

**MINUTES**  
**FACULTY SENATE MEETING**  
**February 1, 2022**

**I. Meeting was called to order by Chair Gourley at 3:45 PM**

**Members present:** Almeida, Blackwell, Boatwright, Bryngelson, Bullock, Couch, DeVincenzo, Diel, Fries, Johnson-Edwards, B. Johnson, E. Jones, Krohn, Lawrimore-Belanger, Marley, McLeod, Murphy, Panza, Phillips, Rajagopalan, Shannon, Smolen-Morton, Umeweni, Varazo, Wada, Woosley-Goodman, Zahnd

**Absent:** Sims (unexcused), Renu (excused)

**Others present:** Jokisch, Kershner, Norman, Brogdon, Wrighten, Steadman, Best, Bauer, Spear, Gittings

**II. Minutes from the November 2, 2021 meeting were approved as posted**

**III. Report from the Executive Committee**

The University recently held McNair Scholars interviews and have selected two McNair Scholars and have offered numerous Darla Moore scholarships. The two McNair Scholars have accepted. The Darla Moore Scholarship offers recipients an all-inclusive scholarship—tuition, room and board. Guidance counselors from across the state were provided the opportunity to nominate students. FMU received over 200 nominations. The selection process is currently in process. The Office of Admissions expects about 50 scholarships to be awarded.

Differences between McNair and Darla Moore: McNair has a required study abroad component and students must live on campus. Darla Moore Scholars will be eligible for the Hodges International Scholarship to help fund a study abroad experience. Additionally, they are not required (but they are encouraged) to live on campus.

Dr. Carter met with the House Ways and Means Higher Ed budget subcommittee to present the University's budget requests. Dr. Carter has reported that it was very well received. As many of you are aware, there are bills currently being discussed in the legislature that could potentially impact higher education across the state institutions. Please be aware that our lobbyist and the other institutions' lobbyists are quite busy advocating on behalf of us and our sister institutions.

We are continuing to move forward in the development of our Occupational Therapy degree as our consultant was on campus last week.

**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 – *All items passed as written.*

- A. Modify General Business Requirements
- B. Modify ECON 203
- C. Modify ECON 204
- D. Modify Economics Minor
- E. Modify Economics Collateral
- F. Modify Healthcare Informatics Major
- G. Modify Admission Requirements for Healthcare Informatics Major
- H. Modify Healthcare Administration Major – General Track

2. Proposal from the School of Health Sciences, Department of Healthcare Administration – *Item passed as written.*

- A. Add IPHC 400

3. Proposal from the School of Health Sciences, Department of Nursing - *All items passed as written.*

- A. Modify 307
- B. Modify 321
- C. Modify NRN 445
- D. Modify NRN 333

4. Proposal from Department of Speech-Language Pathology – *All items passed as written.*

- A. Add Minor
- B. Add Minor to Table of Contents
- C. Modify Speech-Language Pathology Program

5. Proposal from the Program of African and African American Studies - *All items passed as written.*

- A. Modify Minor
- B. Modify Collateral

6. Proposal from the Honors Program - *All items passed as written.*

- A. Modify 397
- B. Modify 497

7. Proposal from Gender Studies - *All items passed as written.*

- A. Modify General Education Requirements Humanities
- B. Modify General Education Humanities/Social Sciences Elective
- C. Modify 200
- D. Add 301
- E. Modify Minor
- F. Modify Collateral
- G. Modify Course List

8. Proposal from the Department of Biology - *All items passed as written.*

- A. Modify Organismal Biology Block
- B. Modify Ecology Block

- C. Add BIOL 109
  - D. Add Forestry Courses
  - E. Add the Forestry Major
  - F. Add Four Year Plan for Forestry Majors
  - G. Add Forestry to Biology degrees
9. Proposal from the Department of Fine Arts, Art Education - *Item passed as written.*
- A. Modify Math Requirement
10. Proposal from the Department of Mass Communication - *All items passed as written.*
- A. Delete Admission Requirements
  - B. Modify Mission Statement
  - C. Modify Major
11. Proposal from the Department of Physics and Engineering - *All items passed as written.*
- A. Modify 201
  - B. Modify 250
  - C. Modify 370
  - D. Modify 401
  - E. Modify 402
  - F. Modify 411
  - G. Modify 480
  - H. Modify 220
  - I. Modify 419
  - J. Modify Physics Major
  - K. Delete PHYS 310
  - L. Modify ENGR 310
  - M. Delete the Environmental Science Option
  - N. Modify Mission Statement
12. Proposal from the Department of Psychology - *Item passed as written.*
- A. Modify 325

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

- 1. Proposal from the School of Education - *All items passed as written.*
  - A. Add additional requirement for admission
  - B. Modify EDUC 770 description
  - C. Modify MAT-LD program hours
  
- 2. Proposal from the Department of Speech-Language Pathology - *All items passed as written.*
  - A. Modify Accreditation Statement
  - B. Modify SLP 504

C. Modify SLP 507

3. Proposal from the School of Health Sciences, Department of Nursing - *Item passed as written.*

A. Modify DNP 802

**VI. Report from the Provost’s Office – for informational purposes only**

1. Modify Withdrawal Policy

**VII. Old Business - None**

**VIII. New Business - None**

IX. **Announcements** – Upcoming events were mentioned.

X. **Meeting was adjourned by Chair Gourley at 4:52 PM.**

**Attachment to the Faculty Senate Agenda – February 1, 2022**

**IV. Report from the Academic Affairs Committee**

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

A. **MODIFY** Page 137 of the 2021-2022 catalog General Business

**FROM:**

g) General Business..... **18 hours**

Marketing 333 or Marketing 334 or Marketing 335 . . . . .	3	Any
300 or 400 Management course except Management 355 or Management		
351). . . . .	3	
Any 300 or 400 level Finance course (except Finance 341) . . . . .	3	
<b>Economics 310 or 320. . . . .</b>	<b>3</b>	
School Electives (Accounting, Economics, Finance, Management,		
Management Information Systems, Marketing . . . . .	6	

**TO:**

g) General Business.....	<b>18 hours</b>
Marketing 333 or Marketing 334 or Marketing 335 . . . . .	3 Any
300 or 400 Management course except Management 355 or Management 351). . . . .	3
Any 300 or 400 level Finance course (except Finance 341) . . . . .	3
<b>ECON 310 or above.....</b>	<b>3</b>
School Electives (Accounting, Economics, Finance, Management, Management Information Systems, Marketing . . . . .	.6

**RATIONALE:** In order to best meet the needs and career aspirations individual students, this change provides students with more options to meet the economics requirement. Many students are taking this degree program online as well, and this allows students to have more semesters in which the requirement can be completed online. Offering this flexibility will also help to align with offerings in other areas of business.

B. **MODIFY** Page 139 of the 2021-2022 catalog Business Economics Courses (ECON)

**FROM:**

**203 Introduction to Microeconomics (3)** Introduction to the role of individuals in economic decision-making, the determination of relative prices and output, and problems associated with resource allocation, monopoly, government regulation, and international trade. **Freshmen are allowed to take Economics 203 if they have a minimum SAT score of 800 and a projected grade point average of 2.0.**

**TO:**

**203 Introduction to Microeconomics (3)** **(Prerequisite: Eligibility to take MATH 111).** Introduction to the role of individuals in economic decision-making, the determination of relative prices and output, and problems associated with resource allocation, monopoly, government regulation, and international trade.

C. **MODIFY** Page 139 of the 2021-2022 catalog Business Economics Courses (ECON)

**FROM:**

**204 Introduction to Macroeconomics (3)** Introduction to the operation and behavior of the economy as a whole. Primary focus is the determination of the level of gross domestic product, the inflation rate, and the unemployment rate. Additional topics include interest rates, monetary and fiscal policy, and an introduction to international economics.

**TO:**

**204 Introduction to Macroeconomics (3)** (Prerequisite: Eligibility to take MATH 111).

Introduction to the operation and behavior of the economy as a whole. Primary focus is the determination of the level of gross domestic product, the inflation rate, and the unemployment rate. Additional topics include interest rates, monetary and fiscal policy, and an introduction to international economics.

**RATIONALE FOR B - C:** ECON 203/204 contain analytical and quantitative content. Students who do not have basic math skills often struggle with these courses. This requirement will ensure students have the background needed to be successful in the course.

D. **MODIFY** Page 137 of the 2021-2022 catalog MINOR

**FROM:**

A minor in Economics consists of 18 semester hours as follows:

ECON 203	Introduction to Microeconomics
ECON 204	Introduction to Macroeconomics
ECON 310	Intermediate Microeconomics
ECON 320	Intermediate Macroeconomics
Economics Electives	

**TO:**

A minor in Economics consists of 18 semester hours as follows:

ECON 203	Introduction to Microeconomics
ECON 204	Introduction to Macroeconomics
ECON 310 or 320	Intermediate Microeconomics or Intermediate Macroeconomics
Economics Electives	

**RATIONALE:** ECON 310 and 320 are theory-based core classes that cumulate in the ECON 450 capstone course. These courses contain important foundational content for students who are majoring in economics. However, a minor may choose not to complete this capstone course, and thus, not need these foundational courses. Instead, these students may pursue other economics electives relevant to their major.

E. **MODIFY** Page 138 of the 2021-2022 catalog COLLATERAL

**FROM:**

A collateral in Economics consists of 12 semester hours as follows:

ECON 203	Introduction to Microeconomics
ECON 204	Introduction to Macroeconomics

ECON 310 — Intermediate Microeconomics  
ECON 320 — Intermediate Macroeconomics

**TO:**

A collateral in Economics consists of 12 semester hours as follows:

ECON 203 Introduction to Microeconomics  
ECON 204 Introduction to Macroeconomics  
Economics Electives

**RATIONALE:** ECON 310 and 320 are theory-based core classes designed for an economics major and/or minor, as opposed to a collateral. Many of the courses offered in Economics are widely applicable to many different degree programs but limiting student's options means they may not be able to fit all the desired courses in their degree programs. This change provides that flexibility. Additionally, in previous catalogs, 310 and 320 were pre-requisites for many other 300-400 level courses. Those pre-requisites are no longer applied to any ECON course, except the senior seminar which is designed for ECON majors.

F. **MODIFY** Healthcare Informatics Major on p. 145 of the 2021 – 2022 print 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, ECON 203 and SOCI 201 as social science requirements.
2. 15 hours of Introductory Healthcare and Information Science courses, which include CS 150, 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 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.

**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, ECON 203 as a social science requirement.

2. 30 hours of **Healthcare Administration**: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457.
3. 30 hours of Healthcare Informatics: CS 150, MIS 225, BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373.
4. Majors pursuing **Healthcare Informatics Information Management (HCIM)** track are required to take 12 hours of PSY 302, MGT 352, MGT 353, MGT 359, MGT 452, ECON 341, MIS 347, MIS 447, and MIS 467.
5. Majors pursuing **Healthcare Informatics Information Technology (HCIT)** track are required to take 12 hours of CS 190, CS 226, CS 227, CS 313, CS 340, MIS 347, MIS 447, and MIS 467.

G. **MODIFY** p. 145 of the 2021 – 2022 print catalog

**FROM:**

**ADMISSION REQUIREMENTS**

Students seeking a degree of Healthcare Informatics enter as pre-HCI students. This type of program is often called a 2 + 2 program because applicants must complete 64 semester hours of coursework to apply to the HCI program. Admission into the final two years of study in the Healthcare Informatics program is competitive. The HCI Admission committee will review applicants for overall academic success. Students must meet the following requirements to be accepted into the HCI program:

- Completion of 64 hours of course work, including 48 hours of General Education and 15 hours of Introductory Healthcare and Information Science courses, with a GPA of 2.0 or better.
- Cumulative GPA of 2.5 on a 4.0 scale for all courses taken at FMU
- Three positives, signed professional references (preferably instructors or employers)

**TO:**

**ADMISSION REQUIREMENTS**

Students majoring in Healthcare Informatics are automatically enrolled as double majors in the Healthcare Informatics and Healthcare Administration programs.

H. **MODIFY** p. 155 of the 2021 – 2022 print 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 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
2. Minor/collateral requirements (two options)
  - a) an 18-hour minor approved by the faculty adviser
  - OR
  - b) two 12-hour collaterals approved by the faculty adviser
3. The minimum number of semester hours (major, all General Education Requirements, a minor or two collaterals, general electives) is 120.

**TO:**

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.
2. Major/Minor/collateral requirements (three options)
  - a) double major in Healthcare Informatics (Information Management or Information Technology track)
  - OR
  - b) an 18-hour minor approved by the faculty adviser
  - OR
  - c) two 12-hour collaterals approved by the faculty adviser
3. The minimum number of semester hours (major, all General Education Requirements, major in Healthcare Informatics or a minor or two collaterals, general electives) is 120.

**RATIONALE FOR F-H:** Healthcare Informatics students need a strong background in the Healthcare Industry which Healthcare Administration provides. This curriculum change ensures that Healthcare Informatics and Healthcare Administration are synchronized and that all students who complete Healthcare Informatics automatically double major in Healthcare Administration.

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

- A. **ADD** on page 157 of the current catalog, to follow IPHC 303 but prior to IPHC 450.

**400 Interprofessional Healthcare Internship (3)** (Must be Junior or Senior status and enrolled in the Healthcare Administration major). This course is designed to provide opportunities for students to interact with public health professionals, participate in activities related to community health, and improve understanding of public health theory and application in real world scenarios. Students will gain experience using relevant technology in healthcare and increase understanding of cultural competency, confidentiality, and diversity in healthcare. Students will be

required to complete 90 hours during the internship period.

**RATIONALE:** Due to the growing number of students in the Healthcare Administration major (approximately 190 students to date) and data collected in the exit survey of alumni, the Healthcare Administration department feels that there is a need to offer real-world experience and supervised learning in the public health field to prepare alumni for employment in traditional public health sites such as a hospital, community health organization and/or federally qualified health center. Students will gain experience using relevant technology in healthcare, increase understanding of cultural competency, confidentiality, and diversity in healthcare, and enhance knowledge of public health strategies. Internship opportunities have been secured at 10 sites across the Pee Dee in various public health agencies representing 33 internship positions (with new sites consistently being recruited to increase the diversity of experiences offered). The new course, IPHC 400, will provide students with course credit for completing 90 hours at an approved internship site and completing coursework to supplement what is being learned in the internship experiences.

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

A. **MODIFY** on page 159 of the catalog, the credits for NURS 307

#### **FROM:**

**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.

#### **TO:**

**307 Psychiatric and Mental Health Nursing (4:3-3)** (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.

B. **MODIFY** on page 160 of the catalog, the credits for NURS 321

**FROM:**

**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.

**TO:**

**321 Adult Health I (6: 3-9)** (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 FOR A - B:** In A, NURS 307 is being reduced by 1 credit or 45 hours of clinical time. Reduction of clinical time will not adversely affect the students' learning since many skills that are learned and used in the Psychiatric-Mental Health settings are also used daily in most other healthcare settings. Patients with psychiatric-mental health issues are found across the healthcare spectrum so that the previous, higher number of hours in specialized settings are not required for learning to occur.

In B, NURS 321 is gaining 1 credit or 45 hours of clinical time. Medical-surgical nursing in the acute care setting remains heavily tested on the NCLEX-RN. Faculty have noted some clinical weaknesses in recent students that could be improved with the addition of clinical hours in this course.

With the trading of credits between NURS 307 and 321, there will not be an increase in credits for the BSN program; total credit hours required for graduation remains at 120.

C. **MODIFY** on page 161 of the catalog, the credits for NRN 445

**FROM:**

**NRN 445 Population-Focused Nursing Care (6:4-6)** This course is designed to develop the RN-to-BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health knowledge in providing care for populations in the community. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is designed to challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

**TO:**

**NRN 445 Population-Focused Nursing Care (5:4-3)** This course is designed to develop the RN-to-BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health knowledge in providing care for populations in the community. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is designed to challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

D. **MODIFY** on page 161 of the catalog, the credits for NRN 333

**FROM:**

**NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)** This course provides the RN-to-BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning,

critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing interventions. The practicum for this course is designed to strengthen the RN's clinical judgment and assessment skills.

**TO:**

**NRN 333 Health Assessment and Promotion in Nursing Practice (5:3-6)** This course provides the RN-to-BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing interventions. The practicum for this course is designed to strengthen the RN's clinical judgment and assessment skills.

**RATIONALE FOR C-D:** In A, NRN 445 is being reduced by 1 credit or 45 clinical hours. In B, NRN 333 is gaining 1 credit or 45 clinical hours. By moving this credit hour, students will have additional time to hone their assessment skills without detracting from their learning in the population health course.

With the trading of credits between NRN 445 and 333, there will not be an increase in credits for the RN-to-BSN program; total credit hours required for graduation remains at 120.

**4. Proposal from Department of Speech-Language Pathology**

**A. ADD to page 164 below RN-to-BSN Plan of Study**

**MINOR**

The Department of Speech-Language Pathology offers a graduate level program. Pre-requisites are required for students who do not major in Speech-Language Pathology at the undergraduate level. Junior and senior level students can pursue a minor in Speech-Language Pathology to complete the pre-requisite courses.

A minor in Speech-Language Pathology requires 18 hours to include the following courses: SLP 401, 404, 407, 410, 415, and 509. Students in the minor who are seniors may also take SLP 520: Structured Observation (1) for additional experiences. Students interested in pursuing a graduate degree in the future are encouraged to select general education courses in the following areas: Math-Based Statistics, Biological Sciences, Physical Sciences (Physics or Chemistry), and Social/Behavioral Sciences. Details are located in the graduate section of this catalog.

Junior and senior level students interested in pursuing a minor should contact the department administrative assistant. Because admission to the graduate program is through competitive application, completion of the minor does not guarantee admission.

**401: Anatomy and Physiology of the Speech and Hearing Mechanism (3)**

This course provides an overview of the anatomical and physiological bases of human communication, including respiration, phonation, resonance, articulation, and basic neurological concepts.

**404 Speech and Language Disorders Across the Lifespan (3)**

This course is a survey of speech and language disorders in pediatric and adult populations. Students will be introduced to the fundamental nature of various disorders.

**407: Speech and Language Development (3)**

This course addresses the theory and evidence associated with the development of phonology, morphology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in children.

**410: Introduction to Communication Disorders (3)**

This course is an introduction to various disorders of speech, language, cognition, hearing, and swallowing in pediatric and adult populations. Students will gain knowledge of the speech-language pathologists' scope of practice.

**415: Phonetics (3)**

This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet.

**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. **(Seniors Only)**

**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. **(This course is not required for the Minor. Seniors Only)**

B. **ADD** to page 4 under School of Health Sciences and below RN-to-BSN Degree Program

Speech-Language Pathology  
Minor.....164

C. **MODIFY** page 62 under School of Health Sciences

**FROM:**

Speech-Language Pathology Program (M.SLP., **no minor**, no collateral)

**TO:**

Speech-Language Pathology Program (M.SLP., **undergraduate minor**, no collateral)

**RATIONALE FOR A-C:** To allow Francis Marion University (FMU) undergraduate junior and senior level students the opportunity to take courses that would make them eligible to apply for the graduate program in Speech-Language Pathology. This addition may increase the number of potential applicants from FMU.

5. **Proposals from the Program of African and African American Studies**

A. **MODIFY** under MINOR, the list of elective courses on page 170 of the current catalog:

**FROM:**

II. Complete 9 semester hours from the following (no more than one course from any one discipline)

- ARTH 360: Islamic and African Art
- ECON 323: Urban and Regional Economics
- ECON 410: Labor Economics
- ENG 384: African-American Film History
- ENG 448: Advanced Study in African-American Literature
- HIST 311: History of Black America to 1865
- HIST 312: History of Black America since 1865
- HIST 316: South Carolina History
- HIST 339: The Atlantic World
- HIST 344: The Old South, 1660 to 1865
- HIST 345: The New South, 1865 to the present
- HIST 346: Civil War America
- HIST 370: African History
- GEOG 306: Geography of Sub-Saharan Africa**
- POL 311: Southern Politics**
- POL 322: Civil Rights and Civil Liberties**
- SOC 306: Social Problems**
- SOC 310: Racial and Cultural Minorities**
- SOC 331: Environment, Power, and Opportunity**
- SOC 349: Hate Crimes and Terrorism**

- SOC 382: Families Public and Private
- SOC 407: Urban Sociology
- SOC 419: Population and Society

**TO:**

- II. Complete 9 semester hours from the following (no more than one course from any one discipline)
  - ARTH 360: Islamic and African Art
  - ECON 323: Urban and Regional Economics
  - ECON 410: Labor Economics
  - ENG 384: African-American Film History
  - ENG 448: Advanced Study in African-American Literature
  - GEOG 205: Geography of South Carolina
  - GEOG 306: Geography of Sub-Saharan Africa
  - GEOG 307: Geography of the Middle East and North Africa
  - HIST 310: Representations of Race
  - HIST 311: History of Black America to 1865
  - HIST 312: History of Black America since 1865
  - HIST 313: The American Civil Rights Movement
  - HIST 316: South Carolina History
  - HIST 339: The Atlantic World
  - HIST 344: The Old South, 1660 to 1865
  - HIST 345: The New South, 1865 to the present
  - HIST 346: Civil War America
  - HIST 370: African History
  - POLI 311: Southern Politics
  - POLI 322: Civil Rights and Civil Liberties
  - PSYC 319: Social Psychology
  - SOCI 306: Social Problems
  - SOCI 310: Racial and Cultural Minorities
  - SOCI 331: Environment, Power, and Opportunity
  - SOCI 349: Hate Crimes and Terrorism
  - SOCI 382: Families Public and Private
  - SOCI 407: Urban Sociology
  - SOCI 419: Population and Society

B. **MODIFY** under COLLATERAL, the list of elective courses on page 171 of the current catalog:

**FROM:**

- II. Complete 6 semester hours from the following (no more than one course from any one discipline)
  - ARTH 360: Islamic and African Art
  - ECON 323: Urban and Regional Economics
  - ECON 410: Labor Economics
  - ENG 348: African-American Literature



ENG 384: African-American Film History  
 ENG 448: Advanced Study in African-American Literature  
 HIST 311: History of Black America to 1865  
 HIST 312: History of Black America since 1865  
 HIST 316: South Carolina History  
 HIST 339: The Atlantic World  
 HIST 344: The Old South, 1660 to 1865  
 HIST 345: The New South, 1865 to the present  
 HIST 346: Civil War America  
 HIST 370: African History  
 GEOG 306: Geography of Sub-Saharan Africa  
 POL 311: Southern Politics  
 POL 322: Civil Rights and Civil Liberties  
 SOC 306: Social Problems  
 SOC 310: Racial and Cultural Minorities  
 SOC 331: Environment, Power, and Opportunity  
 SOC 349: Hate Crimes and Terrorism  
 SOC 382: Families Public and Private  
 SOC 407: Urban Sociology  
 SOC 419: Population and Society

**TO:**

II. Complete 6 semester hours from the following (no more than one course from any one discipline)

ARTH 360: Islamic and African Art  
 ECON 323: Urban and Regional Economics  
 ECON 410: Labor Economics  
 ENG 348: African-American Literature  
 ENG 384: African-American Film History  
 ENG 448: Advanced Study in African-American Literature  
 GEOG 205: Geography of South Carolina  
 GEOG 306: Geography of Sub-Saharan Africa  
 GEOG 307: Geography of the Middle East and North Africa  
 HIST 310: Representations of Race  
 HIST 311: History of Black America to 1865  
 HIST 312: History of Black America since 1865  
 HIST 313: The American Civil Rights Movement  
 HIST 316: South Carolina History  
 HIST 339: The Atlantic World  
 HIST 344: The Old South, 1660 to 1865  
 HIST 345: The New South, 1865 to the present  
 HIST 346: Civil War America  
 HIST 370: African History  
 POLI 311: Southern Politics  
 POLI 322: Civil Rights and Civil Liberties  
 PSYC 319: Social Psychology

<b>SOCI</b> 306:	Social Problems
<b>SOCI</b> 310:	Racial and Cultural Minorities
<b>SOCI</b> 331:	Environment, Power, and Opportunity
<b>SOCI</b> 349:	Hate Crimes and Terrorism
<b>SOCI</b> 382:	Families Public and Private
<b>SOCI</b> 407:	Urban Sociology
<b>SOCI</b> 419:	Population and Society

**RATIONALE FOR A-B:** The proposed changes will update the list of elective courses that count toward the minor or collateral for the African and African American Studies (AAAS) program. The following modifications are being proposed.

- Adding the “I” to the end of the department abbreviations for political science courses and sociology courses so that those listings will be the same as they are in the online course catalogue in the Colleague system.
- Moving listed geography courses before history courses to keep with an alphabetically ordered list.
- Adding additional courses, GEOG 205, GEOG 307, HIST 310, and PSYC 319, to the list of eligible courses. These are current standing courses in their respective departments that have been newly approved by the AAAS committee to count toward the program.
- One new course, HIST 313, which was proposed and approved as a new history course during Cycle I of this 2021-2022 academic year, will be added to the list of minor and collateral elective courses based on its relevance to the AAAS program. This course has been approved by the AAAS committee to add to the list of approved elective courses.

## 6. **Proposals from the Honors Program**

A. **MODIFY** on page 174-5 of the current (21-22) catalog:

### **FROM:**

**397 Honors Colloquium** (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare or IPHC 380 Introduction to Public Health as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

### **TO:**

**397 Honors Colloquium** (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare or IPHC 380 Introduction to Public Health as a substitute for Honors 397 Colloquium. Honors Education majors may take Education 411/Reading & Writing in Content Areas with an Honors Contract course component as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

**RATIONALE:** This addition provides more flexibility for Education majors attempting to complete their degrees With University Honors; in the past four years, only two Education majors have completed their degrees WUH, as the Education curriculum allows for little or no deviation from Education courses. Adding an Honors Contract course component will involve one or more extra assignments as agreed to by the student, instructor and Honors Director.

**B. MODIFY** on p. 175 of the current (21-22) catalog:

**FROM:**

**497 Special Studies** (3) In various disciplines, PRS 499 Advanced Study (3), or Nursing 445 Guided Nursing Elective (3) may be taken for Honors credit, by special arrangement, in place of HNRS 491-499. Students who successfully complete the Washington Semester Program may count three credit hours of POL 497-H WS, ENG 498-H WS, or PSY 310-H WS in place of Honors 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements

**TO**

**497 Special Studies** (3) In various disciplines, PRS 499 Advanced Study (3), Nursing 445 Guided Nursing Elective (3) may be taken for Honors credit, by special arrangement, in place of HNRS 491-499. Having successfully proposed an Honors thesis topic the semester before, Honors Education majors may count 3 of the 9 hours earned in Education 490/Directed Teaching as Honors hours during their final semester. The thesis will be graded separately (P/F) by the student's thesis committee; that grade will not apply toward the grade the student earns in Education 490. The thesis grade will instead satisfy (or not) the Honors thesis requirement necessary for graduating With University Honors. Students who successfully complete the Washington Semester Program may count three credit hours of POL 497-H WS, ENG 498-H WS, or PSY 310-H WS in place of Honors 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements

**RATIONALE:** This addition allows senior Education majors, whose last semester is spent student teaching, to satisfy the Honors thesis requirement by adding an, in effect, an Honors Contract component to the Education 490 course. The topic will be proposed by the student, accepted by a thesis mentor and confirmed by the Honors Committee and Honors Director the semester prior to student teaching. The thesis itself will be completed during the student teaching semester. Students failing to satisfactorily complete the thesis will not incur a grade penalty, but will not graduate WUH.

**7. Proposals from the program of Gender Studies**

A. **MODIFY** the courses listed under the General Education Requirement Humanities section on page 60 of the current catalog

**FROM:**

3. Humanities	<b>12 hours</b>	<b>12 hours</b>
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101. Or Theatre 101 <sup>b</sup>	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 <sup>b</sup>	3	3

**TO:**

3. Humanities	<b>12 hours</b>	<b>12 hours</b>
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101. Or Theatre 101 <sup>b</sup>	3	3
d. Art, Gender Studies 200, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 <sup>b</sup>	3	3

B. **MODIFY** the courses listed under the General Education Requirement Humanities and Humanities/Social Sciences section on page 60 of the current catalog

**FROM:**

4. Humanities/Social Sciences Elective Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	<b>0 hours</b>	<b>3 hours</b>
	0	3

**TO:**

4. Humanities/Social Sciences Elective	<b>0 hours</b>	<b>3 hours</b>
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Anthropology, Art, Economics, **Gender Studies 200**,  
Geography, History, Literature (any language), Music,  
Philosophy and Religious Studies, Political Science,  
Psychology, Sociology, Theatre, or Honors 250-279      0                      3

**RATIONALE FOR A-B:** Gender Studies 200 (GNDR 200) is an introductory course within the Gender Studies program exposing students to a survey of topics within its interdisciplinary field, drawing primarily from fields within the humanities and social sciences to do so. Topics covered may include, but are not limited to, examinations of social constructions of gender, cultural and media representations of gender, historical progressions and movements related to gender issues, etc., and fields that inform the course may include, but are not limited to, cultural studies, sociology, psychology, religious studies, literary studies, history, etc. Following FMU’s African & African American Studies (AAAS) program’s lead, the Gender Studies program recognizes GNDR 200’s contributions to the general education goals. GNDR 200 offers students opportunities to “produce developed, insightful arguments” (Goal 1), to understand better and “explain historical connections among individuals, groups, and ideas around the world” (Goal 6), to learn about laws and policies that extend to “rights and responsibilities of its citizens” (Goal 8), and “to apply critical thinking skills to assess arguments and solve problems” (Goal 9), and “to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes” (Goal 7). Furthermore, as AAAS also highlighted in their recent proposal, the general education program cultivates a foundation for students to understand diversity better while simultaneously enhancing analytical and critical thinking skills and building self and cultural awareness—objectives at the very core of Gender Studies 200. In addition, by adding this course to the general education options, the university naturally increases the visibility of the interdisciplinary program while allowing students to receive general education credit for a course that aligns with the university’s general education mission.

C. **MODIFY** the course description of Gender Studies 200 on page 172 of the current catalog

**FROM:**

**200 Gender Studies (3)** ~~Introductory survey of basic concepts and scope of gender including the intersections of sex, gender, race, class, and sexuality from the perspectives of the participating disciplines. It is recommended that students take Gender Studies 200 prior to enrolling in other Gender Studies courses.~~

**TO:**

**200 Gender Studies (3)** Offers an interdisciplinary and introductory survey of basic concepts and scope of gender, including intersections of sex, gender, race, class, and sexuality. This course may be taken for General Education credit as a Humanities or Humanities/Social Sciences elective.

**RATIONALE:** These changes update the course description while removing the recommendation to enroll in this course prior to other Gender Studies courses. Doing so reflects that the students can take other approved courses within the program prior to enrolling in this particular course. Adding the last sentence captures the aforementioned modifications indicating

that this course is an option for general education credit under the Humanities or Humanities/Social Sciences Elective. This statement mirrors other statements in the course catalog.

D. **ADD** this course after 200 Gender Studies on p. 172 of the current catalog

**ADD:**

**301 Special Topics in Gender Studies** (3), (2), or (1) Focuses on a specific topic, theme, and/or area within the field of gender studies and/or offers innovative opportunities to study issues/concepts related to gender studies. May be taken twice for academic credit with program approval. May be applied as elective credit in applicable major and/or general education credit with permission of chair/dean.

**RATIONALE:** This addition will enable faculty across the university to create special topics within gender studies, enhancing the program's course offerings while also extending partnerships across disciplines. In addition, it opens up opportunities to cross-list applicable department-based special topic courses when appropriate. Course will be offered when schedules deem possible and in collaboration with others, such as the Gender Studies committee and applicable chairs/deans.

E. **MODIFY** the minor requirements associated with the Gender Studies program, listed on page 172 of the current catalog

**FROM:**

**MINOR**

A minor in Gender Studies consists of 18 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and 15 additional hours. ~~At least nine of those hours must be in courses numbered 300 or above, with no more than two courses from any one discipline.~~

**TO:**

**MINOR**

A minor in Gender Studies consists of 18 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and 15 additional hours, with no more than two courses from any one discipline.

**RATIONALE:** Removing the number of 300 or above courses will allow students an easier transition from the Gender Studies collateral to the Gender Studies minor, if desired. As it is written currently, the nine hours might require students (those who obtain the collateral with only 200-level courses) to take an extra class in order to obtain the minor. While that possibility is currently low, based on the number of existing 200-level eligible courses within the Gender Studies program, it can happen. In addition, the program expects the number of 200-level course options and semester-based special topic courses approved by the Gender Studies committee to increase.

F. **MODIFY** the collateral requirements associated with the Gender Studies program, listed on page 172 of the current catalog

**FROM:**

**COLLATERAL**

A collateral in Gender Studies consists of 12 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and ~~three additional courses~~, with no more than two courses from any one discipline.

**TO:**

**COLLATERAL**

A collateral in Gender Studies consists of 12 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and **9 additional hours**, with no more than two courses from any one discipline.

**RATIONALE:** Changing the item from number of courses to the number of hours adds consistency between the way the requirements are listed for the minor and collateral while also remaining flexible in the event that courses do not equate to three hours each.

G. **MODIFY** the list of eligible courses applicable for Gender Studies credit, as listed on page 172 of the current catalog.

**FROM:**

Biology 213	Biology of Sex
English 250G	Introduction to Literature: Examining Depictions of Gender
English 350N	American Women Writers
English 385	Sex, Gender, and Literature
English 421	Gender and Public Rhetoric
History 321	Family and Gender in World History
History 324	History of Traditional East Asia
History 346	Civil War America
Interprofessional Healthcare 303	Understanding Sexual Health in Healthcare Settings
Psychology 312	Human Sexuality
Psychology 327	Psychology of Gender
Psychology 332	The Psychology of Relationships
Sociology 205	<b>Courtship and Marriage</b>
Sociology 306	<b>Modern Social Problems</b>
Sociology 315	Sex and Gender in Social <b>Context</b>
Sociology 331	Environment, Power, and Opportunity
Sociology 353	Human Trafficking
Sociology 381	Sociology of Sport
Sociology 382	<b>Families Public and Private</b>
Sociology 407	Urban Sociology
Sociology 419	Population and Society

**TO:**

Biology 213	Biology of Sex
English 250G	Introduction to Literature: Examining Depictions of Gender
English 350N	American Women Writers
English 385	Sex, Gender, and Literature
English 421	Gender and Public Rhetoric
History 321	Family and Gender in World History
History 324	History of Traditional East Asia
History 346	Civil War America
History 357	The History of the Future
History 362	The United States Between the Wars, 1918-1941
Interprofessional Healthcare 303	Understanding Sexual Health in Healthcare Settings
Management 353	Human Resource Management
Psychology 312	Human Sexuality
Psychology 319	Social Psychology
Psychology 327	Psychology of Gender
Psychology 332	The Psychology of Relationships
Sociology 205	Marriage and Family Relations
Sociology 306	Social Problems
Sociology 315	Sex and Gender in Social Contexts
Sociology 331	Environment, Power, and Opportunity
Sociology 344	Violence in Society
Sociology 348	Family Violence
Sociology 353	Human Trafficking
Sociology 381	Sociology of Sport
Sociology 382	Sociology of Families
Sociology 407	Urban Sociology
Sociology 419	Population and Society

**RATIONALE:** These additions reflect updates to the list of eligible courses for Gender Studies credit based on departmental course submissions that were approved by the Gender Studies Committee. Faculty submitting courses for review were asked to share extensions to gender studies, provide a rationale, include a sample syllabus, and show chair’s support. The following are brief statements to convey courses’ extensions to gender studies, extracted from faculty’s submission forms and/or syllabi: History 357 “addresses the question of gender in two respects [including] the ‘proper’ roles of women and men in American society, and how visions of the future reflected the societal ‘norms’ of the day...[and] eco-feminism and its place within broader visions of environment” (Kaufman). History 362 covers a range of issues related to gender, including “reproductive rights and other issues pertaining to women’s history in the 1920s and 1930s,” “the eugenics movement (and subsequent sterilization movement),” and “the impact of the Great Depression on women and their role in the beginning stages of World War II” (Kirby). Management 353 “covers several topics involving gender issues such as Equal Employment Opportunity (EEO), Affirmative Action, dual-career families, and workforce discrimination” and offers students a means to “see practical application of gender issues in the context of HR activities (HR planning, recruiting, hiring, retention, training, and career development” (Iglesias). Psychology 319 “examines the impact of being a social creature on the individual’s attention,



cognitions, and behaviors as well as the group's attention, cognitions, and behaviors" and "gender often plays a large role in these relationships"; the course "address[es] the role of gender in detail...[and] demonstrate[s] and describe[s] gender differences and possible mechanisms for these differences" (Haggard). Sociology 344 covers gender as it pertains to violence, a "major sociological issue that influences both women and men in various ways"; this course extends to who "are more likely to be involved in violence as both victims and offenders," gender and "specific forms of violence," and gender and "long-term effects as well as the criminal justice outcomes" (Doucet). Sociology 348 focuses on "[f]amily violence [and] the inequalities between men and women in the context of relationship...examin[ing] how such inequalities leads to men having more power than women, which can result in intimate partner violence"; topics covered include "spousal abuse, child abuse, elder abuse, and dating violence" and explore "patterns based on gender, social class, race, age, culture, and religion (Burke). The other highlighted modifications simply update course titles as listed in the course catalog within that respective department.

8. Proposal from the Department of Biology

A. **MODIFY** on page 65 of the current catalog to remove BIOL 311 (Microbiology) from the Organismal Biology Block:

**FROM:**

Organismal Biology Block (either 201, 202, 206, 207, 208, 209, 303, 307, 311, 312, 313, 315, or 320).....4

**TO:**

Organismal Biology Block (either 201, 202, 206, 207, 208, 209, 303, 307, 312, 313, 315, or 320).....4

**RATIONALE:** This proposal is to remove Microbiology (BIOL 311) from the organismal biology block. It was determined that this course does not meet all the organismal student learning outcomes.

B. **MODIFY** on page 65 of the current catalog to include BIOL400 (Fisheries Science and Management) as an option for student’s Ecology Block.

**FROM:**

Ecology Block (either 308, 317, 318, 402, 411, or 412).....4

**TO:**

Ecology Block (either 308, 317, 318, 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 a requirement in the Ecology Block. BIOL400 will introduce students to three focus areas of ecology: population, community, and ecosystem ecology. This class will 1) discuss factors impacting fish populations by altering birth rates, death rates, and growth; 2) discuss interactions among populations and what factors influence species diversity in lakes, rivers, streams, and wetlands; and 3) discuss food web ecology as it relates to fisheries. 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 Biology that includes natural resource management.

Ecology SLO’s covered within the course:

1. Obtain a representative sample of a population to answer a scientific question
2. Evaluate how interactions among populations affect community structure
3. Define and differentiate between proximate and ultimate drivers of ecological processes
4. Explain how organisms are adapted to their local environment but are constrained by trade offs

5. Evaluate factors that influence population growth
6. Evaluate the relative importance of genes, the environment, and their interaction on phenotype

**C. ADD:** On page 67 of the current catalog add a new biology course:

**BIOL 109: Introduction to Plant Biology** (4:3-3) (Prerequisite: 103 or Environmental Science 101) An introduction to the principles of plant biology, including structure, function, growth, development, reproduction, evolution, and adaptation of the embryophytes, or land plants.

**D. ADD:** On page 70 of the current catalog add the listing for new Forestry courses after the Environmental Science and Studies courses:

**FORESTRY COURSES (FRST)** [*Format – conventional title*]

**FRST 201: Field Orientation, Measurements, and Sampling in Forestry and Natural Resources** (4:3-3) (Prerequisite: Biology 109 and Mathematics 134). Introduction to equipment, technology, and techniques used in the field to traverse the landscape and collect relevant data on natural resources with precision and accuracy. This course will first present new concepts in the lecture, direct practice of those concepts in the field, and then teach how to document findings professionally after the fieldwork.

**FRST 202: Dendrology** (4:3-3) (Prerequisite: Biology 109). Introduction to the morphology and family characteristics of Gymnosperm and Angiosperm trees. Identification of trees commonly encountered in forestry using keys, including keys for winter identification of twigs. Labs will include field trips collecting tree samples to aid in sight identification.

**FRST 203: Spatial Analysis of Natural Resources** (3:2-3) (Prerequisite: Mathematics 134). Methodology and technology employed to collect, manage, analyze, and present spatial information for forestry and other natural resource management. Applications of aerial photography, geographic information systems, remote sensing, and global positioning systems as they relate to forest planning, species management, and water management.

**FRST 204: Forest Mensuration** (3:2-3) (Prerequisite: 203). Direct measurement and indirect estimation of primary and secondary forest products, including analysis of plot density, productivity, and development.

**FRST 205: Forestry Field Experience** (4:3-3) (Prerequisite: 201 and 202 and 204). The forestry field experience is a hybrid on-campus/ off-campus field practicum for students majoring in forestry. Field skills will be demonstrated and practiced in the forest environment in the areas of applied silviculture, harvesting,

and inventory. Visits to forest product manufacturing will provide additional insights into resource utilization.

**FRST 301: Soils and Hydrology** (4:3-3) (Prerequisite: Chemistry 111 and 111L). Study of the chemical and physical properties of soil, as well as its formation, quality, and interactions with water. Study of hydrology and water quality with a focus on soil and water resource management, productivity, and implications for the environment.

**FRST 302: Tree Physiology** (4:3-3) (Prerequisite: 204 and Chemistry 111 and 111L). Overview of mineral nutrition and nutrient cycling, mycorrhizae and other symbiotic interactions. Nitrogen fixation, photosynthesis, cellular respiration, water relations including transpiration, and water stress are covered. Effects of climate changes on forests, past and present, and other current topics like wild land fires are also considered.

**FRST 303: Forest Health and Protection** (3:2-3) (Prerequisite: 302). Overview of the dominant insect pest and disease problems of forests, with an emphasis on their identification and management. Prevention, detection, and management will be stressed.

**FRST 304: Silviculture** (4:3-3) (Prerequisite: 302). Theory and techniques of controlling growth, regeneration, density, species composition and diversity, health, and overall quality of forest stands. Techniques learned include seeding growth and planting of tree species; thinning and regeneration cuts; and appropriate use of controlled burns, pesticides, herbicides, and fertilizers.

**FRST 305: Forest Harvesting and Roads** (3:2-3) (Prerequisite: 201 and 203). Introduction to timber harvesting systems and the design of forest roads. Includes discussions on production, cost, quality, safety, and environmental protection measures involved in harvesting and road production. Field exercises stress planning of harvesting and road construction operations to achieve high yield with low impact.

**FRST 306: Forest Resources Policy** (3) (Prerequisite: Sociology 201). This course examines the goals, issues, and policies affecting the use and management of renewable natural resources. Includes an introduction to important forest-related programs, laws, and policies as well as provides an overview of the processes involved in policy creation.

**FRST 401: Forest Planning and Management** (4:3-3) (Prerequisite: 305). The methods and practices relevant to the management, planning, maintenance, and decision-making processes of forest operations. Emphasizes appraisal and inventory methods, productivity and yield forecasting, forest regulation, and management plan preparation.

**FRST 402: Wood Properties, Utilization, and Valuation** (3) (Prerequisite: 204). The course serves as a general introduction to wood and its associated products by introducing students to the structure, function, and physical properties of wood. Covers the major uses of wood, characteristics of major wood products, manufacturing processes, as well as favorable qualities found in the raw material.

**FRST 499: Senior Thesis and Capstone** (3) (Prerequisite: 304 and 401). This is a capstone course under the direct supervision of a faculty member. Students will write a thesis or other professional capstone product (e.g., a report or portfolio) that describes a systematic inquiry into an unknown, fundamental, or applied problem in forestry. Participation in senior thesis requires the submission of a proposal the prior semester that is to be approved by a supervising faculty member and the coordinator of the Forestry Program. The thesis or capstone product is written in close collaboration with the faculty member and must be approved by that faculty member and a second faculty reader within the department.

**RATIONALE FOR C- D:** These are the technical courses that need to be offered at a minimum to satisfy the accreditation requirements of the Society for American Foresters.

- E. ADD:** On page 65 of the current catalog after the **new** Environmental Science section and before the Medical Technology Option section, add the new Forestry Major in Biology.

### **FORESTRY MAJOR**

Coordinator: Dr. Jeremy Rentsch

Graduates of the Francis Marion University Forestry Program will be able to meet society's demands for the management and protection of forests for recreation and products as well as the conservation and management of wildlife. The program focuses on practical field skills and the reinforcement of sustainable and responsible forestry practices.

Students must complete 30 hours prior to enrollment in the Forestry Program, including the following required pre-forestry core courses: Mathematics 111 or higher and 134, Biology 103/Environmental Science 101, Biology 109, and Chemistry 111 and 111L. Students must maintain a 2.75 grade point average or better in all courses making up those 30 hours. Students must also have a grade of C or better and a grade point average of 2.6 or better in the pre-forestry core courses listed above. If a student takes a course twice, the higher of the two grades will be used to calculate the pre-forestry core GPA and overall GPA; any subsequent / additional attempts will not be considered in calculating the pre-forestry core GPA or overall GPA. Qualified pre-forestry students must then apply and be accepted in order to enroll in the technical forestry courses. If more students apply for admission into the Forestry Program than space allows, admission will be based on rank order using the grade point averages.

A major in Forestry requires the completion of the following courses. These courses include general education courses, a core of professional forestry-related courses, and adjacent science courses to satisfy the certification requirements of the Society of American Foresters.

<b>Communications</b> .....	9-10 hours
English 101 (or 101E/L), 102 .....	6 or 7
Speech Communication 101 .....	3
<b>Mathematics*</b> .....	6 hours
Mathematics 111 or higher .....	3
Mathematics 134.....	3
<b>Social Sciences</b> .....	9 hours
Political Science 101 or 103 .....	3
Sociology 201 .....	3
Economics 203 .....	3
<b>Humanities</b> .....	12 hours
Literature .....	3
History.....	3
Fine Art Appreciation .....	3
Humanities Elective .....	3
<b>Biology/Environmental Science</b> .....	28 hours
Introduction to Env. Science (BIOL 103/ENVR 101 .....	4
Introduction to Plant Biology (109).....	4
Conservation Biology (210) .....	4
Fisheries Science and Management (400).....	4
Terrestrial Ecology (402) .....	4
Biology Electives: Two courses from 209, 303, 307, 313, 320, or 413 .....	8
<b>Chemistry</b> .....	4 hours
General Chemistry (111 and 111L) or higher .....	4
<b>Economics</b> .....	3 hours
Economics 340 .....	3
<b>Technical Education in Forestry</b> .....	49 hours
Field Orientation (201).....	4
Dendrology (202).....	4
Spatial Analysis (203).....	3
Forest Mensuration (204) .....	3
Forestry Field Experience (205) .....	4
Soils and Hydrology (301) .....	4
Tree Physiology (302).....	4
Forest Health and Protection (303).....	3
Silviculture (304) .....	4
Forest Harvesting and Roads (305) .....	3
Forest Resource Policy (306) .....	3
Forest Planning and Management (401) .....	4
Wood Properties, Utilization, and Valuation (402) .....	3

Senior Thesis and Capstone (499) ..... 3  
**Total Hours Required for Graduation ..... 120 hours**

**ADMISSION REQUIREMENTS FOR THE TECHNICAL FORESTRY MAJOR DEGREE PROGRAM**

Applications to the technical portion of the Forestry Program may be submitted during the freshman year if a student has:

- Completed at least 30 total hours with an overall grade point average of 2.75.
- Completed the pre-forestry core courses with a grade of C or better and have a grade point average of 2.6 or better in those courses.

Applications may be obtained from the biology department and the application deadline is March 1. After admission to the Forestry Program, students will complete an additional 90 hours of general education, science, and technical forestry course work. Some of the technical forestry courses are only offered in the summer and many may also require extra driving on the part of the student to locations away from FMU.

**E. ADD:** On page 73 of the current catalog after the **ENVIRONMENTAL STUDIES FOUR YEAR PLAN:**

**FOUR YEAR PLAN FOR FORESTRY MAJORS:**

<b>Freshman Year (Pre-Forestry Year)</b>			
<b>Course</b>	<b>Fall Sem.</b>	<b>Course</b>	<b>Spring Sem.</b>
English 101 (or 101E/101L)	3-4	English 102	3
Mathematics 111 or above	3	Math 134	3
Political Science 101 or 103	3	History	3
Biology 103 or Environmental	4	Biology 109	4
		Chemistry 111/111L	4
<b>Total Credits</b>	<b>13-14</b>	<b>Total Credits</b>	<b>17</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem.</b>	<b>Course</b>	<b>Spring Sem.</b>
Speech Communication	3	Economics 203	3
Sociology 201	3	Literature	3
Forestry 201: Field Orientation	4	Art 101, Music 101, or Theatre 101	3
Forestry 203: Spatial Analysis	3	Forestry 202: Dendrology	4
		Forestry 204: Forest Mensuration	3
<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>16</b>
<b>Summer Between Sophomore and Junior Years</b>			
	<b>Late</b>		

Forestry 205: Forestry Field	4		
<b>Total Credits</b>	<b>4</b>		
<b>Junior Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.</b>	<b>Course</b>	<b>Sem.</b>
Economics 340	3	Biology Elective	4
Biology 210: Conservation	4	Forestry 303: Forest Health &	3
Forestry 301: Soils and Hydrology	4	Forestry 304: Silviculture	4
Forestry 302: Tree Physiology	4	Forestry 305: Forest Harvesting &	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>14</b>
<b>Senior Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.</b>	<b>Course</b>	<b>Sem.</b>
Biology 402: Terrestrial Ecology	4	Humanities Elective	3
Forestry 306: Forest Resource	3	Biology Elective	4
Forestry 401: Forest Planning &	4	Biology 400: Fisheries	4
Forestry 402: Wood Properties,	3	Forestry 499: Senior	3
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>14</b>
<b>Total Hours Required for Degree – 120</b>			

**RATIONALE FOR E-F:** In Fall 2021, Dr. Carter gave Vernon Bauer, Jeremy Rentsch, and Jerry Long the task of developing a Forestry Major for the biology program. It did not take long for us to realize that such a program would have to be accredited by the Society of American Foresters. In a search for guidance, we requested a meeting with the Director of Science and Education at SAF. She was extremely helpful and provided several resources that we could use in putting together a program that would fulfill the candidacy requirements for accreditation. We also asked her if there was anyone at UGA or NCSU that she would recommend as a consultant. She gave us a name of a forestry faculty member at University of Georgia with over 30 years of professional and academic experience. More importantly, he has been a member of SAF since 1987 and is very familiar with their guidelines. Furthermore, he has served previously on review teams that evaluate programs for accreditation. After some conversation, he agreed to serve as a consultant during the design of the program, CHE approval, and SAF accreditation. It was a difficult process, but we have met the challenge of melding a technical discipline with a liberal arts degree. What you have before you is a program designed for FMU that meets all of the core competencies listed in the SAF accreditation handbook. We have based the main structure of the fourteen new forestry courses and the technical layout of the curriculum on the Warnell School of Forestry and Natural Resources at UGA. The consultant has perused the proposal and is confident we have constructed a solid program from which to build. FMU will apply for SAF candidacy in Spring 2023. We then will have 5 years to establish the program before applying for full accreditation. Over that candidacy period, we will also be hiring a number of new faculty with forestry expertise. As they come on board, some refinement may have to be made to both the course listings and the curriculum.



G. **ADD:** On page 62 of the current catalog:

- Department of Biology
  - Biology (B.A., B.S., minor, collateral)
  - Environmental Science (B.S.)
  - Environmental Studies (B.A.)
  - Environmental Science & Studies (minor, collateral)
  - Forestry (B.S.)**

**RATIONALE FOR G:** The B.S. in Forestry adds a separate major to the list of degree options in the Biology Department. Please note that the Environmental Science and Environmental Studies options were approved during the Faculty Governance Cycle this past Fall.

**9. Proposal from the DEPARTMENT OF FINE ARTS, ART EDUCATION program:**

A. **MODIFY:** On pp. 98-99 of the current catalog, under **ART EDUCATION, TEACHER LICENSURE OPTION IN ART EDUCATION**, under the GENERAL EDUCATION (B.S.) and THE GENERAL EDUCATION (B.A.) course listing,

**FROM:**

Mathematics.....6 hours  
~~Mathematics 121 or higher.....6~~

**TO:**

Mathematics.....6 hours  
~~Mathematics 111 (or 111E) or higher.....6~~

**RATIONALE:** The requirement of MATHEMATICS courses higher than usually required for general education is of no additional benefit to our Art Education students. The higher courses are not required in other areas that offer teacher licensure options (other than Mathematics).

**10. Proposal from the Department of Mass Communication**

A. **DELETE** on page 106 of the current catalog  
~~ADMISSION TO THE MASS COMMUNICATION PROGRAM  
 A student must make application for admission to the Mass Communication program upon successful completion of 60 semester hours. To be admitted to the program, a student must:~~

- ~~1. Have a cumulative grade point average of 2.25 in all undergraduate courses taken at FMU~~
- ~~2. Have an overall grade point average of 2.5 in all undergraduate Mass Communication courses attempted~~

3. Have positive recommendations from the Mass Communication faculty
4. Have completed Mass Communication 110, 201, 210, and 221

**RATIONALE:** The Mass Communication department has determined that a formal application to the program is not necessary as student progress and success are already monitored through existing FMU guidelines and expectations of a student in any program. A separate application is superfluous and serves no measurable benefit to students or the program given the reliable standards already in place.

**B. MODIFY** on page 106

**FROM:**

**MISSION STATEMENT**

The Mass Communication program at FMU seeks to provide our students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations, and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, inculcate in them an appreciation of free expression, kindle in them a desire to learn, help them understand the roles the media play in America, and encourage them to share the fruits of their intellectual growth. We will provide our students a climate of learning that stresses the importance of personal honor and integrity and that promotes the responsibility to serve society through the productive use of their communication talent and training.

~~Rooted in the liberal arts tradition, we emphasize the value of a broad educational foundation that encompasses a competence in the use of English and a familiarity with a second language.~~ We want to encourage students to become informed, responsible, and articulate; and be able to think critically and creatively; write well; and develop an understanding of media history, ethics, and law. We aim to refine the student's reporting, writing, and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies of communication to better equip them to work in the emerging multimedia workplace.

Combining discipline-specific knowledge with expressive, interpretive, and reasoning skills, we encourage originality and creativity and promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning into graduate study. We seek to provide the knowledge and the learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

## TO:

### **MISSION STATEMENT**

The Mass Communication program at FMU seeks to provide our students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations, and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, inculcate in them an appreciation of free expression, kindle in them a desire to learn, help them understand the roles the media play in America, and encourage them to share the fruits of their intellectual growth in fields that make use of the skill sets gained through this program. We will provide our students a climate of learning that stresses the importance of personal honor and integrity and that promotes the responsibility to serve society through the productive use of their communication talent and training.

By offering a bachelor's in arts and a bachelor's in science, we present students the opportunity to realize professional opportunities available to our majors that include traditional media and non-media paths towards successful careers. We want to encourage students to become informed, responsible, and articulate; and be able to think critically and creatively; write well; and develop an understanding of media history, ethics, and law. We aim to refine the student's reporting, writing, and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies of communication to better equip them to work in the emerging multimedia workplace.

Combining discipline-specific knowledge with expressive, interpretive, and reasoning skills, we encourage originality and creativity and promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning into graduate study. We seek to provide the knowledge and the learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

**RATIONALE:** The changes to our mission statement, primarily found in paragraph two, are to address the implementation of a BS degree in Mass Communication. The previous statement directly mentioned foreign languages and liberal arts as keystones to our program. However, that will become applicable only to our valued BA option, while the BS will focus on adviser-led electives to develop a program that includes a greater variety of student goals that include those outside the realm of traditional liberal arts.

**Given the climate of global economic, social, and political change, citizens around the world are increasingly in need of well-trained professional reporters and other news specialists to provide up to date coverage of local, national, and global events on a variety of platforms. According to a Pew Research, 86% of adults in the U.S. say they get their news from either a smartphone, computer, or tablets; 68% from television; 50% from radio; and 32% from radio broadcasts (Walker & Matsa, 2021). As immediate news access continues to expand across ever-changing forms of media, professionals in fields of mass**

**communication must possess nuanced specialist education not only for the platforms they use but for the niche subjects they will be engaging.**

To help meet this need, the Mass Communication department has assessed our existing program to determine opportunities for expansion that will best serve our students and the goals of our department and university. What has been concluded is that a wider array of specialist training along with existing best practices and skills for work in mass communication is possible with the addition of a Bachelor of Science option for Mass Communication. Our existing Bachelor of Arts in Mass Communication would remain intact for students seeking a traditional path into broadcasting, public relations, or convergence journalism, as it is still relevant to those needs in local and mass media. However, we also concluded that a Bachelor of Science in Mass Communication would best provide expansive opportunities for students with more focused/specific goals in the current climate of reporting and news production.

**C. MODIFY** on page 106-107 of the current catalog

**FROM:**

A major in mass communication requires the following:

1. Twenty four semester hours of Mass Communication Foundation Courses: Mass Communication 110, 201, 210, 221, 301, 306, 451, and 455
2. 12 semester hours in one track option:
  - a. Broadcast Journalism: Mass Communication 321 and Mass Communication 421, plus six additional hours from the Broadcast Journalism list, each approved by faculty adviser.
  - b. Convergence Journalism: Mass Communication 402 and Mass Communication 440, plus six additional hours from the Convergence Journalism list, each approved by faculty adviser.
  - c. Public Relations: Mass Communication 310 and Mass Communication 410, plus six additional hours from the Public Relations list, each approved by faculty adviser.

**TO:**

**Department of Mass Communication Major**

Mass Communication (B.A., B.S., minor, collateral)

Francis Marion minimum GPA: 2.25

Program minimum GPA: 2.5

**Bachelor of Arts requirements:**

1. Fifty-nine (59) semester hours of FMU required General Education courses
2. Twenty-four (24) semester hours of Mass Communication Foundation Courses: MCOM 110, 201, 210, 221, 301, 306, 451, and 455.
3. Twelve (12) semester hours in one track option
  - a. Broadcast Journalism: MCOM 321, 421, and six (6) additional hours of broadcast related electives approved by faculty adviser.

- b. Convergence Journalism: MCOM 402, 440, and six (6) additional hours of convergence related electives approved by faculty adviser.
- c. Public Relations: MCOM 310, 410, and six (6) additional hours of public relations related electives approved by faculty advisor.

**Bachelor of Science requirements:**

1. Forty-eight (48) semester hours of FMU required General Education courses.
2. Twenty-four (24) semester hours of Mass Communication Foundation Courses: MCOM 110, 201, 210, 221, 301, 306, 451, and 455.
3. Twelve (12) semester hours in one track option
  - a. Broadcast Journalism: MCOM 321, 421, and six (6) additional hours of broadcast related electives approved by faculty adviser.
  - b. Convergence Journalism: MCOM 402, 440, and six (6) additional hours of convergence related electives approved by faculty adviser.
  - c. Public Relations: MCOM 310, 410, and six (6) additional hours of public relations related electives approved by faculty advisor.
4. Twelve (12) semester hours of electives from any discipline including but not limited to – economics, history, technology, science, medicine, and design. Students must coordinate a tailored plan for the degree with their faculty adviser and receive adviser approval.

**RATIONALE:** The changes are to incorporate a Bachelor of Science degree within the Mass Communication program. The credit hour difference for general education for a B.A. (59 hours) and a B.S. (48 hours) is 11 credit hours. This credit difference includes lack of foreign language as well as other social humanities and other requirement variations. While the B.A. makes excellent use of the 12 credits of foreign language, MCOM faculty have concluded that the best alternative or B.S. degree seeking students would be to fill those 12 credit hours with adviser-led electives from a variety of disciplines. Not only does this create a B.S. in MCOM that offers expansive opportunities to students, but it also ensures that students achieve the necessary credit hours for graduation in a meaningful way. Students will, therefore, remain on course for graduation having an equal number of required hours for the B.S. in MCOM that they would for most other B.S. programs. Rather than the 12 hours falling under general education, they will appear within the MCOM program itself. We are not, however, utilizing any other non-B.S. credit hours (such as social humanities that are not required for a B.S. that are for a B.A.), meaning the 48 hours for a B.S. are remaining untouched and the degree difference at 11 hours.

The department has carefully evaluated this program to ensure that it does not affect the FMU general education requirements for a B.A. or B.S. degree. All general education requirements remain intact. The primary difference is that a B.A. in MCOM requires 36 program hours while a B.S. in MCOM will require 48. This means a total credit hour (not including the minor, collateral, or other FMU requirements) for a B.A. in MCOM would be 95 hours and B.S. in MCOM 96 hours because the overall difference is 11, but we would make use of the full 12 hours (because we can't offer a 2-credit option) of foreign language via valuable replacement options in the program.

## 11. Proposals from the Department of Physics and Engineering

- A. **MODIFY** the course description of Engineering 201, Engineering Graphics

### **FROM:**

**201 Engineering Graphics** (3) S. Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (such as AutoCAD and Solidworks) will be used.

### **TO:**

**201 Engineering Graphics** (3) S. Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (e.g., AutoCAD®, SolidWorks®) will be used.

**RATIONALE:** The course description is being updated to accurately reflect the spelling of software systems used in the course.

- B. **MODIFY** the course description and prerequisites of Engineering 250, Mechanics of Materials

### **FROM:**

**250 Mechanics of Materials** (3) (Prerequisite: 301; Prerequisite/corequisite: Mathematics 301) S. The course covers determination of stresses, deflections, and stability of deformable bodies with an introduction to finite elemental analysis. By successfully completing this course, students will be able to identify, formulate, and solve problems related to the effect of forces on deformable bodies. An emphasis will be placed on the behavior of beams and columns.

### **TO:**

**250 Mechanics of Materials** (3) (Prerequisite: 101, 301; Prerequisite/corequisite: Mathematics 301) S. The course covers determination of stresses, deflections, and stability of deformable bodies. The course will include methods to identify, formulate, and solve problems related to the effect of forces on deformable bodies. An emphasis will be placed on the behavior of beams and columns.

**RATIONALE:** ENGR 250 is a course that requires a basic knowledge of engineering topics and engineering problem solving skills. These topics are covered in ENGR 101 and is therefore being added as a prerequisite to ENGR 250.

- C. **MODIFY** the course description and prerequisites of Engineering 370, Fluid Mechanics

**FROM:**

**370 Fluid Mechanics** (3) (Prerequisite: 250, Mathematics 301, Mathematics 306, Physics 200) S. The course introduces the concepts and applications of fluid mechanics and dimensional analysis with an emphasis on fluid behavior, internal and external flows, analysis of engineering applications of incompressible pipe systems, and external aerodynamics.

**TO:**

**370 Fluid Mechanics** (3) (Prerequisite: 250, 301, Mathematics 301, Mathematics 306, Physics 200) S. The course introduces the concepts and applications of fluid mechanics and dimensional analysis with an emphasis on fluid behavior, internal and external flows, applications of conservation equations to different engineering systems, and analysis of engineering applications of incompressible pipe systems.

**RATIONALE:** We are replacing an advanced topic, “external aerodynamics” with a fundamental one “application of conservation equations.” Students will be better served by gaining a sound understanding of the fundamentals prior to covering advanced topics. In addition, we are adding ENGR 301 as a prerequisite. Understanding general concepts of statics and dynamics (covered in ENGR 301) are critical to understanding how they are applied in the analysis of fluid flow.

- D. **MODIFY** the course description and prerequisites of Engineering 401, Design of Mechanisms

**FROM:**

**401 Design of Mechanisms** (3) (Prerequisites: 201, 250, Mathematics 301) F. The course focuses on the function, classification, position, velocity, and acceleration of multi-element mechanical linkages. Furthermore, the course discusses design methods and practical information about common mechanisms and mechanism components. By successfully completing this course, students will be able to identify and analyze various mechanical linkage mechanisms, including four-bar mechanisms, gears, gear trains, and cams.

**TO:**

**401 Design of Mechanisms** (3) (Prerequisites: 201, 250, 301, Mathematics 301) F. The course focuses on the function, classification, position, velocity, acceleration, and dynamic forces of multi-element mechanical linkages. Furthermore, the course discusses design methods and practical information about common mechanisms and mechanism components, including four-bar linkages, gears, gear trains, and cams.

**RATIONALE:** We are adding ENGR 301 as a prerequisite. Understanding general concepts of statics and dynamics (covered in ENGR 301) are critical to understanding how they are applied in the motion analysis of physical systems. We are also updating the course description to reflect a critical topic covered in the course – dynamic forces. In addition, the course description is being modified to remove course objectives.

- E. **MODIFY** the prerequisites of Engineering 402, System Dynamics and Controls

**FROM:**

**402 System Dynamics and Controls** (3) (Prerequisites: 250, 310, Mathematics 301) S. The course covers dynamic modeling and simulation of systems with mechanical, hydraulic, thermal, and/or electrical elements. Topics include frequency response analysis, stability, and feedback control design of dynamic systems.

**TO:**

**402 System Dynamics and Controls** (3) (Prerequisites: 250, 301, 310, Mathematics 301) S. The course covers dynamic modeling and simulation of systems with mechanical, hydraulic, thermal, and/or electrical elements. Topics include frequency response analysis, stability, and feedback control design of dynamic systems.

**RATIONALE:** We are adding ENGR 301 as a prerequisite. General concepts of dynamics (covered in ENGR 301) are required foundation for advanced dynamic modeling topics in ENGR 402.

- F. **MODIFY** the course description of Engineering 411, Design for Manufacturing and Assembly

**FROM:**

**411 Design for Manufacturing and Assembly** (3) (Prerequisites: 350 Prerequisite/corequisite: 401) F. The course is based on concurrent engineering techniques to link product design to modern manufacturing and assembly process design. The course will **also** introduce students to **modern** manufacturing and assembly process design techniques used to reduce costs. **By successfully completing this course, students will be able to: design new products while considering manufacturing and/or assembly processes; redesign existing products to reduce product realization costs; analyze manufacturing and assembly systems to determine inefficiencies; and apply several other Design for X principles.**

**TO:**

**411 Design for Manufacturing and Assembly** (3) (Prerequisites: 350 Prerequisite/corequisite: 401) F. The course is based on concurrent engineering techniques to link product design to manufacturing and assembly process design. The course will introduce students to manufacturing and assembly process design techniques used to reduce costs. **Course topics include geometric dimensioning and tolerancing, design for manufacturing principles, design for assembly principles, and other design for X principles.**

**RATIONALE:** The course description is being modified to remove course objectives and instead include course topics.

- G. **MODIFY** the prerequisites of Engineering 480, Industrial Engineering Senior Design

**FROM:**



**480 Industrial Engineering Senior Design** (4) (Prerequisites: 420 and 467; Prerequisites/corequisites: 330, 356, and 470) S. The capstone design course for industrial engineering majors. Survey of methods, tools, and techniques used to plan, communicate, manage and control projects, and work on teams. Students work in teams to develop a proposal for, and implement, an industrial engineering design project for an actual manufacturing or service industry client.

**TO:**

**480 Industrial Engineering Senior Design** (4) (Prerequisites: 310, 420, and 467; Prerequisites/corequisites: 330, 356, and 470) S. The capstone design course for industrial engineering majors. Survey of methods, tools, and techniques used to plan, communicate, manage and control projects, and work on teams. Students work in teams to develop a proposal for, and implement, an industrial engineering design project for an actual manufacturing or service industry client.

**RATIONALE:** The Electronics course (ENGR 310), as currently listed, is not a prerequisite for any other Industrial Engineering course. The addition of ENGR 310 as a prerequisite for ENGR 480 ensures that students will have acquired adequate skills if their Senior Design Project were to involve any component related to Electronics.

- H. **MODIFY** the course description of Physics 220, Computational Methods for Physics and Engineering

**FROM:**

**220 Computational Methods for Physics and Engineering** (3) (Prerequisite: 201) F. An introduction to the computational tools and numerical methods used in physics and engineering. Students will use spreadsheets (e.g., Excel) and numerical packages (e.g., MATLAB) to obtain numerical solutions to a wide variety of physical problems, including nuclear decay, motion with air resistance, rocket launches, heat transfer, rotational motion, and astrophysics. The numerical methods will include introductory finite difference, least-squares, matrix, and Monte Carlo methods.

**TO:**

**220 Computational Methods for Physics and Engineering** (3) (Prerequisite: 201) F. An introduction to the computational tools and numerical methods used in physics and engineering. Students will use both spreadsheets (e.g., Excel) and numerical packages (e.g., Python) to obtain numerical solutions to a wide variety of physical problems, including: motion with air resistance, oscillations, nuclear decay, planetary motion, and circuit analysis. Students will learn to work with data, including reading data from a file, plotting, and fitting. Methods used will include finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, numerical solutions for coupled algebraic equations, and the use of both symbolic packages and numerical methods for computing derivatives and integrals.

**RATIONALE:** The list of topics covered is being adjusted to include the topics that we have found to be most important to cover, and to remove a few topics that might be included if time permits, but also might not be included. We are also changing “e.g., MATLAB” to “e.g., Python” since Python is a popular open-source alternative to MATLAB.

I. **MODIFY** the course description of Physics 419, Senior Seminar in Physics

**FROM:**

**419 Senior Seminar in Physics (1:3) F.** ~~In conjunction with a physics faculty adviser, each student will prepare a formal scientific review article on a physics topic. The topics assigned will be determined based on the interest of the student. The culmination of this course is a detailed written report and an oral presentation.~~

**TO:**

**419 Senior Seminar in Physics (1) F.** This course will help to prepare seniors both for their future careers and for further post-baccalaureate study. Topics will include preparing resumes; finding, interpreting, and applying to job ads; interviewing; and applying to graduate schools. Students will practice reading scientific papers, and will learn strategies to better understand these papers. For the final project, each student will pick a topic that is relevant to their future plans and will produce both a written report and an oral presentation.

**RATIONALE:** This revised course description provides more detail about the purpose of Physics 419 and what actually happens in the course. The one thing that was specified in the original course description was a “written report and an oral presentation” which has always been a part of Physics 419 and will continue to be. The other details, about preparing for the future, have always been a part of Physics 419 but were not included in the course description. We are also correcting the numbering from “1:3” to “1”. This is a one credit course that meets for one hour per week.

J. **MODIFY** on p. 118, under PHYSICS, the requirements for the Physics Major

**FROM:**

**A. Computational Physics Concentration**

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 220, 301, 302, 314, 320, 401, 406, 410, and 419
2. Mathematics 201, 202, 203, 301, and 306
3. Chemistry 111, 111L, 112, and 112L
4. Computer Science 190 or 226 or Mathematics 213

In addition to these courses, Mathematics 304, **Physics** 310, Mathematics 312, Physics 316, and Mathematics/Computer Science 425 are highly recommended.

No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for the computational physics concentration is 36. The minimum number of semester hours in all courses (major and non-major) required for a computational physics concentration is 120. Students desiring to take additional hours in physics are strongly encouraged to do so.

### **B. Health Physics Concentration**

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 416, 417, 418, and 419
2. Biology 105 and 115 or 107 and 106 or 108, 415 and one course from Biology 301, 401, 402, or 406
3. Math 111 (or 111E), 132, 201, 202, 203, 301, and 306
4. Chemistry 111, 111L, 112, 112L, 201, and 203
5. Computer Science 226 or Mathematics 213

In addition to the course requirements above, the student majoring in health physics is required to complete on summer of supervised training at a previously approved, professionally related site off campus. No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for a health physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 124.

### **TO:**

#### **A. Computational Physics Concentration**

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 220, 301, 302, 314, 320, 401, 406, 410, and 419
2. Mathematics 201, 202, 203, 301, and 306
3. Chemistry 111, 111L, 112, and 112L
4. Computer Science 190 or 226 or Mathematics 213

In addition to these courses, Mathematics 304, Engineering 310, Mathematics 312, Physics 316, and Mathematics/Computer Science 425 are highly recommended.

No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for the computational physics concentration is 36. The minimum number of semester hours in all courses (major and non-major) required for a computational physics concentration is 120. Students desiring to take additional hours in physics are strongly encouraged to do so.

### **B. Health Physics Concentration**

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 314, 316, 416, 417, 418, and 419

2. Biology 105 and 115 or 107 and 106 or 108, 415 and one course from Biology 301, 401, 402, or 406
3. **Mathematics** 201, 202, 203, 301, and 306
4. Chemistry 111, 111L, 112, 112L, 201, and 203
5. Computer Science 226 or Mathematics 213
6. **Engineering 310**

In addition to the course requirements above, the student majoring in health physics is required to complete on summer of supervised training at a previously approved, professionally related site off campus. No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for a health physics concentration is **36**. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is **120**.

**RATIONALE for J:** When the Industrial Engineering program was created on campus a very similar course (ENGR 310 – Electronics and Instrumentation) was created. We are deleting PHYS 310 and will instead require health physics majors to take ENGR 310. In addition, incoming health physics majors will place into a variety of Mathematics courses. Ultimately it is the calculus-level mathematics which is required. Students who place into MATH 201 currently need a written exemption of the MATH 111 and 132 requirements. We are deleting the specific requirements of MATH 111 and 132 which also reduces the number of total hours required in the major.

- K. **DELETE** on p. 119, the course PHYS 310

**DELETE:**

**~~310 Electronics~~** (4:3-3) (Prerequisite: 202 or permission of department) F. Introduction to analog and digital electronics. Analog topics include AC/DC circuits, diodes, power supplies, transistors, oscillators, timers, and operational amplifiers. Digital topics include binary numbers, gate types, gate circuits, gate reduction, Boolean algebra, flip flops, comparators, registers, binary and binary-coded-decimal counters, digital-to-analog conversion, analog-to-digital conversion, and computer interfacing.

- L. **MODIFY** the course description and prerequisites of Engineering 310, Electronics and Instrumentation

**FROM:**

**310 Electronics and Instrumentation** (4:3-3) (Prerequisite: Physics 202 and 220) F. This class provides an introduction to analog and digital electronics with specific application to instrumentation used in scientific and engineering applications. Topics include analog signal processing, power supplies, sensors (theory and interpretation of sensor data), and microcontrollers with heavy emphasis on design projects to achieve practical results and to give insights on

troubleshooting electronic equipment used in the workplace. Credit cannot be received for both Engineering 310 and Physics 310.

**TO:**

**310 Electronics and Instrumentation** (4:3-3) (Prerequisite: Physics 202 and 220) F. This class provides an introduction to analog and digital electronics with specific application to instrumentation used in scientific and engineering applications. Topics include analog signal processing, power supplies, sensors (theory and interpretation of sensor data), and microcontrollers with heavy emphasis on design projects to achieve practical results and to give insights on troubleshooting electronic equipment used in the workplace.

**RATIONALE FOR K- L:** When the Industrial Engineering program was created at FMU a very similar course (ENGR 310 – Electronics and Instrumentation) was created. We are deleting PHYS 310 and will instead require health physics majors to take ENGR 310.

M. **DELETE** on p. 118, the ENVIRONMENTAL SCIENCE OPTION IN PHYSICS.

The Environmental Science Option in Physics offers students the choice of specialization in environmental science at the undergraduate level.

The Environmental Science Option will require the completion of recommended General Education courses, a required Core Curriculum of science and mathematics courses, and requirements for the student's major. Depending on the major selected, 131-134 semester hours of credit will be required for graduation. The curriculum for the Environmental Science Option is summarized in the following:

General Education Requirements	48-49 hours
Communications	9-10 hours
English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communications 101	3
Social Sciences	9 hours
Political Science 101 or 103	3
Economics 203, 340	6
Humanities	12 hours
History 100 level	3
Appreciation (Art 101, Music 101, or Theatre 101)	3
Philosophy and Religious Studies 400	3
Mathematics	6 hours
Mathematics 201	3
Mathematics 202	3
Natural Sciences	12 hours
Biology 105 and 115 or 107 and 106 or 108	8
Chemistry 111 and 111L	4
Core Courses for Environmental Science Program	40 or 42 hours

Biology 210 or Biology 214 .....	3 or 4
Psychology 302 or Mathematics 312 .....	3
Geography 105 .....	3
Biology 308 or 402 or 408 .....	4
Chemistry 112, 112L, and 201, and either 202 or 203 .....	12
(Physics majors must take Chemistry 203)	
Physics 200, 201, 202 .....	12
Computer Science 190 or 226 or Mathematics 213 .....	3 or 4
Physics Major/ Environmental Science Emphasis .....	40-41 hours
Physics 314, 316, 416, 417 .....	16
Chemistry 203, 303 .....	8
Mathematics 203 .....	3
Science Electives (select two courses) .....	7-8 hours
Biology 308, 402, 408	
Chemistry 313	
Physics 310, 406	
Mathematics 301	
Free Electives (any two courses)	
Speech Communication and Technical Writing	
Recommended .....	6 hours
Total Hours Required for Graduation .....	128-132

N. **MODIFY** on p. 117, the text under the MISSION STATEMENT as follows:

**FROM:**

**MISSION STATEMENT**

The Department of Physics and Engineering offers baccalaureate degrees in Physics, Industrial Engineering, Mechanical Engineering, and Engineering Technology. The department also offers a collateral in Astronomy. Students majoring in Physics choose a concentration in either Computational Physics or Health Physics. Students majoring in Engineering Technology chose a concentration in either Civil Engineering Technology, Electronics Engineering Technology, or Mechanical Engineering Technology. The engineering technology degrees are offered in conjunction with South Carolina’s technical colleges. Additional engineering options for students include a Dual-Degree Program in Engineering with Clemson University and a non-degree Pre-Engineering curriculum. ~~The Environmental Science option in Physics offers students a B.S. degree in Physics with a concentration in Environmental Science.~~

**TO:**

**MISSION STATEMENT**

The Department of Physics and Engineering offers baccalaureate degrees in Physics, Industrial Engineering, Mechanical Engineering, and Engineering Technology. The department also offers a collateral in Astronomy. Students majoring in Physics choose a concentration in either Computational Physics or Health Physics. Students majoring in Engineering Technology chose a concentration in either Civil Engineering Technology, Electronics Engineering

Technology, or Mechanical Engineering Technology. The engineering technology degrees are offered in conjunction with South Carolina's technical colleges. Additional engineering options for students include a Dual-Degree Program in Engineering with Clemson University and a non-degree Pre-Engineering curriculum.

**RATIONALE FOR M - N:** FMU is in the process of creating a new degree program in Environmental Science. This option in physics has not had significant enrollment. We are deleting the program option so as to not cause confusion with the new program or its offerings.

## 12. Proposal from the Department of Psychology

### A. **MODIFY** page 201, course title

#### **FROM:**

**325 ~~Abnormal Psychology~~** (3) (Prerequisite: 206 or permission of department) F, S, or SU. Historical survey of various forms of mental illness and maladjustment, ~~including mental deficiency and anti-social behavior.~~ **Specialized** methods of therapy, research, and theoretical concerns are emphasized.

#### **TO:**

**325 Introduction to Psychopathology** (3) (Prerequisite: 206 or permission of department) F, S, or SU. Historical survey of various forms of mental illness and maladjustment, **focusing on diagnoses in the Diagnostic and Statistical Manual.** **M**ethods of therapy, research, and theoretical concerns are emphasized.

**RATIONALE:** The American Psychological Association (APA) and Council of Graduate Departments of Psychology (COGDOP) is suggesting renaming this course to "Introduction to Psychopathology" to avoid stigma related to mental illness. APA is also renaming their journal of *Abnormal Psychology* as *Journal of Psychopathology and Clinical Science*.

## V. Report from the Graduate Council

### 1. Proposal from the School of Education

#### A. **ADD** on page 185 of 2021-22 catalog

#### **FROM:**

5. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.

The application process is provided online: <https://www.fmarion.edu/graduateprograms/>

#### **TO:**

5. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.

#### 6. MAT-LD CANDIDATES ONLY – SLED check

The application process is provided online: <https://www.fmarion.edu/graduateprograms/>

**Rationale:** All MAT-LD candidates must have a clear SLED check to participate in the two practicums – EDUC 746 and EDUC 764. In the event of an unfavorable SLED check, this will allow the Director of Graduate Studies to work with the student to submit the appropriate paperwork to the S.C. Department of Education before the semester the student enrolls in the practicum.

#### B. **MODIFY** course description on page 190 of 2021-22 catalog

##### **FROM:**

770 Learning Disabilities: Supervised Internship (9) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities, **except program electives; Corequisite: Education 769**) F, S. This course is a supervised **field-based** experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

##### **TO:**

770 Learning Disabilities: Supervised Internship (6) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities **and an overall GPA of 3.0 in the MAT-LD program**) F, S. This course is a supervised **field-based** experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

**Rationale:** The internship semester is being changed from 9 credit hours to 6 credit hours to bring it in line with the undergraduate internship which is 6 hours. The course was originally set for 9 hours so that graduate students would be considered full-time and eligible for financial assistance. Graduate students are now considered full-time with 6 hours. Additionally, students must have completed all course work to student teach as there are no electives. EDUC 769 was discontinued several years ago. Finally, the 3.0 GPA is required for graduation. This same GPA should be required for graduate students entering into their final semester of the internship.



C. **MODIFY** on page 187 of 2021-22 catalog

**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)
- Education 648 Educational Research (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 759 IEP Development and Transition for Students with Learning Disabilities (3)
- Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
- Education 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- Education 762 Instructional Planning and IEP Implementation 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**)

**TO:**

Students must complete **48** 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)
- Education 648 Educational Research (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 . . . . . 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 759 IEP Development and Transition for Students with Learning Disabilities (3)

Education 760 Exceptionalities: Characteristics and Legal Foundations (3)

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

762 Instructional Planning and IEP Implementation 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 (6)

**Rationale:** The 9-hour requirement has been changed to 6-hours for the internship and course hours are now reflected as 48 hours to complete the program. This change does not impact S.C. Department of Education certification requirements.

## 2. Proposal from the Department of Speech-Language Pathology

### A. **MODIFY** page 205

#### ACCREDITATION STATEMENT

#### **FROM:**

The Master of Speech-Language Pathology (MSLP) program at Francis Marion University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301- 296-5700. Candidacy **status** is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

#### **TO:**

The Master of Speech-Language Pathology (MSLP) **education** program **in speech-language pathology** at Francis Marion University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

#### MISSION STATEMENT

#### **FROM:**

The MSLP Program seeks to provide a comprehensive academic course of study combined with diverse clinical experiences in order to prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for

individuals with communication and swallowing disorders in the Pee Dee region, in the state of South Carolina, and **across** the globe.

**TO:**

The MSLP Program seeks to provide a comprehensive academic course of study combined with diverse clinical experiences in order to prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for individuals with communication and swallowing disorders in the Pee Dee region, in the state of South Carolina, and **around** the globe.

**RATIONALE FOR A:** To correct wording of statements for accuracy.

**B. MODIFY page 207**

**FROM:**

**504 Speech and Language Disorders Across the Lifespan (3)** This course is a comprehensive survey of Speech and Language Disorders across the life span. Students will be introduced to the fundamental nature of various Speech and Language Disorders. ~~In addition, an overview of the basic principles of the assessment and treatment of Speech and Language Disorders will be reviewed.~~

**TO:**

**504 Speech and Language Disorders Across the Lifespan (3)** This course is a comprehensive survey of the fundamental nature of various speech and language disorders across the life span and an overview of the basic principles of assessment and treatment.

**C. MODIFY**

**FROM:**

**507: Speech and Language Development (3)** This course addresses the theory and evidence associated with the development of phonology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in child speech and language development. This course will help students gain a better understanding of the difference between normal communication development and disordered communication development.

**TO:**

**507: Speech and Language Development (3)**

This course addresses the theory and evidence associated with the development of phonology, morphology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in children. This course will help students gain a better understanding of the difference between normal and disordered communication development.

**RATIONALE FOR B-C:** To reduce redundancy and more accurately describe courses.

**3. Proposal from the School of Health Sciences, Department of Nursing**

**A. MODIFY on page 198 of the catalog, the course description of DNP 802**

**FROM:**

**DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical hours)** This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.

**TO:**

**DNP 802 Doctoral Health Policy and Leadership** (3:2-3) (45 clinical hours) This course focuses on public policy in healthcare, consideration of the socioeconomic impact of the delivery of healthcare, and the role of the doctorally-prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and facilitate partnerships in quality care delivery to effect patient care outcomes.

**RATIONALE:**

Verbiage has been added to the course description to identify the inclusion of content related to the socioeconomic impact and financial costs of healthcare as required by accreditation standards.

**VI. Report from the Provost's Office**

1. **MODIFY** Withdrawal Policy

**FROM:**

A student is expected to follow the course schedule for which he/she registers. However, prior to the ~~non-penalty~~ withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the ~~non-penalty~~ withdrawal date will have a recorded grade of W. ~~After the non-penalty withdrawal date and prior to the final withdrawal deadline, a student may still initiate withdrawal from a course. Withdrawals initiated within this time frame may have a recorded grade of F or W based on the academic average and discretion of the faculty at the time of withdrawal.~~ After the ~~final~~ withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates are ~~posted in the catalog calendar.~~ When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures ~~in the proper order,~~ and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from his/her course ~~for a violation of the stated attendance policy or for Honor Code violations~~ at any time during a semester. ~~Prior to the non-penalty withdrawal date, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be W. After the non-penalty withdrawal date, a faculty member may still withdraw a student from a course for a violation of the stated attendance policy, but the grade recorded may be F or W based on the student's academic average and discretion of the faculty at the time of withdrawal.~~ Students withdrawn from a course for an Honor Code violation ~~will receive~~ a grade of WF. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

**TO:**

A student is expected to follow the course schedule for which he/she registers. However, prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. In the event that November 10 or April 10 fall on a Saturday or Sunday, the withdrawal date will be the Monday immediately following that date. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from his/her course at any time during a semester prior to the submission of senior or final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.