AGENDA
Faculty Senate Meeting
October 3, 2019

I.   Call to order and Roll Call

II.   Approval of Minutes from the April 9, 2019 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 School of Business
   Item A. Change requirements for Healthcare Informatics majors

2. Proposal from the School of Health Sciences, Healthcare Administration
   Item A. Change catalog to reflect cross-listings, semester offerings, and removal of footnotes

3. Proposal from the School of Education
   Item A.   Modify language describing EDUC 311.
   Item B.   Modify prerequisites for EDUC 310, 311, 322, and 420

4. Proposal from the Department of Sociology
   Item A. Add SOCI 353.
   Item B. Change major requirements to include SOCI 353

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

1. Proposal from the School of Business
   Item A. Add language about academic standing

2. Proposal from the School of Education
   Item A. Modify language describing EDUC 622

3. Proposal from the Department of Psychology
   Item A. Change description of PSY 632

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

IV. Report from the Academic Affairs Committee

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

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

FROM

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

TO

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

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

2. Proposal from the School of Health Sciences, Healthcare Administration

A. <u>CHANGE</u> on pg. 155 of the print catalog

<u>**FROM**</u>

Semester One ~~(Fall):~~
~~Course:~~
IPHC 215 Introduction to Public Administration (3)
IPHC 301 Professional Role and Practice (3~~:2-3)*~~
IPHC 314 Health Psychology/Behavioral Medicine (3)
IPHC 334 Research in Practice (3)

Semester Two ~~(Spring):~~
~~Course:~~
IPHC 375 Sociology of Health and Medicine (3)
IPHC 445 Population-Focused Care (3)
IPHC 448 Healthcare Policy Development (3)
IPHC 451 Healthcare Finance (3)

~~Semester Three (Summer 1):~~
~~Course:~~
~~IPHC 456 Leadership in the Healthcare Environment (3)~~
~~IPHC 457 Professional Capstone course (3:1-6)*~~

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

<u>**TO**</u>

Semester One:
IPHC/POL 215 Introduction to Public Administration (3)
IPHC 301 Professional Role and Practice (3)
IPHC/PSY 314 Health Psychology/Behavioral Medicine (3)
IPHC 334 Research in Practice (3)
IPHC/SOC 375 Sociology of Health and Medicine (3)

Semester Two:
IPHC 445 Population-Focused Care (3)
IPHC 448 Healthcare Policy Development (3)
IPHC 451 Healthcare Finance (3)
IPHC 456 Leadership in the Healthcare Environment (3)
IPHC 457 Professional Capstone Course (3)

<u>RATIONALE:</u>

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

3. Proposal from the School of Education

    A. <u>MODIFY</u> on page 150 of the current print catalog the course description of Education 311, Foundations of Instructional Planning and Assessment

<div align="center"><u>FROM</u></div>

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

<div align="center"><u>TO</u></div>

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

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

    B. <u>MODIFY</u> on page 150-151 of the current print catalog the pre-requisite for EDUC 310, 311, 322 and 420.

<div align="center"><u>FROM</u></div>

310 Using Technology Effectively in the Classroom (3). F, S, SU. This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for

Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_announcements.

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

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

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

TO

310 Using Technology Effectively in the Classroom (3) (Pre-requisite: EDUC 190, 191 (except minors), and 305). F, S, SU. This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and

teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_ announcements.

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

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

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

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

4. Proposal from the Department of Sociology

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

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

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

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

References Used:

Lanahan, T. (2019). South Carolina AG: Midlands county ranks No. 1 in human trafficking cases reported. WACH FOX57, January 11.
https://wach.com/news/local/midlands-county-ranks-no-1-in-human-trafficking-cases

National Human Trafficking Hotline. (n.d.). Hotline statistics. Accessed July 29, 2019.
https://humantraffickinghotline.org/states

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

<div align="center">**FROM**</div>

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

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

<div align="center">**TO**</div>

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

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

<div align="center">**FROM**</div>

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

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

<div align="center">**TO**</div>

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

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

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

V. Report from the Graduate Council

1. Proposal from the School of Business

A. **Add** on page 189 of print catalog

ACADEMIC STANDING

Stipulations:
1. An M.B.A. student is allowed to repeat a maximum of one course for the purpose of improving the grade.
2. An M.B.A. student must repeat a grade of F at the next available course offering.

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

RATIONALE

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

2. Proposal from the School of Education

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

FROM:

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

TO:

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

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

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

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

FROM:

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

TO:

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

RATIONALE:

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