

MINUTES
General Faculty Meeting
October 11, 2022 – 3:45 pm, Chapman Auditorium

- I. Meeting was called to order by Chair O’Kelley at 3:45 pm**
- II. Minutes from the April 5, 2022 meeting were approved as posted**
- III. Elections**

Admissions, Advising, and Retention (2024)
Kathy McCoy – Mathematics

Institutional Effectiveness (2025)
Lisa Manglass – Physics and Engineering

Nominating (2023)
Faith Keller – Library

IV. Report from the Executive Committee

- 1. Update on the Provost Search Committee** - Keith Best, Chair of the Provost Search Committee, reported that the advertisement for the position has been posted and the review of applications will begin in November.
- 2. Board of Trustees 11-22 Resolution to Affirm Free Speech and Academic Freedom (*See the appendix for the complete resolution*)** - The Faculty Chair provided the background to the adoption of Board Resolution 11-22. She reported that it was drafted by a committee and unanimously adopted by the Board in June in response to a proviso introduced in the state senate in late spring of 2022 specifying that the governing bodies of public institutions of higher learning should adopt the Chicago Statement or a substantially similar statement or risk the loss of state funding.

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

- 1. Proposal from the Department of Chemistry**
 - A. Modify Chemistry Major and ACS-Certified Major – *Item passed as amended in the Attachment following the Minutes.*
 - B. Modify Chemistry Minor and Collateral - *Passed*
 - C. Delete Environmental Science Option in Chemistry - *Passed*
- 2. Proposal from the Honors Program – *Item passed as written.***
 - A. Add Honors GPA Appeal policy

3. Proposal from the School of Health Sciences, Department of Speech-Language Pathology – All items passed as written

- A. Modify page 215 Non-SLP undergraduate majors
- B. Modify Course 520
- C. Modify page 216 Heading and Description
- D. Modify Course 550 Clinical Practicum Course Description
- E. Modify Course 580 Clinical Practicum Course Description
- F. Modify Course 601 Clinical Practicum III
- G. Modify Course 620 Clinical Practicum IV
- H. Modify Course 621 Clinical Practicum V

4. Proposal from the School of Education – All items passed as written.

- A. Add Accelerated M.A.T. Montessori Early Childhood Program
- B. Add Accelerated M.A.T. Montessori Elementary Education
- C. Add Master of Education: Montessori Education Concentration
- D. Add Master of Education: Montessori Early Childhood Education
- E. Add Master of Education: Montessori Elementary Education
- F. Add EDUC 531
- G. Add EDUC 532
- H. Add EDUC 536
- I. Add EDUC 537
- J. Add EDUC 538
- K. Add EDUC 540
- L. Add EDUC 541
- M. Add EDUC 690
- N. Add EDUC 699
- O. Modify page 181 School of Education Graduate Degrees
- P. Modify page 188 School of Education Conceptual Framework

5. Proposal from the Department of Biology – All items passed as written.

- A. Modify Biology Major
- B. Modify BIOL 105
- C. Modify BIOL 106
- D. Modify BIOL 107
- E. Modify BIOL 108
- F. Modify BIOL 115L

6. Proposal from the Office of Institutional Effectiveness

- A. Presentation of the 2020-2021 General Education Report - *See appendix for the complete General Education Report*

7. Response of the AAC to the 2020-2021 General Education Report (for informational purposes only)

VI. Old Business - None

VII. New Business - None

VIII. Announcements - Various activities and events were discussed.

IX. Meeting was adjourned by Chair O'Kelley at 4:18 PM

Attachment to the General Faculty Meeting Agenda – October 11, 2022

V. Report from the Faculty Senate

1. Proposals from the Department of Chemistry

A. MODIFY the layout and correction of hours on page 81 of the current catalog for the Traditional Chemistry Major and for the ACS Certified Major

FROM:

MAJOR

A major in chemistry includes the following:

1. Chemistry course requirements

- a) eight hours of introductory courses: Chemistry 111, 111L, 112, and 112L
- b) a minimum of 28 hours beyond the 100 level, including Chemistry 201, 202, 203, 301, 302, 303, 402, and 499

2. Minor/collateral requirements (two options)

- a) two 12-hour collaterals approved by the faculty adviser (physics and mathematics are recommended; pre-medical or pre-dental students should also consider biology)
- b) an 18-hour minor approved by the faculty adviser preferably from either:
 - i. mathematics or physics (recommended for students who plan to attend graduate school)
 - ii. biology (recommended for pre-medical or pre-dental students)

3. Other requirements for a major in chemistry include

- a) Mathematics 201 and 202
- b) One course selected from Mathematics 203, 301, 304, or 306
- c) Physics 201 and 202

4. General Education courses for the Bachelor of Science degree

ACS-CERTIFIED MAJOR

An ACS-certified major in chemistry requires:

1. Chemistry course requirements

- a) thirty-eight hours of Chemistry 111, 111L, 112, 112L, 201, 202, 203, 301, 302, 303, 402, and 404

b) Chemistry 403, two credit hours of Chemistry 497 and/ or 498, and Chemistry 499. In addition, a minimum of 6 credit hours of additional in-depth chemistry courses from Chemistry 405, 407, or 408 are required.

2. Minor/collateral requirements (two options)

a) two 12-hour collaterals approved by the faculty adviser (physics and mathematics are recommended (the math collateral is fulfilled by completing the other requirements listed in 3. below)); pre-medical or pre-dental students should also consider biology)

b) an 18-hour minor approved by the faculty adviser preferably from either:

i. mathematics or physics (recommended for students who plan to attend graduate school)

ii. biology (recommended for pre-medical or pre-dental students)

3. Other requirements for an ACS-certified major in chemistry include

a) Mathematics 201 and 202

b) 3 courses selected from Mathematics 203, 301, 304, and 306

c) Physics 201 and 202

4. General Education courses required for the Bachelor of Science Degree

The minimum number of semester hours required in major courses for a traditional major in chemistry is 36; for an ACS-certified major in chemistry, the minimum is 48. The minimum number of semester hours in all courses (major and non-major) required for either the traditional or ACS-certified degree major in chemistry is 120.

Students majoring in chemistry and planning to enter graduate school should consider completing the American Chemical Society certified major in chemistry.

TO:

MAJOR

A major in chemistry includes the following:

General Education Requirements	48-49 hours
Communications	9-10 hours
English 101 (or English 101E/L), 102.6 or 7
Speech Communications 101	3
Social Sciences	9 hours
Political Science 101 or 103	3
Social Science Electives (2).	6
Humanities	12 hours
Literature	3

History	3
Art 101, Music 101, or Theater 101	3
Humanities Elective	3
Mathematics	6 hours
Mathematics 111, 132, or higher	6 hours
Natural Sciences	12 hours
Biology	4
Chemistry 111/111L	4
Chemistry 112/112L	4
Chemistry Requirements	28 hours
Chemistry 201	4
Chemistry 202	4
Chemistry 203	4
Chemistry 301	4
Chemistry 302	4
Chemistry 303	4
Chemistry 402	3
Chemistry 499	1
Other Requirements	17 hours
Mathematics 201	3
Mathematics 202	3
Mathematics 203, 301, 304 or 306	3
Physics 201	4
Physics 202	4
Minor/Collateral & Free Electives	26-27 hours
Minimum Hours Required for Graduation	120 hours

ACS-CERTIFIED MAJOR

An ACS certified major in chemistry requires:

General Education Requirements	48-49 hours
Communications	9-10 hours
English 101 (or English 101E/L), 102.	6 or 7
Speech Communications 101	3
Social Sciences	9 hours
Political Science 101 or 103	3
Social Science Electives (2).	6
Humanities	12 hours
Literature	3
History	3
Art 101, Music 101, or Theater 101	3
Humanities Elective	3

Mathematics	6 hours
Mathematics 201	3
Mathematics 202	3
Natural Sciences	12 hours
Biology	4
Chemistry 111/111L	4
Chemistry 112/112L	4

Chemistry Requirements 41 hours

Chemistry 201	4
Chemistry 202	4
Chemistry 203	4
Chemistry 301	4
Chemistry 302	4
Chemistry 303	4
Chemistry 402	3
Chemistry 403	2
Chemistry 404	3
Chemistry 405, 407 or 408 (2)	6
Chemistry 497 or 498 (2)	2
Chemistry 499	1

Other Requirements 17 hours

Mathematics 203, 301, 304 or 306 (3)	9
Physics 201	4
Physics 202	4

Minor/Collateral & Free Electives 14 hours

Minimum Hours Required for Graduation 120 hours

The minimum number of semester hours required in major courses for a traditional major in chemistry is 36; for an ACS-certified major in chemistry, the minimum is 49. The minimum number of semester hours in all courses (major and non-major) required for either the traditional or ACS-certified degree major in chemistry is 120.

Students majoring in chemistry and planning to enter graduate school should consider completing the American Chemical Society certified major in chemistry.

Rationale: This formatting makes it easier to understand the courses and hours required for the traditional chemistry degree and the ACS certified degree. It also aligns with the formatting for the Forensic Science and Pre-Pharmacy Options in the catalog. No requirements are changed, only the formatting.

There is a typo for the minimum hours of Chemistry required for the ACS-certified major.

- B. **MODIFY** on page 81 of the current catalog the requirements for a Chemistry Minor and Collateral.

FROM:

MINOR

A minor in chemistry requires a minimum of 19 semester hours including Chemistry 111, 111L, 112, 112L, 201, and 202. Remaining hours may be chosen from Chemistry 203, 301, 302, 303, 402, 404, 405, or 407. Permission of department chairperson is required before Chemistry 301, 302, 303, 402, 405, or 407 may be taken without appropriate prerequisites.

COLLATERAL

A collateral in chemistry requires 12 semester hours, including Chemistry 111, 111L, 112, and 112L, and either 201 or 203.

TO:

MINOR

A minor in chemistry requires a minimum of 18 semester hours including Chemistry 111, 111L, 112, 112L, and 201. Remaining hours may be chosen from Chemistry courses at the 200-level or higher. Permission of the department chairperson is required before Chemistry courses may be taken without appropriate prerequisites.

COLLATERAL

A collateral in chemistry requires 12 semester hours, including Chemistry 111, 111L, 112, and 112L. Remaining hours may be chosen from Chem 201, 203, 204, or 313. Permission of the department chairperson is required before Chemistry courses may be taken without appropriate prerequisites.

Rationale: This change increases the flexibility of courses that can be taken to complete a Chemistry Minor or Collateral.

As currently written, the courses allowed for a minor are restrictive and would exclude the likelihood that students would take several other suitable upper-level chemistry courses which include the following; Chem 204 (Essential Forensic

Chemistry), Chem 297 (Introduction to Research), Chem 313 (Environmental Chemistry), Chem 403 (Advanced Synthesis and Characterization), Chem 497 (Special Studies), Chem 498 (Chemistry Internship).

The courses for the minor as currently listed add to 19 hours. The number of hours is reduced to 18 which is the general requirement for a minor and would be achievable with the modifications requested.

As currently written, the courses allowed for a collateral are restrictive and would exclude the likelihood that students would take two other suitable upper-level chemistry courses which include the following; Chem 204 (Essential Forensic Chemistry) and Chem 313 (Environmental Chemistry)

C. **DELETE** on page 82 of the current catalog the Environmental Science Option in Chemistry.

FROM:

ENVIRONMENTAL SCIENCE OPTION IN CHEMISTRY

The Environmental Science Option in Chemistry 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. One hundred and twenty seven to 130 semester hours of credit will be required for graduation. The curriculum for the Environmental Science Option is summarized in the following:

General Education Requirement	48-49 hours
Communications	9-10 hours
English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communication 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 or History 335	3
Mathematics	6 hours
Mathematics 201	3
Mathematics 202	3
Natural Sciences	12 hours
Biology 105, 115, 106	8
Chemistry 111 and 111L	4

Core Courses for Environmental Science Program	38 or 40 hours
Biology 210 or 214	3-4
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 200, 201, 202	12
Computer Science 190 or 226 or Mathematics 213	3 or 4

Chemistry Major/Environmental Science Emphasis	37 or 39 hours
Mathematics 203	3
Chemistry 202 or 203, 301, 302, 303, 313, 497, 499	22
Science Electives (Select two courses)	7-8 hours
Biology 308, 402, 408	
Physics 316, 318, 406	
Free Electives (any courses)	6 hours
Speech Communication and Technical Writing recommended	
Total Hours Required for Graduation	126-130 hours

TO:

~~ENVIRONMENTAL SCIENCE OPTION IN CHEMISTRY~~

The Environmental Science Option in Chemistry 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. One hundred and twenty seven to 130 semester hours of credit will be required for graduation. The curriculum for the Environmental Science Option is summarized in the following:

General Education Requirement	48-49 hours
Communications	9-10 hours
English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communication 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 or History 335	3
Mathematics	6 hours

Mathematics 201	3
Mathematics 202	3
Natural Sciences	12 hours
Biology 105, 115, 106	8
Chemistry 111 and 111L	4
Core Courses for Environmental Science Program	38 or 40 hours
Biology 210 or 214	3-4
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 200, 201, 202	12
Computer Science 190 or 226 or Mathematics 213	3 or 4
Chemistry Major/Environmental Science Emphasis	37 or 39 hours
Mathematics 203	3
Chemistry 202 or 203, 301, 302, 303, 313, 497, 499	22
Science Electives (Select two courses)	7-8 hours
Biology 308, 402, 408	
Physics 316, 318, 406	
Free Electives (any courses)	6 hours
Speech Communication and Technical Writing recommended	
Total Hours Required for Graduation	126-130 hours

Rationale: With the addition of the new Environmental Science degree, the Environmental Science Option in Chemistry is no longer needed.

2. Proposal from the Honors Program

A. ADD on page 177

Students who wish to receive a Bachelor of Arts, a Bachelor of Business Administration, a Bachelor of General Studies, or a Bachelor of Science degree “With University Honors” must fulfill the following requirements:

1. All regular University and departmental or school requirements.
2. An overall grade point average of 3.25 or above, including transfer courses. All work taken at FMU and all work taken at other institutions and considered transferable will be included in computing a student's grade point average for Honors.
3. Completion of a minimum of 21 hours in Honors Courses with a minimum grade point average of 3.25 in all Honors Courses taken. These must include the Honors Colloquium (397) and the Honors Independent Study (491-499) or acceptable substitutes, as described below. Grades below B in the Honors Colloquium and the Honors Independent Study do not count toward credit for the Honors degree, although they do count toward regular degree requirements. If necessary, the Honors Committee may accept substitutes for specific three-hour requirements through the "Honors Contract" option.
4. Up to nine hours of Honors credit may be allowed to Honors students taking courses at one of FMU's international exchange partners, provided that such students are Honors students during the study abroad semester, that those courses are approved in advance by the Honors Director and Coordinator of International Programs, and that grades earned in all such courses are the equivalent to at least a B. International Studies 299 may not be counted for Honors credit.
5. Honors credit may be allowed to a student transferring from another NCHC-affiliated institution for courses that are accepted by FMU for full or elective credit. To receive the degree "With University Honors," a transfer student must meet all requirements for the degree (see above), take a minimum of nine hours of Honors courses at FMU, including the Honors Colloquium and the Honors Independent Study. Honors credits transferred from other institutions will be included in computing the student's grade point average in Honors courses.

Honors students should complete Honors hours as follows in order to maintain eligibility:

- Of the first 15 hours, at least 1-3 should be Honors at 3.0 grade point average or higher
- Of the first 30 hours, at least 6 should be Honors at 3.25 grade point average or higher
- Of the first 60 hours, at least 12 should be Honors at 3.25 grade point average or higher
- Of the first 90 hours, at least 18 should be Honors at 3.25 grade point average or higher

HONORS GPA APPEAL POLICY

Any FMU Honors member, having completed all the requirements necessary to graduate With University Honors save for the 3.25 GPA, may petition the Honors Committee for exception to the GPA policy. Petitions will take the form of clear, well-edited letters to the Honors Director and Committee that present compelling reasons for such exceptions. Petitions will be considered on a case-by-case basis. Petitions must arrive no later than one hour after the posting of final senior grades, usually 1:00 pm on the Monday before Commencement. Decisions about appeals must be made within 48 hours, or no later than noon on Wednesday before Commencement. This policy does not apply to the grades (A and B) necessary to receive Honors credit for the Independent Study thesis.

For further information, contact the Director of FMU Honors.

Rationale: The Honors Committee hopes never to apply this policy. We foresee, however, the possibility that a student in the Nursing program,¹ whose grading scale is different than that used by the rest of the university community, will fall just short of the requisite 3.25.² If that student can present a compelling argument³ for special consideration, the Honors Committee will review it.

1. This policy does not and cannot apply only to students in the Nursing program. We use Nursing as an example only because that program's grading scale is different and in some cases more rigorous than that used by the rest of the university. A grade of B in a Nursing course, for instance, reflects a class average of 90-93. A comparison: the GPA for all nursing graduates in the past four semesters was 3.324. The GPA for all Honors graduates was 3.76. In those four semesters, only one Nursing student has graduated WUH.
2. The Honors Committee does not wish to identify a particular "acceptable" GPA, because that will then become the new de facto minimum.
3. A compelling argument in this case would include not just an *almost*-3.25 GPA, but evidence of legitimate and *significant* medical or domestic hardships. The Honors Committee chooses not to provide a "for instance" list, because that would amount to coaching appeals. Poorly written appeals will be denied.

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

A. Modify page 215 NON-SLP UNDERGRADUATE MAJORS

FROM:

NON-SLP UNDERGRADUATE MAJORS: Candidates who have an undergraduate degree in a field other than Communication Sciences and Disorders/Speech-Language Pathology can complete post baccalaureate courses with a B or above to become eligible to apply for the MSLP Program. Students must complete the following **required 12 credit hours of** biological, physical, and social/behavioral sciences, and statistics **courses. These courses** can be taken while completing the post baccalaureate courses.

1. **At least 3 credit hours in** Biological Sciences (including biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, and veterinary science)
2. **At least 3 credit hours in a** Physical Science (must be Physics or Chemistry)
3. **At least 3 credit hours in** Social/Behavior Sciences (including psychology, sociology, anthropology, or public health)
4. **Three credit hours in a** stand-alone mathematically based Statistics course.

TO:

NON-SLP UNDERGRADUATE MAJORS: Candidates who have an undergraduate degree in a field other than Communication Sciences and Disorders/Speech-Language Pathology can complete post baccalaureate courses with a B or above to become eligible to apply for the MSLP Program. Students must complete a course in biological, physical, and social/behavioral sciences, and statistics which can be taken while completing the post baccalaureate courses:

1. Biological Sciences (including biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, and veterinary science)
2. Physical Science (must be physics or chemistry)
3. Social/Behavior Sciences (including psychology, sociology, anthropology, or public health)
4. A stand-alone mathematically based statistics course.

RATIONALE FOR A: ASHA does not require a specific number of credit hours. This change is to accurately reflect ASHA requirements.

B. Modify the course name on page 167, 216, and 217

FROM:

SLP 520: Structured Observations and Pre-Clinical Simulation Experiences

TO:

SLP 520: Clinical Observations

RATIONALE FOR B: To shorten the name and to reflect that which is used most often at other institutions and to more accurately represent the course content. The course description will remain the same. This change should occur everywhere it appears in the Catalog: pages 167, 216 (2x), 217.

C. Modify page 216 for Heading and Description

FROM:

DEGREE AND NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in Speech-Language Pathology (SLP) as either graduate students or as graduate non-degree students.
2. Non-degree students do not seek a Master's degree at FMU, but choose to take courses necessary to complete pre-requisite requirements for admission to the Masters of Speech-Language Pathology Program at FMU or other institutions. In addition, Graduate Non-Degree students may wish to take courses for professional growth, personal enrichment and/or licensure.

3. Completion of the FMU Pre-SLP Preparation Course Sequence is an independent process necessary for persons interested in obtaining a Master's Degree in SLP because they do not hold the Bachelor's degree in Speech-Language Pathology.
4. The Post-Baccalaureate Courses consist of 15 required credit hours in Speech-Language Pathology (Pre-SLP Preparation courses) and 12 credit hours of science and statistics courses.
5. Admission to the Francis Marion University Masters of Speech-Language Pathology Program will only be granted to those who have: 1) an undergraduate (Pre-Professional) degree in Speech-Language Pathology or 2) completed the required SLP post baccalaureate courses.

TO:

DEGREE STATUS

1. Students are accepted to study in Speech-Language Pathology (SLP) as either graduate students or as non-degree students.
2. Non-degree students do not seek a Master's degree at FMU, but may choose to take courses necessary to complete pre-requisite requirements for admission to the Masters of Speech-Language Pathology Program at FMU or other institutions. In addition, non-degree students may wish to take courses for professional growth, personal enrichment and/or licensure.
3. Post-Baccalaureate students are required to take prerequisites in Speech-Language Pathology.
4. Admission to the Francis Marion University Masters of Speech-Language Pathology Program will only be granted to those who have: 1) an undergraduate (Pre-Professional) degree in Speech-Language Pathology and/or 2) completed the required SLP prerequisites.

RATIONALE FOR C: To shorten the heading and to more accurately represent the content related to student status.

D. Modify Page 217 Clinical Practicum Course Description

FROM:

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

TO:

550: Clinical Practicum (1) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group

and individual meetings with clinical staff. Up to 2 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE FOR D: To increase clarity regarding the clinical clock hour expectations for each practicum course, to allow clinical practicum experiences to occur simultaneously if necessary, and to provide consistency in the description of the clinical experiences.

E. Modify Page 217 Clinical Practicum Course Description

FROM:

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

TO:

580: Clinical Practicum II (1) (Co/Prerequisite: 550) This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Up to 2 clinical hours per week are accumulated under direct supervision of ASHA Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE FOR E: To increase clarity regarding the clinical clock hour expectations for each practicum course, to allow clinical practicum experiences to occur simultaneously if necessary, and to provide consistency in the description of the clinical experiences.

F. Modify Page 217 Clinical Practicum Course Description

FROM:

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

TO:

601: Clinical Practicum III (3) (Co/Prerequisite: SLP 580) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 6 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE FOR F: To increase clarity regarding the clinical clock hour expectations for each practicum course, to allow clinical practicum experiences to occur simultaneously if necessary, and to provide consistency in the description of the clinical experiences.

G. Modify Page 218 Clinical Practicum Course Description

FROM:

620: Clinical Practicum IV (5:0-10) (Prerequisite: 601) This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

TO:

620: Clinical Practicum IV (5) (Co/Prerequisite: 601) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 10 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE FOR G: To increase clarity regarding the clinical clock hour expectations for each practicum course, to allow clinical practicum experiences to occur simultaneously if necessary, and to provide consistency in the description of the clinical experiences.

H. Modify Page 218 Clinical Practicum Course Description

FROM:

621: Clinical Practicum V (8:0-16) (Prerequisite: 620) This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

TO:

621: Clinical Practicum V (8) (Co/Prerequisite: 620) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 16 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

RATIONALE FOR H: To increase clarity regarding the clinical clock hour expectations for each practicum course, to allow clinical practicum experiences to occur simultaneously if necessary, and to provide consistency in the description of the clinical experiences.

4. Proposal from School of Education

- A. **ADD on page 190 of the current online catalog after the Accelerated Master of Arts in Teaching with Major in Elementary Education:**

ACCELERATED MASTER'S PROGRAM (MASTER OF ARTS IN TEACHING MONTESSORI EARLY CHILDHOOD EDUCATION)

Coordinator: Dr. Cynthia Nixon

Student must complete 44 hours.

PROGRAM DESCRIPTION: The Accelerated Master of Arts in Teaching in Montessori Early Childhood Education is an accelerated graduate program where the student completes one full year of clinical experience in both a Montessori classroom and a "traditional" early childhood classroom while simultaneously earning a Master's degree. Students graduate with dual certification in Montessori Education and Early Childhood Education. This program begins with the spring semester of senior year at the undergraduate level and is completed at the end of the following year. During the summer before the full year of clinical experience, students complete a summer of Montessori coursework. The curriculum is focused on Montessori concepts and instruction, as well as providing a more in-depth look at concepts introduced at the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

APPLICATION

Accelerated Master's Degree in Teaching Montessori Early Childhood Education Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:

- The Montessori Education Concentration Program Application
- Official undergraduate transcript/s

- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Note: Passing PRAXIS scores by Reading Day of Fall semester of senior year is required for admission.

Second Semester Senior

Year.....14 hours

- EDUC 529 Classroom and Behavior Management (3)
- EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)
- EDUC 533 Play and Social Development of Children (3)
- EDUC 534 Observation & Progress Monitoring Practicum (2)
- EDUC 548 Educational Research for the Accelerated Master's Program (3)

Summer I

Courses.....6 hours

- EDUC 531 Philosophy/Classroom Leadership (3)
- EDUC 532 Practical Life and Sensorial Curriculum (3)

Summer II

Courses.....6 hours

- EDUC 540 Mathematics and Science Curriculum (3)
- EDUC 541 Language and Social Studies Curriculum/Parenting (3)

Accelerated Master's Clinical

Year.....18 hours

- EDUC 773 Internship (6)
- EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
- EDUC 699 Internship: Montessori (6)
- EDUC 649 Capstone (3)

RATIONALE FOR A: Dean Clayton conducted a preliminary needs assessment with districts through the Pee Dee Consortium. Early indications were that programs were needed. Dr. Kit SaizdeLaMora and Dr. Cindi Nixon met with principals of elementary schools in FSD1 and FSD2, who expressed interest in their current teachers having access to a Montessori certification program that would culminate in a graduate degree. In addition, other districts are starting Montessori programs in their elementary schools such as Darlington. Access to these programs will generate increased marketability and flexibility for teaching positions to serve the needs of South Carolina Public Schools. Creating these programs will fill a gap in Montessori programs across the state. FMU would be the only university to offer Montessori programs outside of Lander University (approx. 170 miles away). Therefore, creating these programs will provide an opportunity for Francis Marion University to distinguish itself among public universities in the

South. Additionally, South Carolina has the largest number of public Montessori schools in the country (Stringer, 2018 <https://www.the74million.org/new-south-carolina-study-of-public-montessori-schools-shows-majority-low-income-students-outperforming-peers/>)

Hence, establishment of these programs would help current educators and teacher candidates meet the eligibility criteria to hold positions in public school Montessori programs via multiple pathways

<https://ed.sc.gov/educators/teaching-in-south-carolina/specialized/montessori/>

B. ADD on page 190 of the current catalog after the ACCELERATED MASTER'S PROGRAM (MASTER OF ARTS IN TEACHING MONTESSORI EARLY CHILDHOOD EDUCATION):

ACCELERATED MASTER'S PROGRAM (MASTER OF ARTS IN MONTESSORI ELEMENTARY EDUCATION)

Coordinator: Dr. Cynthia Nixon

Student must complete 44 hours.

PROGRAM DESCRIPTION: The Accelerated Master of Arts in Teaching in Montessori Elementary Education is an accelerated graduate program where the student completes one full year of clinical experience in both a Montessori classroom and a "traditional" elementary classroom while simultaneously earning a Master's degree. Students graduate with dual certification in Montessori Education and Elementary Education. This program begins with the spring semester of senior year at the undergraduate level and is completed at the end of the following year. During the summer before the full year of clinical experience, students complete a summer of Montessori coursework. The curriculum is focused on Montessori concepts and instruction and provides a more in-depth look at concepts introduced at the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

APPLICATION

Accelerated Master's Degree in Teaching Montessori Elementary Childhood Education

Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:

- The Montessori Education Concentration Program Application
- Official undergraduate transcript/s
- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Note: Passing PRAXIS scores by Reading Day of Fall semester of senior year is required for admission.

Second Semester Senior

Year.....14 hours

- EDUC 529 Classroom and Behavior Management (3)
- EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)
- EDUC 533 Play and Social Development of Children (3)
- EDUC 534 Observation & Progress Monitoring Practicum (2)
- EDUC 548 Educational Research for the Accelerated Master's Program (3)

Summer I

Courses.....6 hours

- EDUC 531 Philosophy/Classroom Leadership (3)
- EDUC 536 Mathematics Geometry I Curriculum (3)

Summer II

Courses.....6 hours

- EDUC 537 Language and Geometry II Curriculum (3)
- EDUC 538 Cultural/Science/Fine Arts Curriculum (3)

Accelerated Master's Clinical

Year.....18 hours

- EDUC 773 Internship (6)
- EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
- EDUC 699 Internship: Montessori (6)
- EDUC 649 Capstone (3)

RATIONALE FOR B: Dean Clayton conducted a preliminary needs assessment with districts through the Pee Dee Consortium. Early indications were that programs were needed. Dr. Kit SaizdeLaMora and Dr. Cindi Nixon met with principals of elementary schools in FSD1 and FSD2, who expressed interest in their current teachers having access to a Montessori certification program that would culminate in a graduate degree. In addition, other districts are starting Montessori programs in their elementary schools such as Darlington. Access to these programs will generate increased marketability and flexibility for teaching positions to serve the needs of South Carolina Public Schools. Creating these programs will fill a gap in Montessori programs across the state. FMU would be the only university to offer Montessori programs outside of Lander University (approx. 170 miles away). Therefore, creating these programs will provide an opportunity for Francis Marion University to distinguish itself among public universities in the South. Additionally, South Carolina has the largest number of public Montessori schools in the country (Stringer, 2018 <https://www.the74million.org/new-south-carolina-study-of-public-montessori-schools-shows-majority-low-income-students-outperforming-peers/>)

Hence, establishment of these programs would help current educators and teacher candidates meet the eligibility criteria to hold positions in public school Montessori programs via multiple pathways

C. **ADD on page 191 of the current catalog after the Program for Master of Education Degree in Teaching and Learning:**

MASTER OF EDUCATION: MONTESSORI EDUCATION CONCENTRATION

Coordinator: Dr. Cynthia Nixon

Student must complete 30 hours.

PROGRAM DESCRIPTION: The Master of Education (MEd): Montessori Education Concentration is a graduate program where the student completes 30 hours to lead to Montessori add-on certification. This program is designed for students who already hold a teaching degree **AND** Montessori certification and would like to acquire a Master's degree in Montessori Education. The program includes courses in Project-Based Learning, Classroom Leadership and Philosophy, Creating a Learner-Friendly Environment for all Learners, Methods for Teaching Culturally and Linguistically Diverse Students, Teaching Children of Poverty, etc. This program is designed for current in-service teachers and can be completed in five semesters including summer semesters.

APPLICATION

Master of Education: Montessori Education Concentration Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:

- Master of Education: Montessori Education Concentration Program Application
- Official undergraduate transcript/s
- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Montessori Courses (Summer only).....12 hours

EDUC 531 Philosophy/Classroom Leadership (3)

EDUC 560 Introduction to Project-Based Learning (3)

EDUC 537 Applications of Project-Based Learning in Curriculum and Instruction (3)

EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (3)

Montessori Electives.....Choose 18 hours (6 classes)

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)

EDUC 562 Practicum in Project-Based Learning (3)

EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
EDUC 621 Understanding Learning Differences (3)
EDUC 648 Educational Research (3)
EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
EDUC 761 Learning Disabilities: Characteristics, Identification & Placement (3)

** Program can be completed in 5 semesters (includes summer school).

RATIONALE FOR C: Dean Clayton conducted a preliminary needs assessment with districts through the Pee Dee Consortium. Early indications were that programs were needed. Dr. Kit SaizdeLaMora and Dr. Cindi Nixon met with principals of elementary schools in FSD1 and FSD2, who expressed interest in their current teachers having access to a Montessori certification program that would culminate in a graduate degree. In addition, other districts are starting Montessori programs in their elementary schools such as Darlington. Access to these programs will generate increased marketability and flexibility for teaching positions to serve the needs of South Carolina Public Schools. Creating these programs will fill a gap in Montessori programs across the state. FMU would be the only university to offer Montessori programs outside of Lander University (approx. 170 miles away). Therefore, creating these programs will provide an opportunity for Francis Marion University to distinguish itself among public universities in the South. Additionally, South Carolina has the largest number of public Montessori schools in the country (Stringer, 2018 <https://www.the74million.org/new-south-carolina-study-of-public-montessori-schools-shows-majority-low-income-students-outperforming-peers/>)

Hence, establishment of these programs would help current educators and teacher candidates meet the eligibility criteria to hold positions in public school Montessori programs via multiple pathways

<https://ed.sc.gov/educators/teaching-in-south-carolina/specialized/montessori/>

D. ADD on page 191 of the current catalog after the MASTER OF EDUCATION: MONTESSORI EDUCATION CONCENTRATION but before Program for Master of Education Degree with major in Learning Disabilities section:

MASTER OF EDUCATION: MONTESSORI EARLY CHILDHOOD EDUCATION

Coordinator: Dr. Cynthia Nixon

Student must complete 30 hours.

PROGRAM DESCRIPTION: The Master of Education: Montessori Early Childhood Education is a graduate M.Ed. program for students who are currently licensed teachers who would like to add certification in Early Childhood Montessori Education. Students take a variety of courses throughout the year and do a summer of Montessori-specific courses.

APPLICATION

Master of Education: Montessori Early Childhood Education Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:

- Master of Education: Montessori Education Concentration Program Application
- Official undergraduate transcript/s
- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Montessori Core Courses (Summer only).....12 hours

- EDUC 531 Philosophy/Classroom Leadership (3)
- EDUC 532 Practical Life and Sensorial Curriculum (3)
- EDUC 540 Mathematics and Science Curriculum (3)
- EDUC 541 Language and Social studies Curriculum Parenting (3)

Montessori Electives.....Choose 12 hours (4 classes)

- EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)
- EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
- EDUC 621 Understanding Learning Differences (3)
- EDUC 648 Educational Research (3)
- EDUC 771 Introduction to Early Childhood Special Education (3)
- EDUC 780 Assessment of Young Children with Disabilities (3)
- EDUC 784 Methods for Teaching Young Children with Disabilities (3)
- EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

Montessori Internship.....6 hours

- EDUC 699 Internship: Montessori

RATIONALE FOR D: Dean Clayton conducted a preliminary needs assessment with districts through the Pee Dee Consortium. Early indications were that programs were needed. Dr. Kit SaizdeLaMora and Dr. Cindi Nixon met with principals of elementary schools in FSD1 and FSD2, who expressed interest in their current teachers having access to a Montessori certification program that would culminate in a graduate degree. In addition, other districts are starting Montessori programs in their elementary schools such as Darlington. Access to these programs will generate increased marketability and flexibility for teaching positions to serve the needs of South Carolina Public Schools. Creating these programs will fill a gap in Montessori programs across the state. FMU would be the only university to offer Montessori programs outside of Lander University (approx. 170 miles away). Therefore, creating these programs will provide an

opportunity for Francis Marion University to distinguish itself among public universities in the South. Additionally, South Carolina has the largest number of public Montessori schools in the country (Stringer, 2018 <https://www.the74million.org/new-south-carolina-study-of-public-montessori-schools-shows-majority-low-income-students-outperforming-peers/>)

Hence, establishment of these programs would help current educators and teacher candidates meet the eligibility criteria to hold positions in public school Montessori programs via multiple pathways

<https://ed.sc.gov/educators/teaching-in-south-carolina/specialized/montessori/>

E. ADD on page 191 of the current catalog after MASTER OF EDUCATION: MONTESSORI EARLY CHILDHOOD EDUCATION but before Program for Master of Education Degree with major in Learning Disabilities section:

MASTER OF EDUCATION: MONTESSORI ELEMENTARY EDUCATION

Coordinator: Dr. Cynthia Nixon

Student must complete 30 hours.

PROGRAM DESCRIPTION: The Master of Education: Montessori Elementary Education is a graduate M.Ed. program for students who are currently licensed teachers who would like to add certification in Elementary Montessori Education. Students take a variety of courses throughout the year and do a summer of Montessori-specific courses.

APPLICATION

Master of Education: Montessori Elementary Education Concentration Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:

Master of Education: Montessori Elementary Education Concentration Admission Criteria:

- Master of Education: Montessori Education Concentration Program Application
- Official undergraduate transcript/s
- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Montessori Core Courses (Summer only).....12 hours

- EDUC 531 Philosophy/Classroom Leadership (3)
- EDUC 536 Mathematics Geometry 1 Curriculum (3)
- EDUC 537 Language and Geometry II Curriculum (3)
- EDUC 538 Cultural/Science/Fine Arts Curriculum (3)

Montessori Electives.....Choose 12 hours (4 classes)

- EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)
- EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
- EDUC 621 Understanding Learning Differences (3)
- EDUC 624 Behavior Management (3)
- EDUC 648 Educational Research (3)
- EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Characteristics, Identification & Placement (3)
- EDUC 745 Teaching Reading and Writing to Exceptional Students (3)
- EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (new class) (3)

Montessori

Internship.....6 hours

- EDUC 699 Internship: Montessori (6)

RATIONALE FOR E: Dean Clayton conducted a preliminary needs assessment with districts through the Pee Dee Consortium. Early indications were that programs were needed. Dr. Kit SaizdeLaMora and Dr. Cindi Nixon met with principals of elementary schools in FSD1 and FSD2, who expressed interest in their current teachers having access to a Montessori certification program that would culminate in a graduate degree. In addition, other districts are starting Montessori programs in their elementary schools such as Darlington. Access to these programs will generate increased marketability and flexibility for teaching positions to serve the needs of South Carolina Public Schools. Creating these programs will fill a gap in Montessori programs across the state. FMU would be the only university to offer Montessori programs outside of Lander University (approx. 170 miles away). Therefore, creating these programs will provide an opportunity for Francis Marion University to distinguish itself among public universities in the South. Additionally, South Carolina has the largest number of public Montessori schools in the country (Stringer, 2018 <https://www.the74million.org/new-south-carolina-study-of-public-montessori-schools-shows-majority-low-income-students-outperforming-peers/>)

Hence, establishment of these programs would help current educators and teacher candidates meet the eligibility criteria to hold positions in public school Montessori programs via multiple pathways

<https://ed.sc.gov/educators/teaching-in-south-carolina/specialized/montessori/>

F. ADD EDUC 531 Montessori Philosophy and Classroom Leadership (3) This course will provide the adult learners/teacher candidates with the background knowledge of the Montessori philosophy of instructing children, managing the classroom, ways to enhance grace and courtesy in the classroom, and history of the development of the method. The Montessori philosophy of education has a proven record for more than 100 years. The philosophy behind the development of the method taught by Dr. Maria Montessori will be examined. Articles from studies completed

comparing the Montessori method to traditional methods will be read and discussed. Management of the classroom using the philosophy of Dr. Maria Montessori will be taught with examples and studies. Further studies will show the long term effectiveness of the method of learning on children as they mature into adulthood.

G. ADD EDUC 532 Montessori Practical Life and Sensorial Curriculum (3) This course will give the adult learners/teacher candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Practical Life curriculum provides adult learners/teacher candidates with activities which teach gross and fine motor skills, self-care skills, environmental care skills, social skills and general control of movement. The Sensorial curriculum provides activities that adult learners/teacher candidates can introduce to young children which increase their abilities intellectually. The games and activities allow young children to experience mathematical thinking and language, scientific perception and language, and physical classification of materials and language in their environment.

H. ADD EDUC 536 Montessori Mathematics & Geometry Part I for Grades 1-3 (3) This course will include lecture, presentation and practice of math and geometry materials, observation of presentations, arrangement of classroom materials, and methods of assessment and planning. The course will assist adult learners/teacher candidates with using Montessori-designed mathematics and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs, and observation and assessment of children's activity.

I. ADD EDUC 537 Montessori Elementary Language & Geometry Part II (3) This course will give the adult learners/teacher candidates the knowledge and skills to teach reading, grammar, comprehension, and geometry to elementary children (grades 1-3) using Montessori methods and materials. The Language course gives the sequence, materials and process used in teaching reading to the elementary child. The course also teaches grammar through identification of parts of speech in isolation and sentence analysis. The second part of the Language course is teaching reading comprehension and writing.

The second part of the course will be the continuation of Geometry Part I. This takes the adult learners/teacher candidates further in the study of geometry and how it is taught to children using Montessori methods and materials. The hands-on materials will be presented and the purposes given for each apparatus and help the adult learners/teacher candidates learn to move the child from the process to the product and develop the algorithm for problems.

J. ADD EDUC 538 Montessori Elementary Cultural, Science and Fine Arts (3) This course will provide the adult learners/teacher candidates with the knowledge, curriculum guidelines, and methods to teach these subjects in a Montessori lower elementary (grades 1-3) school. The Cultural course is designed around the five cultural themes in Montessori philosophy. The themes are referred to as the Great Lessons. These lessons are an introduction to history, geography, cultural awareness, and science. The lessons are further enhanced with up-to-date knowledge of the aforementioned. Design of the lessons encourages further research on the part of the adult learners/teacher candidates and the children.

The Science course uses Montessori methods to teach all the science themes while incorporating them with the cultural lessons as opposed to teaching in isolation. The science meets and surpasses the state required standards and encourages exploration on the part of the student. Fine

Arts further enhances the cultural aspect of the cultural studies with materials and lessons to learn how arts are a fundamental need of man. The lessons celebrate art and artists around the world through time.

K. ADD EDUC 540 Montessori Mathematics and Science Curriculum PreK/K (3) This course will give the adult learners/teacher candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Mathematics Curriculum provides adult learners/teacher candidates of young children with activities based upon Montessori's mathematics materials. Activities include: introduction to numbers 1 - 10; introduction to base 10 place value and the basic operations; introduction to numbers 11 - 99 in both concrete and abstract forms; introduction to memorization of math facts and fractions. The science curriculum introduces adult learners/teacher candidates to activities for the discovery of vertebrate animals, plants, earth science (weather, rocks, biomes) and physical science.

L. ADD EDUC 541 Montessori Language, Social Studies and Parenting (3) The language curriculum introduces adult learners/teacher candidates to activities for children to explore and learn basic speaking, reading and writing. Oral language activities, phonics activities, beginning writing, beginning handwriting and early reading are covered in detail using Montessori-based manipulatives. The social studies curriculum introduces adult learners/teacher candidates to geography activities, concepts of time and diversity of the world around us. The parenting activities are introduced to help adult learners/teacher candidates guide parents of young children as they prepare their children for school and academic learning

M. ADD EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (3) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for all students with different learning needs and abilities. The course will provide the students opportunities to plan and implement lessons and an array of learning activities, integrating technology, to address PK-12 students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning; apply culturally sensitive instruction to address the needs of PK-12 students from diverse socio-economic, cultural, linguistic backgrounds, and abilities; select appropriate, evidence based instructional strategies for addressing individual PK-12 student needs in meeting curriculum objectives; and apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.

N. ADD EDUC 699 Internship: Montessori (6) This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students in early childhood and elementary Montessori classrooms.

Rationale for F-N: All course titles and descriptions are dictated by the Montessori Accreditation Council for Teacher Education (MACTE). MACTE is the international standard setting and accrediting body for Montessori educator preparation. MACTE has been recognized by the U.S. Department of Education since 1995.

O. Modify page 181 of the current online catalog

FROM:

School of Education

Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.]
Teaching and Learning (Master of Education (M.Ed.)

TO:

School of Education

Accelerated Master's Program (Master of Arts in Teaching in Montessori Early Childhood Education)

Accelerated Master's Program (Master of Arts in Teaching in Montessori Elementary Education)

Master of Education: Montessori Education Concentration

Master of Education: Montessori Early Childhood Education

Master of Education: Montessori Elementary Education

Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.]

Teaching and Learning (Master of Education (M.Ed.)

P. Modify to page 188 of the current online catalog

FROM:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

Master of Education (M.Ed.):

Learning Disabilities (Special Education)

Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher certification.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities OR Multi-Categorical Special Education

Early Childhood Education (Accelerated Master's Program)

Elementary Education (Accelerated Master's Program)

Learning Disabilities

Completion of the M.A.T. degree leads to initial South Carolina teacher certification.

TO:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

Master of Education (M.Ed.):

Master of Education: Montessori Education Concentration

Master of Education: Montessori Early Childhood Education

Master of Education: Montessori Elementary Education

Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher certification.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities OR Multi-Categorical Special Education
 Early Childhood Education (Accelerated Master's Program)
 Elementary Education (Accelerated Master's Program)
 Accelerated Master's Program (Master of Arts in Teaching in Montessori Early Childhood Education)
 Accelerated Master's Program (Master of Arts in Teaching in Montessori Elementary Education)
 Learning Disabilities (Special Education)
 Completion of the M.A.T. degree leads to initial South Carolina teacher certification.

RATIONALE FOR O-P: These catalog additions reflect the newly approved programs of study within the School of Education.

5. Proposal from the Department of Biology

A. **MODIFY** elective requirements on page 65 of the current catalog:

FROM:

A major in Biology requires the following:

Communications.....	9-10 hours
English 101 (or 101E/L), 102.....	6 or 7
Speech Communication 101.....	3
Mathematics.....	6 hours
Mathematics 111, 132, or higher.....	6
Social Sciences.....	9 hours
Political Science 101 or 103.....	3
Social Science Elective.....	3
Social Science Elective	3
Humanities.....	12 hours
Literature.....	3
History.....	3
Fine Art Appreciation	3
Humanities Elective.....	3
Biology	33 hours
Biology 105/115L* or 107.....	4
Biology 103 and 104 may substitute for 105 and 115L with permission from the department	
Biology 106 or 108	4
Cellular Biology Block (either 301, 302, or 407).....	4
Organismal Biology Block (either 201, 202, 206, 207, 208, 209, 303, 307, 311, 312, 313, 315, or 320)	4
Ecology Block (either 308, 317, 318, 402, 411, or 412).....	4
Genetics Block (either 401 or 409).....	4
Biology Elective.....	4
Biology Elective.....	4
Senior Seminar (499).....	1

Chemistry.....	12 hours
Introductory Chemistry (111, 111L, 112 and 112L).....	8
Organic Chemistry (201).....	4
Physics.....	8-12 hours
General Physics (215 and 216).....	8
OR Technical Physics (200, 201, and 202).....	12
2nd Collateral OR Chemistry Minor	7-12 hours
Electives.....	14-25 hours
Total Hours Required for Graduation.....	120 hours

TO:

A major in Biology requires the following:

Communications.....	9-10 hours
English 101 (or 101E/L), 102.....	6 or 7
Speech Communication 101.....	3
Mathematics.....	6 hours
Mathematics 111, 132, or higher.....	6
Social Sciences.....	9 hours
Political Science 101 or 103.....	3
Social Science Elective.....	3
Social Science Elective	3
Humanities.....	12 hours
Literature.....	3
History.....	3
Fine Art Appreciation	3
Humanities Elective.....	3
Biology	36-37 hours
Biology 105/115L* or 107.....	4
Biology 103 and 104 may substitute for 105 and 115L with permission from the department	
Biology 106 or 108	4
Cellular Biology Block (either 301, 302, or 407).....	4
Organismal Biology Block (either 201, 202, 206, 207, 208, 209, 303, 307, 312, 313, 315, 320, 400).....	4
Ecology Block (either 260, 308, 317, 318, 402, 411, or 412).....	4
Genetics Block (either 401 or 409).....	4
Biology Electives.....	11-12
Senior Seminar (499).....	1
Chemistry.....	12 hours
Introductory Chemistry (111, 111L, 112 and 112L).....	8
Organic Chemistry (201).....	4
Physics.....	8-12 hours
General Physics (215 and 216).....	8

OR Technical Physics (200, 201, and 202).....	12
2nd Collateral OR Chemistry Minor	7-12 hours
Electives.....	11-22 hours
Total Hours Required for Graduation.....	120 hours

RATIONALE for A: Traditionally, biology courses have all been 4 credit hours, 3 hours of lecture and 1 hour of lab. However, as our department continues to grow and add additional courses, the number of 3 credit hour courses is increasing. Many disciplines within biology, such as neuroscience, fisheries, forestry, bioinformatics, genomics, and more, lend themselves better to offering courses that are 3 credit hours opposed to 4 credit hours. As our department increases the breadth of courses offered to our students, we are proposing to update the number of required biology elective hours for biology majors from 8 hours to 11 hours. We are proposing this update in part to ensure that students choosing to take courses that are 3 credit hours opposed to 4 credit hours are not penalized for doing so. Additionally, requiring biology majors to complete 11 credit hours of electives will help ensure that graduates of the biology department have a more in depth understanding and appreciation of their chosen field of study. Furthermore, modifying the number of hours earned from elective courses within the major, will update our curriculum to be more in line with those of the other science majors on campus, namely chemistry and physics, which require a minimum of 36 total credit hours from courses taken within the major. In staying aligned with the goals of a liberal arts education, this update will allow our students to become more proficient in their chosen field of study while still having flexibility in their schedule to complete courses outside of biology.

B. **MODIFY** requirements for BIOL 105 on page 67 of the current catalog:

FROM:

105 Biological Sciences I (3) F, S, SU.

TO:

105 Biological Sciences I (3) F, S, SU. (Eligibility to take Math 111)

C. **MODIFY** requirements for BIOL 106 on page 67 of the current catalog:

FROM:

106 Biological Sciences II (4:3-3) F, S, Su.

TO:

106 Biological Sciences II (4:3-3) F, S, SU. (Eligibility to take MATH 111)

D. **MODIFY** requirements for BIOL 107 on page 67 of the current catalog:

FROM:

107 Integrated Biological Concepts I (4:3-3)

TO:

107 Integrated Biological Concepts I (4:3-3) (Eligibility to take MATH 111)

E. **MODIFY** requirements for BIOL 108 on page 67 of the current catalog:

FROM:

108 Integrated Biological Concepts II (4:3-3)

TO:

108 Integrated Biological Concepts II (4:3-3) (Eligibility to take MATH 111)

F. **MODIFY** requirements for BIOL 115L on page 67 of the current catalog:

FROM:

115L Laboratory for Biological Sciences I (1:3)

TO:

115L Laboratory for Biological Sciences I (1:3) (Eligibility to take MATH 111)

RATIONALE for B-F: It is the desire of the department of Biology to increase student success and retention within the biology program by adding eligibility for Math 111 as a pre-requisite. Data collected over the past 8 semesters show that students taking Math 105 at the same time as Biology 105 have a 58% probability of failing (F) or withdrawing (W) from Biology 105. In contrast, students eligible for Math 111 or higher when taking Biology 105 have a 32% probability of failing or withdrawing from Biology 105. There is some variation across individual semesters, however, each semester showed a similar trend where students enrolled in Math 105 have a higher probability of failing or withdrawing compared to students eligible for Math 111 (Figure 1). The data show that there is an increase in the failing or withdrawing probability of 20-40% during these 8 semesters for students in Biology 105 when they are enrolled in Math 105 (Figure 2). Understanding and working with data are a core concept within biology. Many biological concepts (e.g., inheritance and species diversity, calculation of concentrations, unit conversions) covered in introductory biology (BIOL 105, 106, 107, and 108) require a working knowledge of basic algebra (e.g., taking exponents, linear equations, graphs, etc.). Based on the data, the department of Biology feels it would benefit students greatly to be eligible for Math 111 before attempting to take Biology 105. Students that do not begin an introductory course in their first semester will not be off schedule for graduating in 4 years with a Biology degree. Additionally, pre-nursing students will still be able to make application to the Nursing program in a 2-year window and still complete a Nursing degree in the 4 year time frame.

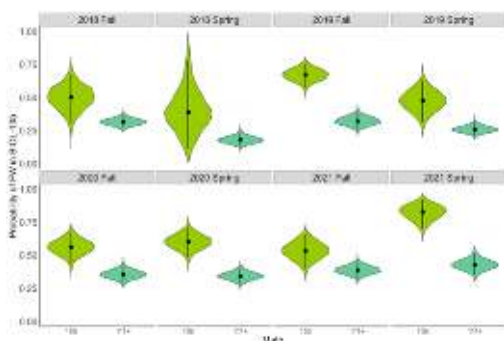


Figure 1: Probability of Failing (F) or Withdrawing (W) from Biology 105 while enrolled in Math 105 (green) or Math 111 (blue). Violin plots represent the full posterior probability distribution of the estimated FW rate by semester/Math course. Points are the median of the posterior probability and the error bars are the bounds of the 95% posterior probability range.

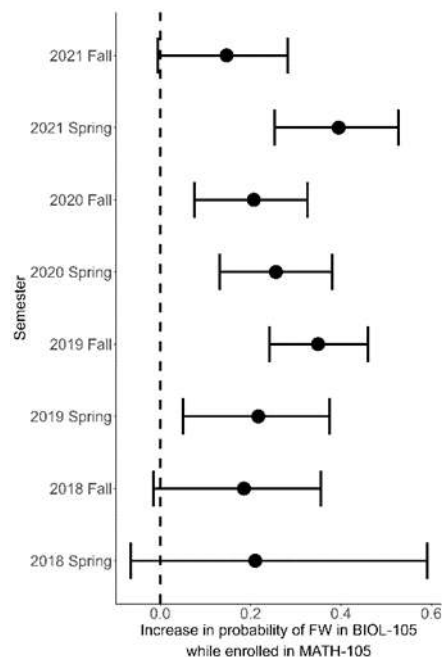


Figure 2: Increase in probabilities for students enrolled in Biology 105 and taking Math 105 being assigned an F or W for several semesters. Points are the median change in probability of getting an FW and the error bars are the 95% probability intervals.

6. Proposal from the Office of Institutional Effectiveness

A. Presentation of the 2020-2021 General Education Report - *See appendix for the complete General Education Report.*

7. Response of the Academic Affairs Committee to the 2020-2021 General Education Report (for informational purposes only)

After a review of the 2020-2021 General Education Report, the Academic Affairs Committee finds that the General Education goals are presently being met under the current model of

assessment as indicated by student responses on the Exit Survey. The committee also recognizes the unique strain placed on data collection and evaluation during the pandemic and encourages the continuing progress of departments toward meeting the target standard for their student learning outcomes. To that end, the committee supports the following action items identified by the Institutional Effectiveness Committee based on this year's report:

- To review other universities' general education assessment methods
- To develop an appropriate process for our campus based on our institution's needs
- To establish an alignment among goals, content of student knowledge, and courses within the General Education curriculum
- To determine what courses should participate in the General Education assessment
- To standardize an appropriate rotation method for the assessment procedure
- To work with others in identifying artifacts for the assessment
- To create any universal rubrics needed for the assessment procedure
- To determine method of assessing artifacts and evaluating the data presented