

**MINUTES
GENERAL FACULTY MEETING
November 17, 2020**

I. Meeting was called to order by Chair Gourley at 3:49 pm.

II. Minutes from the October 13 meeting were approved as posted

III. Report from the Executive Committee

There will be a small ceremonial ribbon cutting for the opening of the Honors Center on January 19, 2021. The opening of the Leatherman Medical Education Complex will be having an opening of “some sort” before the end of the semester. SLP should start moving into the complex once we return from Thanksgiving. As mentioned by Dr. Carter at the AAUP forum, the University will be adding four days off during the Spring 2021 semester. Dr. King and Ms. Steadman are reviewing the Spring 2021 Academic Calendar as to where the four Patriot Pause days will occur. They will take into consideration making an equal impact on the TTH and the MWF classes. Concern has been expressed about Covid fatigue amongst students, staff, and faculty. University Athletics are continuously receiving updated and constantly changing information from the NCAA about athletic protocols concerning the scheduling of games, the definitions of high contact vs medium contact vs low impact sports, and the required frequency of testing. All of these come with fairly substantial financial implications. There are at least two major universities that have either decided to have a Spring break or are leaning toward having a Spring Break. The Board of Trustees will meet on November 19. The major item on the agenda concerns a change in the University’s Mission Statement (adding two additional programs – Doctor of Occupational Therapy and Doctor of Physical Therapy). Construction should begin next month on the Fresh Water Ecology Center with completion expected next summer. The facility will be both a research and conference center much like the cottage here on campus. There will also be an area of public access at the lake. Our previous Director of Admissions, Jamie Freeman, has taken a position closer to home. Doug Brady will begin as the new Director of Admissions, on January 4, 2021. He comes to us from St. Bonaventure University and will be on campus tomorrow, Wednesday, November 18, 2020. Cheryl Tuttle will be retiring at the end of this semester as the Student Housing Director. Kevin Shupp will be the taking over after the first of the year. Student Life is in the process of interviewing and assigning duties and replacements. I would like to thank Dean Blackburn, Larry Faulk, Murray Hartzler and all of our athletics for allowing us and assisting us with the use of the gym during this semester. Updates concerning locations for Spring 2021 faculty governance activities will be distributed and posted shortly after the University Calendar Committee meets on January 4, 2021.

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

1. Proposal from the School of Education – Passed as written.

- A. Modify EDUC 313
- B. Modify EDUC 391
- C. Modify EDUC 392
- D. Modify EDUC 393
- E. Modify EDUC 394

2. Proposal from the Department of Sociology – Passed as written.

- A. Add SOCI 376
- B. Add SOCI 376 to the major requirements.
- C. Add Sociology Health Track.

3. Proposal from the School of Business – Passed as written.

- A. Remove all F, S, SU from Business courses
- B. Add Accounting majors need only 6 elective hours
- C. Modify number of hours required for Accounting majors
- D. Modify ACTG 320
- E. Modify ACTG 324
- F. Modify ACTG 421
- G. Modify ACTG 422
- H. Modify ACTG 423
- I. Modify ACTG 424
- J. Modify ACTG 429

4. Proposal from the Department of Biology – Passed as written.

- A. Add BIOL 216
- B. Modify options in organismal biology to include BIOL 216
- C. Modify options in the Environmental Science Option to include BIOL 216
- D. Modify Environmental Science Option to include BIOL 216 and 400 as electives

5. Proposal from the School of Health Sciences, Department of Healthcare Administration – Passed as written.

- A. Modify Mission Statement
- B. Remove IPHC 375
- C. Add IPHC 380
- D. Modify Healthcare Administration Major to reflect removal of IPHC 375 and the addition of IPHC 380
- E. Modify Healthcare Administration Major, Clinical Track to reflect removal of IPHC 375 and the addition of IPHC 380
- F. Modify IPHC 457 to reflect removal of IPHC 375 and the addition of IPHC 380
- G. Modify Healthcare Administration Plan of Study to reflect removal of IPHC 375 and addition of IPHC 380

6. Proposal from the School of Health Sciences, Department of Speech Language Pathology -Passed as written.

- A. Add Speech Language Pathology 509: Introduction to Audiology
- B. Add Speech Language Pathology 571: Aural Rehabilitation
- C. Delete 508: Hearing Sciences and Audiological Disorders
- D. Delete 570: Audiology and Aural Rehabilitation
- E. Modify the list of PRE-SLP PREPARATION COURSES

V. Approval of Candidates for December Graduation – Approved contingent upon final verification from the Registrar.

(Final approval is contingent upon final verification from the Registrar).

VI. Old Business - None

VII. New Business - None

VIII. Announcements - None

IX. Meeting was adjourned by Chair Gourley at 4:07 pm.

Attachment to the General Faculty Meeting – November 17, 2020

IV. Report from the Faculty Senate

1. Proposal from the School of Education

A. **MODIFY** from page 148 of the current course catalog the following:

FROM

313 Field Experiences in Instructional Planning and Assessment (2) (Prerequisite: Admission to Professional Education Program; Prerequisite: Education 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 50 hours in **clinical**

experience in public schools. A SLED background check is required prior to field placement.

TO

313 Field Experiences in Instructional Planning and Assessment (2) (Prerequisite: Admission to Professional Education Program; Prerequisite: Education 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 50 hours in **field** experience in public schools. A SLED background check is required prior to field placement.

RATIONALE

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

B. MODIFY from page 148 of the current course catalog the following:

FROM

391 **Clinical** Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 50 hours in **clinical** experience in public schools. 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. This course is to be taken in the semester prior to student teaching.

TO

391 **Field** Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the

emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 50 hours in **field** experience in public schools. 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. This course is to be taken in the semester prior to student teaching.

RATIONALE

The change from "clinical experience" to "field experience" better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

C. **MODIFY** from page 148 of the current course catalog the following:

FROM

392 **Clinical** Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 50 hours in **clinical** experience in public schools. 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. This course is to be taken in the semester prior to student teaching.

TO

392 **Field** Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 50 hours in **field** experience in public schools. 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. This course is to be taken in the semester prior to student teaching.

RATIONALE

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

D. **MODIFY** from page 148 of the current course catalog the following:

FROM

393 **Clinical** Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisite Education 420 to be taken in the semester prior to student teaching.) F. This course is designed to provide all secondary licensure students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. This course requires a minimum of 50 hours in **clinical** experience in a local public school setting. A SLED background check is required prior to field placement.

TO

393 **Field** Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisite Education 420 to be taken in the semester prior to student teaching.) F. This course is designed to provide all secondary licensure students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. This course requires a minimum of 50 hours in **field** experience in a local public school setting. A SLED background check is required prior to field placement.

RATIONALE

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

E. **MODIFY** from page 148 of the current course catalog the following:

FROM

394 **Clinical** Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; Prerequisite: EDUC 311 and EDUC 313; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will

focus on examining how content can best be presented to early adolescent students and preparation for the Student Learning Objective (SLO) project. This course will require a minimum of 50 hours in **clinical** experience in public schools. 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. This course is to be taken in the semester prior to student teaching

TO

394 **Field** Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; Prerequisite: EDUC 311 and EDUC 313; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Student Learning Objective (SLO) project. This course will require a minimum of 50 hours in **field** experience in public schools. 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. This course is to be taken in the semester prior to student teaching

RATIONALE

The change from “clinical experience” to “field experience” better differentiates between course field experiences prior to student teaching and the student teaching clinical placement. It also utilizes the wording required by CAEP accreditation.

2. Proposal from the Department of Sociology

- A. **ADD** the following course to page 126 of the FMU 2020-2021 Catalog, in numerical order:

376 Sociology of Mental Health & Illness (3) (Prerequisite: 201 or permission of the department) This course examines issues of mental health and illness from a sociological lens. The main objective is to understand mental health and illness from a social, cultural, and institutional standpoint as opposed a medical or psychological context. Several topics will be explored: theoretical perspectives on mental health and illness, research methodology, social patterns and trends, the importance of social factors that contribute to mental illness, social stressors, stigma and labeling, and treating mental illness.

RATIONALE

Mental illness is a social problem both in the United States and globally as an estimated 1 in 4 people will have a mental disorder in his or her lifetime in the entire world (World Health Organization, 2014). In the United States, approximately half of the population

meet the criteria for one or more mental disorders in his or her lifetime. These numbers stem from the National Comorbidity Study conducted by Ronald Kessler and Philip Wang (2008 & 2013). According to the Substance Abuse and Mental Health Services Administration (2013), 4.2% of the population has a serious mental disorder. As a social problem, it is relevant to have such a course in the Sociology curriculum. Mental illness costs our society as a whole and costs the afflicted individuals and their family in terms of treatment (medications/therapy), missed work/school days, employment loss, and familial and relationship disruption. Finally, mental illness is linked to other social problems examined in sociology, including but not limited to drugs, violence, divorce, unemployment, homelessness, domestic violence, and epidemics/pandemics (including the current Covid-19 Pandemic).

B. **ADD** under “SOCIOLOGY GENERAL TRACK” on page 125 of the FMU 2020-2021 Catalog:

FROM

SOCIOLOGY GENERAL TRACK

A major in sociology requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Twenty-one semester hours of additional sociology course work as follows:
 - a) Five courses in General Sociology: 306, 310, 311, 315, 327, 331, 361, 374, 375, 381, 382, 387, 388, 389, 407, 419

TO

SOCIOLOGY GENERAL TRACK

A major in sociology requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496
2. Twenty-one semester hours of additional sociology course work as follows:
 - a) Five courses in General Sociology: 306, 310, 311, 315, 327, 331, 361, 374, 375, 376, 381, 382, 387, 388, 389, 407, 419

RATIONALE

Changes in the course options for the General Track to reflect the addition of Sociology 376.

C. **ADD** under “MAJOR” (after the Sociology Criminal Justice Track description, but before MINOR) on page 125 of the FMU 2020-2021 Catalog:

SOCIOLOGY HEALTH TRACK

A major in sociology with a concentration in health requires the following:

1. Sociology 201, 302, 303, 339, 403, and 496

2. Eighteen semester hours of health-related sociology course work as follows:
 - a) Sociology 375
 - b) Three sociology courses selected from: 344, 347, 376, 381, 387, 388, and 419
 - c) Two sociology courses selected from: 310, 311, 315, 327, and 331
3. One additional sociology course numbered 300 and above
4. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in sociology is 37. The minimum number of semester hours in all courses (major and non-major) required for the major in sociology is 120.

RATIONALE

While many students seek to pursue careers in Nursing, Healthcare Administration, or Mental Health Counseling, there are students who have interests in other health-related careers. The sociology of health is a common area of focus within the discipline, with several undergraduate programs offering a concentration in this area. It is also one of the main areas of specialization for graduate students. Students interested in this track would gain the knowledge and skills to be successful in careers within a healthcare setting. These students may work as social workers within hospitals, health researchers outside of clinical settings, or contact tracers in public health situations. This track would also compliment the coursework of students majoring in health-related disciplines by providing them with a list of courses that address issues related to health from a societal perspective that they could then take to acquire a minor/collateral in Sociology that maintains their focus on health issues.

Sociology 375 (Sociology of Health and Medicine) provides an overall view of health and healthcare issues, and would be a required course for students enrolled in this track. Other health-related sociology courses are grouped into two categories (see 2b and 2c) to ensure students have some course work in health causes/contributing factors (such as violence or disasters) and course work in disparities/inequalities (such race/ethnicity or economics/poverty).

Students would have little difficulty enrolling in courses that fulfill this track, as at least two health-related sociology courses are offered each semester. The required Sociology 375 (Sociology of Health and Medicine) course is offered at least once every year.

To mirror the other two tracks we already have in sociology (General and Criminal Justice), we have an additional sociology free elective course (300 level and above) where students can take any sociology course they wish to fulfill their degree requirements, including the internship course (SOCI 498).

3. Proposal from the School of Business

A. **REMOVE** from pp. 132-139 of the current catalog all F, S, SU.

RATIONALE: The deletion of F, S, SU which indicate semester taught will allow more flexibility in scheduling. Information concerning scheduling of courses is provided in the advising process and in published plans of studies.

B. **ADD** on page 130 of the current catalog

Additional hours of electives..... 15 hours*
 *Accounting majors need complete only 6 hours

C. **MODIFY** on page 130 of the current catalog under Major Requirements

FROM

a) Accounting..... 27 hours
 TOTAL REQUIRED HOURS..... 129 hours

TO

a) Accounting..... 27 hours
 TOTAL REQUIRED HOURS..... 120 hours

RATIONALE for B and C: To become licensed as a Certified Public Accountant (CPA) in South Carolina, an individual must hold a baccalaureate degree and have a minimum of 150 semester hours from a college or university with at least 36 hours in accounting. The CPA licensing requirements for other states are similar. Individuals planning to sit for either the CPA exam or one of the other professional examinations in accounting should develop a plan of study in consultation with their adviser. Francis Marion Accounting majors in the BBA program are required take a total of 33 hours in their major. This include 6 hours in the Business Core (ACTG 201 and 202) and 27 hours in their major. This increases the total number of hours an Accounting major needs to take to 129 credit hours which often delays graduation and increases the financial burden on the student. To continue to comply with the CPA requirements and to find a way to help students complete their major within 120 credit hours, the Accounting faculty has decided to reduce the number of electives required for the BBA in Accounting major from 15 to 6, thereby **bringing** the total number of credit hours to 120.

D. **MODIFY** on p. 132 of the current catalog

FROM

320 Accounting Information Systems (3) (Prerequisite: 201)

TO

320 Accounting Information Systems (3) (Prerequisite: 201 with a grade of C or higher).

E. **MODIFY** on p. 133 of the current catalog

FROM

324 Financial Reporting II (3) (Prerequisite: 323 with grade of C or higher)

TO

324 Financial Reporting II (3) (Prerequisite: 323 with a grade of C or higher or permission of the school).

RATIONALE for D and E: This change brings the catalog in line with advice currently being given to students.

F. **MODIFY** on p. 133 of the current catalog

FROM

421 Concepts of Auditing (3) (Prerequisite: 320, 324 with grade of C or higher)

TO

421 Concepts of Auditing (3) (Prerequisite: 320 with a grade of C or higher; Prerequisite or corequisite: 324).

G. **MODIFY** on p. 133 of the current catalog

FROM

422 Financial Reporting III (3) (Prerequisite: 324 with grade of C or higher)

TO

422 Financial Reporting III (3) (Prerequisite or corequisite: 324).

H. **MODIFY** on p. 133 of the current catalog

FROM

**423 Accounting for Governmental and Not-for-Profit Organizations (3)
(Prerequisite:
324)**

TO

**423 Accounting for Governmental and Not-for-Profit Organizations (3)
(Prerequisite or corequisite: 324).**

RATIONALE for F – H: Prerequisites are converted to corequisites for the purpose of flattening the curriculum structure to make it easier for students to complete their Accounting requirements.

I. **MODIFY** on p. 133 of the current catalog

FROM

424 Special Topics in Accounting (3) (Prerequisite: 324 with grade of C or higher).

TO

424 Special Topics in Accounting (3) (Prerequisites: 323 and 328, each with a grade of C or higher or permission of the school).

RATIONALE for I: This change brings the catalog in line with the advice currently being given to students.

J. **MODIFY** on p. 133 of the current catalog

FROM

429 Tax Research (3) (Prerequisites: 328 or concurrent registration in 328 or permission of the school)

TO

429 Tax Research (3) (Prerequisite or corequisite: 328 or permission of the school).

RATIONALE: Replaces the word “concurrent” with the more widely-used word “corequisite” and aligns the wording with what is used for other courses.

4. Proposal from the Department of Biology

A. **ADD** on page 65 of the current catalog the new course

216 Ichthyology (4) (Prerequisite: 105/115 or 107 and 106 or 108 or higher or permission of department) AS. The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasis will be on South Carolina species but other important species will be included.

RATIONALE: This proposal outlines a plan for the formation of a new biology course at Francis Marion University – *Ichthyology*. This course will expand organismal course offerings for biology students and enhance available course offerings to compliment the Freshwater Ecology Center. Ichthyology will also compliment fisheries science and management. Fisheries science and management emphasizes fish population dynamics, habitat requirements, and human dimensions; ichthyology will teach students the physiological, ecological, and behavior adaptations of fishes to life in water as well as evolutionary relationships among this very diverse group. This course will also expand the offerings in the biology department so that students could become eligible for professional certification through the American Fisheries Society.

B. **MODIFY** on page 63 of the current catalog to include this course as an option for student’s organismal class in the Biology major.

FROM

3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 303, 307, 311, 312, 313, 315, or 320)

TO

3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 216, 303, 307, 311, 312, 313, 315, or 320)

C. **MODIFY** on page 64 of the current catalog to include this course as an option for student’s animal class in the Environmental Science Option in Biology.

FROM

Organismal (Animal): one course from
Biology 201, 202, 204, 209, 312, 315.....4

TO

Organismal (Animal): one course from
Biology 201, 202, 204, 209, 216, 312, 315.....4

RATIONALE for B-C: These changes reflect the addition of 216 to the course options for Biology majors.

D. **MODIFY** on page 64 of the current catalog to include BIOL400 (Fisheries Science and Management) as an option for student’s Biology Elective in the Environmental Science Option in Biology.

FROM

Biology Elective: one course
Biology 201, 202, 206, 207, 208, 209, 307, 308, 312,
313, 315, 317, 318, 320, 402, 411, or 412.....4

TO

Biology Elective: one course
Biology 201, 202, 206, 207, 208, 209, 216, 307, 308, 312,
313, 315, 317, 318, 320, 400, 402, 411, or 412.....4

RATIONALE: This proposal adds an existing course (BIOL400 Fisheries Science and Management) to the list of courses that satisfy an elective in the Environmental Science option. BIOL400 focuses on three aspects of environmental resource management; Organism, habitat, and people. Understanding how these three key areas interact provide students with the background knowledge to manage many natural resource. Field sampling skills will also be applied throughout BIOL400 lab. The knowledge and skills students will learn in BIOL400 will help prepare them for any career requiring a degree option in environmental science.

5. Proposal from the School of Health Sciences, Department of Healthcare Administration

A. **MODIFY** on page 151 of the current online catalog

FROM:

MISSION STATEMENT The Healthcare Administration (HCA) major (Bachelor of Science) is offered in collaboration with Nursing, the Department of Political Science, Department of Psychology, **Department of Sociology**, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education.

TO:

MISSION STATEMENT The Healthcare Administration (HCA) major (Bachelor of Science) is offered in collaboration with Nursing, the Department of Political Science, Department of Psychology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education.

B. **REMOVE** on page 152 of current online catalog

375 Sociology of Health and Medicine (3) (Prerequisite: Sociology 201 or permission of sociology department) (IPHC 375 is same as SOC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions;

current issues and problems. Credit cannot be received for both IPHC 375 and SOC 375.

C. **ADD** on page 152 of current online catalog

380 Introduction to Public Health (3) This course is designed to introduce the basic theories, applications, current statistics and definitions of public health, including integrating public health with other health professions. It will provide a history of public health, current events and an overview of how historical events and threats to public health have informed the evolution of public health. Students will compare public health in the United States to other countries to realize the global nature of the discipline. Students will learn how public health researchers and practitioners work to prevent disease and promote global health through scientific research, policy development, and health education. This course will also provide an introduction to biostatistics, epidemiology and using Excel to interpret data trends.

RATIONALE A-C: Due to the growing number of students in the major (over 200 currently) and data collected in the exit survey of alumni, the Healthcare Administration department feels it is necessary to require students to complete an introductory public health course that will serve as a foundation for the remaining courses in the major and better prepare them for employment in the public health field. Exit survey data indicate that over half of the alumni are working in a traditional healthcare facility such as a hospital, community health organization or federally qualified health center. Thus the Healthcare Administration department needs to include traditional public health theory, introduction to biostatistics and current health trends as part of the required coursework to meet the needs of the students. The new course, IPHC 380, will focus on theories, applications, current statistics and components of public health.

D. **MODIFY** on page 151-152 of current online catalog

FROM:

Major

General Track: A major in Healthcare Administration requires the following: 1.

Interprofessional Healthcare (IPHC): IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

TO:

Major

General Track: A major in Healthcare Administration requires the following: 1.

Interprofessional Healthcare (IPHC): IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC

380, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

E. **MODIFY** on page 152 of current online catalog

FROM:

A major in Healthcare Administration, Clinical Track requires the following:

1. Sixty semester hours of transfer credit (towards FMU General Education Requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by the School of Health Sciences.

2. IPHC 215, IPHC 301, IPHC 314, IPHC 334, **IPHC 375**, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

TO:

A major in Healthcare Administration, Clinical Track requires the following:

1. Sixty semester hours of transfer credit (towards FMU General Education Requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by the School of Health Sciences.

2. IPHC 215, IPHC 301, IPHC 314, IPHC 334, **IPHC 380**, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

F. **MODIFY** on page 153 of current online catalog

FROM:

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

TO:

457 Professional Capstone Course (3) (Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, **IPHC 380**, IPHC 445, IPHC 448, IPHC 451, IPHC

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

G. MODIFY on page 153 of current online catalog

FROM:

HEALTHCARE ADMINISTRATION PLAN OF STUDY - MAJOR COURSES

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)

TO:

HEALTHCARE ADMINISTRATION PLAN OF STUDY - MAJOR COURSES

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 380 Introduction to Public Health (3)

RATIONALE D-G: These changes reflect the removal of the formerly required SOC 375 course and the inclusion of the newly developed course, IPHC 380, in the requirements for the Healthcare Administration major.

6. Proposal from the School of Health Sciences, Department of Speech Language Pathology

A. ADD on page 206 in the online Catalog and page 206 in paper Catalog

509: Introduction to Audiology (3) This course provides an overview of the structure and function of the auditory and vestibular systems, the physics and psychophysics of sound, audiometric evaluation and screening procedures, types and causes of hearing loss, and an overview of audiologic intervention tools.

RATIONALE:

- This new course focuses on content that is expected for an introductory level course in audiology, and is in line with accreditation standards.

- SLP 509 better describes the content in an introductory audiology course and allows for transfer of credit between universities.

B. ADD on page 207 in the online Catalog and page 207 in paper Catalog

571: Aural Rehabilitation (3) This course provides an introduction to the theory of the effects of hearing loss on perception, speech, language, and its psychosocial aspects.

Evaluation and intervention techniques for speech reading, auditory training,

RATIONALE:

- The new course focuses on content that is required in the profession of speech-language pathology, and is in line with accreditation standards.
- The title and content allow for transfer of credit between universities.

C. Delete on page 206 in the online Catalog and page 206 in paper Catalog

508: Hearing Sciences and Audiological Disorders (3) This course is designed to provide a comprehensive survey of Hearing Sciences and Audiological Disorders.

Basic concepts, principles and relevant topics that pertain to mankind's ability to hear will be covered.

Additionally, topics will be reviewed that explain what happens when a human's hearing is damaged or negatively affected.

RATIONALE:

- An introductory course in Hearing Sciences is not required as a pre-requisite for a master's degree in speech-language pathology.
- The content in SLP 508 is not sufficient for an introductory course in audiology.

D. DELETE on page 207 in the online Catalog and page 207 in paper Catalog.

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

RATIONALE:

- Based on the 2020 American Speech-Language Hearing Association (ASHA) Standards for Speech-Language Pathology, the description and content are not sufficient to support the scope of practice for speech-language pathologists.

E. Modify on page 205 in the online Catalog and page 295 in paper Catalog

FROM

PRE-SLP PREPARATION COURSES

SLP 501 Anatomy and Physiology of the Speech and Hearing Mechanisms (3 hours) SLP 504 Speech and Language Disorders Across the Lifespan (3 hours)

SLP 505 Principles of Assessment and Treatment in Communication Disorders (3 hours) SLP 506 Multicultural Aspects of Communication Differences and Disorders (3 hours) SLP 507 Language and Speech Development (3 hours)

SLP 508 Hearing Sciences and Audiological Disorders

(3 hours) SLP 510 Introduction to Speech and Language Disorders (3 hours) SLP 515 Phonetics and Phonology (3 hours)

SLP 520 Structured Observations and Pre-Clinical Simulation Experiences: 25 to 50 clinical hours under the direct supervision of an ASHA Certified SLP and/or Audiologist (1 hour)

TO

PRE-SLP PREPARATION COURSES

SLP 501 Anatomy and Physiology of the Speech and Hearing Mechanisms (3 hours) SLP 504 Speech and Language Disorders Across the Lifespan (3 hours)

SLP 505 Principles of Assessment and Treatment in Communication Disorders (3 hours) SLP 506 Multicultural Aspects of Communication Differences and Disorders (3 hours) SLP 507 Language and Speech Development (3 hours)

SLP 509 Introduction to Audiology (3 hours)

SLP 510 Introduction to Speech and Language Disorders (3 hours) SLP 515 Phonetics and Phonology (3 hours)

SLP 520 Structured Observations and Pre-Clinical Simulation Experiences: 25 to 50 clinical hours under the direct supervision of an ASHA Certified SLP and/or Audiologist (1 hour)

RATIONALE:

Reflects changes in program