 100-199 level (recommended students take both HIST 101 and 102)

TO

- a. 12 hours at the 100-199 level (**including** both HIST 101 and 102.)

Rationale:

Starting in January 2019, the state of South Carolina will require all persons seeking certification to teach high school-level Social Studies to take the World and U.S. History: Content Knowledge exam. Fifty percent of that exam is on U.S. History. The remaining 50 percent is in World History. Students would still have to take six hours among HIST 103, 104, and 105, which are the European history (HIST 103, 104) and Modern World (HIST 105) history courses. Requiring those seeking secondary education Social Studies certification to take both halves of the U.S. History survey increases the chances of test-takers to pass this Praxis exam.

- B. **MODIFY**, on page 104, under **PROFESSIONAL EDUCATION**

FROM

- a. Education 393 and 437 (concurrent)

TO

- a. Education 393 and 435 (concurrent)

Rationale:

Education 437 is “Teaching Science in the Secondary School” and is for individuals seeking certification to teach science courses in secondary-education institutions. Education 435 is “Teaching Social Studies in the Secondary School” and is the proper course required of those seeking social studies certification at the secondary level.

V. Report from the Graduate Council

1. Proposals from the School of Education

A. **MODIFY**, on page 191 of the print catalog under GRADUATE CHECKPOINTS: M.ED.; Program Completion (Checkpoint III):

FROM:

Successful completion of course requirements for **EDUC 769**/EDUC 796

TO:

Successful completion of course requirements for **EDUC 648**/EDUC 796

RATIONALE: EDUC 769 has been deleted from the graduate program.

B. **MODIFY**, on page 191 of the print/current online catalog, under GRADUATE CHECKPOINTS: MAT-LD, Admission to Student Teaching (Checkpoint II)

FROM:

Positive recommendations from EDUC 746 and **EDUC 746** practicum course instructors.

TO:

Positive recommendations from EDUC 746 and EDUC 764 practicum course instructors **and a grade in each practicum of B or better.**

RATIONALE: This change reflects the correction of the EDUC 764 number and makes the grade congruent with the undergraduate student teaching requirements.

C. **MODIFY**, on page 191 of the print/current online catalog, under GRADUATE CHECKPOINTS: MAT-LD, Admission to Student Teaching (Checkpoint II)

FROM:

Completion of all required program coursework (**except 769** and 770) with a 3.0 grade point average higher.

TO:

Completion of all required program coursework (**except 770**) with a 3.0 grade point average higher.

RATIONALE: EDUC 769 has been deleted from the graduate program.

D. **DELETE**, on page 193 of print catalog/ current online catalog, under EDUCATION: ART COURSES (ART).

FROM:

EDUCATION: ART COURSES (ART)

Both EDUC 746 and EDUC 764 require field experience hours in a SC public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines. Please note that EDUC 746 requires a K-6th grade setting and EDUC 764 requires a 7th-12th grade setting.

TO:

ART COURSES (ART)

RATIONALE: Already listed below under EDUCATION (EDUC). It should just read ART COURSES (ART)

E. **MODIFY**, on page 196 of print catalog / current online catalog, under EDUCATION COURSES (EDUC)

FROM:

745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3) F, S, SU. Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the course will examine the development of the following: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students’ written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

TO:

745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3) F, S, SU. (Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 746). This course examines a range of evidence-based practices and methods for teaching reading and written language to at-risk learners and students with specific learning disabilities. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, participants will learn about development of the following: essential components and foundational skills in reading through explicit instruction in phonemic awareness, alphabetic principle/phonological awareness, fluency, vocabulary, and comprehension; comprehension techniques for a variety of types of text; content area reading; and study skills. The course also covers the relationship between spoken and written language, and reading and writing; strategies for improving students’ prerequisite skills for written expression; fluency with skills in spelling, sentence structure, and components of the writing process. This course discusses effective early intervention approaches, strategies for increasing learner motivation and independence, and appropriate usage of technology to support and monitor improved learning outcomes in both reading and writing.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs. The language was also changed to better reflect content knowledge in addition to pedagogical knowledge within the course content and learning objectives that is aligned with that of the field; and to be more consistent with descriptions of other methods courses in the program.

F. **MODIFY**, on page 185 of print catalog / current online catalog, under EDUCATION COURSES (EDUC)

FROM:

746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1) (Prerequisite/corequisite: Education 745 or permission of the school) F, S, SU. Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

TO:

746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1) (Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 745) F, S. This course provides practical experience with application of evidence-based practices and methods for teaching reading and written language skills to students with specific learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency with instructional planning and assessment to support student learning, independence, and motivation, and to incorporate instructional and/or assistive technology supports as appropriate to enhance achievement and/or task completion. Participants will assess student needs; then select and apply an appropriate instructional strategy or technique; collect and analyze student performance data; and evaluate the effectiveness of the selected instructional approach or technique, making instructional adjustments accordingly. This course requires the completion of a minimum of 30 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must be placed in a classroom that provides instruction to students with specific learning disabilities in grades K-6.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs. The language was also changed to better reflect content knowledge in addition to pedagogical knowledge within the course content and learning objectives that is aligned with that of the field; and to be more consistent with other practicum course descriptions in the program. This course is not available during the summer; therefore, the SU designation was removed.

G. **MODIFY**, on page 196 of print catalog / current online catalog, under EDUCATION COURSES (EDUC)

FROM:

761 Learning Disabilities: Characteristics, Identification, and Placement (3) (Prerequisites: Full acceptance to graduate program; Education 621 and 622; Prerequisites/corequisite: Education 760; or permission of the school) F, S, SU. This course focuses on classical and contemporary approaches to identifying students with learning disabilities, including issues related to definitions, disproportionate representation, and approaches to assessment and program planning. Problems with perception, memory, language, schematic/organizational learning, haptic learning, self-governance, and the impact of those problems on academic and non-academic learning will be examined. Topic coverage will relate to and extend those examined in Education 621 Understanding Learning Differences, including recent research related to neurological development and strategy use. In addition, the special educator's role as collaborative consultant in placement and treatment is emphasized.

TO:

761 Learning Disabilities: Characteristics, Identification, and Placement (3) (Prerequisites: Full acceptance to graduate program; Education 760; or permission of the school). This course focuses on classical and contemporary approaches to identifying students with learning disabilities, including issues related to definitions, disproportionate representation, and approaches to assessment and program planning. Problems with perception, memory, language, schematic/organizational learning, haptic learning, self-governance, and the impact of those problems on academic and non-academic learning will be examined. In addition, the special educator's role as collaborative consultant in placement and treatment is emphasized.

Rationale: This change clarifies prerequisites for the course to ensure a progression in which the content of each course builds on learning of professional knowledge and skills in the previous course. The course description was updated to better reflect the content of the course related to the specific requirements based on the Council for Exceptional Children's professional standards.

H. MODIFY, on page 196 of print catalog / current online catalog, under EDUCATION COURSES (EDUC)

FROM:

762 Instructional Planning and IEP Development for Students with Learning Disabilities (3) (Prerequisite/corequisite: Education 760 and 761 or permission of school) S, SU. This course will emphasize the basic principles of instructional design for teaching students with learning disabilities which will include: conducting individualized needs assessments, development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; creating and adapting appropriate student performance assessments for lesson plans; and developing and adapting appropriate instructional strategies for teaching students with learning disabilities.

TO:

762 Instructional Planning and IEP Development for Students with Learning Disabilities (3) (Prerequisites: Education 760 and 761; or permission of the school). S, SU. This course will emphasize the basic principles of instructional design for teaching students with learning

disabilities which will include topics such as conducting individualized needs assessments; development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; selecting and administering appropriate assessments for monitoring progress and data-based decision-making; and selecting, implementing, and individualizing appropriate instructional strategies for accelerating progress and improving learning outcomes of students with learning disabilities.

Rationale: The language was updated to better reflect content knowledge in addition to pedagogical knowledge within the course content and learning objectives that is aligned with that of the field.

I. MODIFY, on page 196 of print catalog / current online catalog, under EDUCATION COURSES (EDUC)

FROM:

763 Methods for Teaching Divergent and Exceptional Learners (3) (Prerequisite/corequisite: EDUC 761 or permission of the school) F, S, SU. This course examines a range of age-appropriate techniques for quantitatively teaching diverse and exceptional learners in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

TO:

763 Teaching Mathematics to Divergent and Exceptional Learners (3) (Prerequisites: Education 760, 761, and 762; or permission of the school; Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 764) F, S, SU. This course examines a range of evidence-based practices and methods for teaching mathematics and quantitative reasoning to at-risk learners and students with specific learning disabilities. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, participants will learn about development of the following: understanding size and spatial relationships; concepts of direction, place value, fractions, decimals, and time; and remembering math facts. The course also covers explicit instruction in skills related to number sense, number systems or counting, basic facts, place value, fractions as numbers, computation of fractions, and algebra. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs. The language was also changed to better reflect content knowledge in addition to pedagogical knowledge within the course content and learning objectives that is aligned with that of the field; and to be more consistent with descriptions of other methods courses in the program. In addition, the course title has been changed to clarify the content focus for this methods course.

J. MODIFY, on page 196 of print catalog / current online catalog, under EDUCATION COURSES (EDUC)

FROM:

764 Practicum: Methods for Teaching Students with Learning Disabilities (1) (Prerequisites/corequisites: Education 761, Education 763 and Psychology 663 or permission of the school) F, S. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

TO:

764 Practicum: Teaching Mathematics to Exceptional Learners (1) (Prerequisites: Full acceptance to graduate program and Education 760, 761, and 762 or permission of the school; Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 763). F, S. This course provides practical experience with application of evidence-based practices and methods for teaching mathematics and quantitative reasoning to at-risk learners and students with specific learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency with instructional planning and assessment to support student learning, independence, and motivation and to incorporate instructional and/or assistive technology supports as appropriate to enhance achievement and/or task completion. Participants will assess student needs, then select and apply an appropriate instructional strategy or technique, collect and analyze student performance data, and evaluate the effectiveness of the selected instructional approach or technique, making instructional adjustments accordingly. This course requires the completion of a minimum of 30 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must be placed in a classroom that provides instruction to students with specific learning disabilities in grades 7-12.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs. The language was also changed to better reflect content knowledge in addition to pedagogical knowledge within the course content and learning objectives that is aligned with that of the field; and to be more consistent with other practicum course descriptions in the program. In addition, the course title has been changed to clarify the content focus for this methods course and to be consistent with the title of the corequisite methods course (763).

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

FROM:

Students must complete 36 graduate hours.

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)

Education 621 Understanding Learning Differences (3)

Education 624 Behavior Management of Students with Disabilities (3)

Education 648 Educational Research (3)

Literacy Preparation 7 Hours

Education 637 Foundations of Reading (3)

Education 638 Assessment of Reading (3)

Education 639 Practicum: Assessment of Reading (1)

Learning Disabilities Professional Preparation 17 Hours

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

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

Education 760 Exceptionalities: Characteristics and Legal Foundations (3)

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

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

Education 764 Practicum: Methods for Teaching Mathematics to Students with Learning Disabilities Exceptional Learners (1)

Education 769 Case Study, Small Group, and Action Research (3)

TO:

Students must complete 36 graduate hours.

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)

Education 621 Understanding Learning Differences (3)

Education 624 Behavior Management of Students with Disabilities (3)

Education 648 Educational Research (3)

Literacy Preparation 7 Hours

Education 637 Foundations of Reading (3)

Education 638 Assessment of Reading (3)

Education 639 Practicum: Assessment of Reading (1)

Learning Disabilities Professional Preparation 17 Hours

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

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

Education 760 Exceptionalities: Characteristics and Legal Foundations (3)

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

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

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

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

Rationale: This change updates the program of study to reflect a) the deletion of EDUC 769 and addition of EDUC 762 as requirements in the M.Ed.-LD program; and b) the change of course titles for EDUC 763 and 764 to clarify content focus. EDUC 762 is an existing course offered but

not previously required, yet includes course content and learning objectives that are beneficial to all teacher candidates pursuing initial Special Education certification. These programmatic changes align more clearly with Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards in efforts to improve teacher preparation for the demands of the field.

L. MODIFY, on page 193 of print catalog / current online catalog, under Master of Arts in Teaching, Program for Master of Arts in Teaching with Major in Learning Disabilities

FROM:

Students must complete 51 graduate hours.

Education Foundation Core 12 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 622 Assessment of Learning and Behavior (3)
- Education 624 Behavior Management of Students with Disabilities (3)

Literacy Preparation 10 Hours

- Education 637 Foundations of Reading (3)
- Education 638 Assessment of Reading (3)
- Education 639 Practicum: Assessment of Reading (1)
- Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation 29 Hours

- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- Education 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
- Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
- Education 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- Education 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
- Education 763 Methods for Teaching Mathematics to Divergent and Exceptional Learners (3)
- Education 764 Practicum: Methods for Teaching Mathematics to Students with Learning Disabilities Exceptional Learners (1)
- Education 769 Case Study, Small Group, and Action Research (3)
- Education 770 Learning Disabilities: Supervised Internship (9)

TO:

Students must complete 51 graduate hours.

Education Foundation Core 15 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)

Education 622 Assessment of Learning and Behavior (3)
Education 624 Behavior Management of Students with Disabilities (3)
Education 648 Educational Research (3)

Literacy Preparation10 Hours

Education 637 Foundations of Reading (3)
Education 638 Assessment of Reading (3)
Education 639 Practicum: Assessment of Reading (1)
Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation 26 Hours

Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
Education 761 Learning Disabilities: Characteristics, Identification and Placement (3)
Education 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
Education 763 Teaching Mathematics to Divergent and Exceptional Learners (3)
Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)
Education 770 Learning Disabilities: Supervised Internship (9)

Rationale: This change updates the program of study to reflect a) the deletion of EDUC 769 and addition of EDUC 648 as requirements in the M.A.T.-LD program – with corresponding credit hour adjustments; and b) the change of course titles for EDUC 763 and 764 to clarify content focus. Course content, learning objectives, and application projects from this course will be adequately addressed within methods courses with accompanying practicum courses and EDUC 648. EDUC 648 is an existing course offered and required for M.Ed. – LD but not M.A.T.-LD, yet includes foundational skills in educational research that are beneficial to all teacher candidates pursuing initial special education certification. These programmatic changes will benefit teacher candidates’ by providing more opportunities for supported practice throughout the program which will improve teacher candidates’ knowledge and skills towards initial teacher licensure, and aligns more clearly with Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards in efforts to improve teacher preparation for the demands of the field.

2. Proposals from the Speech Language Pathology Program

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

FROM:

SLP 520: Structured Clinical Observation and Pre-Clinical Simulation Experiences (1) This course provides guided clinical observations and simulation experiences under the supervision of an **ASHA** Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

TO:

SLP 520: Structured Clinical Observation and Pre-Clinical Simulation Experiences (1) This course provides guided clinical observations and simulation experiences under the supervision of an **American Speech-Language-Hearing Association (ASHA)** Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

RATIONALE:

- Spell out ASHA for clarity

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

FROM:

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

TO:

530: Speech Sound Disorders (2) This course provides an overview of potential etiologies and characteristics of speech sound disorders in children and adults. Students will learn to use evidence-based assessment, diagnosis, and treatment for articulation and phonological disorders across the lifespan.

RATIONALE:

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

C. MODIFY

FROM:

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

TO

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

RATIONALE:

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

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

FROM:

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

TO:

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

RATIONALE:

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

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

FROM:

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

TO:

581: Hearing Clinical Practicum (1:0-2) This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under

the supervision of an audiologist or speech-language pathologist, following protocols established by **American Speech-Language-Hearing Association (ASHA)**.

RATIONALE:

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

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

FROM:

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

TO:

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

RATIONALE:

- Changing course descriptions to clarify course content.

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

FROM:

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

TO:

601: Advanced Clinical Practicum I (1:0-2), (2:0-4), or (3:0-6) (Prerequisite SLP 580) This course provides guided clinical observations and clinical experiences under the supervision of an **American Speech-Language-Hearing Association (ASHA)** Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE:

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

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

FROM:

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

TO:

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

RATIONALE:

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

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

FROM:

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

TO:

617: Fluency Disorders (1) This course explores the theoretical and diagnostic approaches to the modification of speech disfluencies. Students will learn to identify typical and atypical disfluencies

as they relate to speech production, and will learn to assess and diagnose stuttering and cluttering across the lifespan.

RATIONALE: Changing course descriptions to clarify course content.

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

FROM:

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

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

TO:

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

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

RATIONALE: Spelling out ASHA

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

FROM:

SLP 635: Instrumentation in Speech-Language and Hearing Sciences (3) This course is designed to provide information to and to develop skills in students of Speech Pathology/Audiology and related disciplines which will assist them in the understanding, application, and selection of speech analysis instrumentation which may be used by speech and

hearing professionals in the research, diagnosis and/or management of various speech disorders. Major emphasis will be focused on an acoustic phonetic approach to describing and quantifying human speech communication. Basic electronics and physics concepts will be employed throughout the course and will be discussed where necessary.

TO:

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

RATIONALE: Changing course descriptions to clarify course content.

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

FROM:

MASTER OF SPEECH-LANGUAGE PATHOLOGY PROGRAM CURRICULUM

YEAR ONE	
Fall Semester	15 hours
SLP 531 School Age Language Disorders (3) SLP 537 Speech and Hearing Science (3) SLP 540 Communication Disorders in the Birth to Five Population (3) SLP 547 Neurology of Speech-Language and Hearing (3) SLP 550 Beginning Clinical Practicum (1) SLP 530 Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (2)	
Spring Semester	15 hours
SLP 561 Dysphagia (3) SLP 567 Research Methods I (3) SLP 570 Audiology and Aural Rehabilitation (3) SLP 575 Adult Language Disorders (3) SLP 580 Clinical Practicum (2) SLP 581 Hearing Clinical Practicum (1)	
Summer I	8 hours
SLP 591 Motor Speech Disorders (3) SLP 595 Medical Aspects of Speech-Language Pathology (3) SLP 545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1) SLP 601 Advanced Clinical Practicum I (1)	
Summer II	
SLP 601 Advanced Clinical Practicum I (4)	4 hours
YEAR TWO	
Fall Semester	12 hours
SLP 607 Augmentative/Alternative Communication (1)	

SLP 610 Professional Issues and Ethics (1) SLP 615 Voice Disorders (3) SLP 617 Fluency Disorders (1) SLP 620 Advanced Clinical Practicum II (3) SLP 635 Instrumentation in Speech-Language in Hearing Sciences (3)	
Spring Semester	9 hours
SLP 621 Advanced Clinical Practicum III (6) SLP 630 Research Methods II: Capstone Project (3) Total Credit Hours Required for Graduation	63 hours

** During the Summer Semester Year Two of the MSLP Program, 9 hours of Clinical Practicum will be offered at variable credit hour amounts in order to allow students to complete clinical practicum requirements needed for graduation and application for CCC-SLP. Students may enroll in these Clinical Practicum courses for variable credits in order to complete their clinical practicum hour requirements for national board certification. Depending on their individual backgrounds, undergraduate course of study and future career plans, MSLP students may be advised to take electives in Psychology, Education, Business, Foreign Languages, Nursing, Physician Assistant studies, and/or other disciplines to enhance their professional development.

TO:

MASTER OF SPEECH-LANGUAGE PATHOLOGY PROGRAM PLAN OF STUDY

YEAR ONE	
Fall Semester	15 hours
530 Speech Sound Disorders (2) 531 School Age Language Disorders (3) 537 Speech and Hearing Science (3) 540 Communication Disorders in the Birth to Five Population (3) 547 Neurology of Speech-Language and Hearing (3) 550 Beginning Clinical Practicum (1:0-2)	
Spring Semester	15 hours
561 Dysphagia (3) 567 Research Methods I (3) 570 Audiology and Aural Rehabilitation (3) 575 Adult Language Disorders (3) 580 Clinical Practicum (2:0-4) 581 Hearing Clinical Practicum (1:0-2)	
Summer	8 - 10 hours
545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1) 591 Motor Speech Disorders (3) 595 Medical Aspects of Speech-Language Pathology (3) 601 Advanced Clinical Practicum I (1:0-2), (2:0-4), or (3:0-6)	
YEAR TWO	
Fall Semester	11 hours

607 Augmentative and Alternative Communication (1)	
615 Voice Disorders (3)	
617 Fluency Disorders (1)	
620 Advanced Clinical Practicum II (3:0-6)	
635 Instrumentation in Speech-Language in Hearing Sciences (3)	
Spring Semester	10 hours
610 Professional Issues and Ethics (1)	
621 Advanced Clinical Practicum III (6:0-12)	
630 Research Methods II: Capstone Project (3)	
Total Credit Hours Required for Graduation	59 - 61 hours

** During the Summer Semester Year Two of the SLP Program, Clinical Practicum will be offered at variable credit hour amounts in order to allow students to complete clinical practicum requirements needed for graduation and application for Certificate of Clinical Competence-Speech-Language Pathologist (CCC-SLP). Students may enroll in SLP 601 for (1), (2), or (3) credits in order to complete their clinical practicum hour requirements for national board certification. Depending on their individual backgrounds, undergraduate course of study and future career plans, SLP graduate students may be advised to take electives in Psychology, Education, Business, Foreign Languages, Nursing, Physician Assistant studies, and/or other disciplines to enhance their professional development.

RATIONALE:

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

III. Probation/Dismissal Process

A. Modify on page 167 of on-line Catalog and 186 of paper Catalog

FROM:

Graduate Student Progression – Continuation in graduate studies requires satisfactory progress toward a graduate degree (Masters, Specialist, or Doctorate). Evidence of such progress includes maintenance of a minimum 3.0 cumulative grade point average. The progress of each student is reviewed each semester by the Director of Graduate Programs in conjunction with the academic Coordinator/Director for each graduate program. While in a graduate program at Francis Marion University, should the student’s cumulative grade point average fall below 3.0 or the student receive an F for a graduate course, that student will be notified by the Graduate Office and placed on academic probation.

Any graduate student on probation:

1. Must achieve a 3.0 cumulative grade point average by the end of 12 hours of coursework taken after being placed on probation.

Dismissal – Failure to achieve a 3.0 cumulative grade point average by the end of 12 hours of coursework taken after being placed on probation will result in dismissal from graduate studies at Francis Marion University. Additionally, receiving a second F will result in dismissal from the program, even if the first F has been replaced with a higher grade.

Stipulations:

1. All Graduate Students may only repeat up to (2) two courses.
2. All Graduate Students must repeat a grade of F at the next available course offering.
3. All Graduate Students must have a minimum 3.0 cumulative grade point average to graduate from Francis Marion University.

****Please Note****

Specific graduate programs can have additional stipulations for their student to be eligible to continue. Please see the various programs for those specifics.

TO:

ACADEMIC STANDING

Graduate Student Progression – Continuation in graduate studies requires satisfactory progress toward a graduate degree (Masters, Specialist, or Doctorate). Evidence of such progress **includes maintenance of a minimum 3.0 cumulative grade point average.** While in a graduate program at Francis Marion University, should the student's cumulative grade point average fall below 3.0 or the student receive an F for a graduate course, that student will be placed on academic probation.

Dismissal –Receiving a second F will result in dismissal from the program, even if the first F has been replaced with a higher grade.

Stipulations:

1. All Graduate Students may only repeat up to (2) two courses.
2. All Graduate Students must repeat a grade of F at the next available course offering.
3. All Graduate Students must have a minimum 3.0 cumulative grade point average to graduate from Francis Marion University.

*******Please Note******* Additional stipulations may be imposed by specific graduate programs for continue eligibility in the program. Please see various programs for those specifics.

RATIONALE:

The change in the probation is the result of extensive discussions with the different graduate programs. Each program is impacted by the various accreditation standards.