

**MINUTES**  
**General Faculty Meeting**  
**April 1, 2025 – 3:45 pm, Chapman Auditorium**

- I. Meeting was called to order by Chair O’Kelley at 3:45 PM**
- II. Minutes from the February 18, 2025 meeting were approved as posted**
- III. Election Results**

**Academic Affairs Committee School of Health Sciences** – Must be tenured

\_\_\_ Allie Munn – Health Sciences

**Academic Affairs Committee At Large** – Must be tenured

\_\_\_ Meredith Love – English

**Academic Freedom and Tenure Grievance VOTE for 2** – Must be tenured and may not serve concurrently on the Faculty Grievance Committee, Mediation Committee or any Tenure and Promotion Committee

\_\_\_ Tracy George – Health Sciences

\_\_\_ Lorianne Turner – Biology

**Accreditation College of Liberal Arts**

\_\_\_ Jennifer Titanski-Hooper – Political Science

**Accreditation School of Education**

\_\_\_ Patricia Boatwright – Education

**Accreditation School of Business**

\_\_\_ Kay Poston – Business

**Accreditation School of Health Sciences**

\_\_\_ David James – Health Sciences

**Admissions, Advising, and Retention VOTE for 2**

\_\_\_ Kathy McCoy – Mathematics

\_\_\_ Lisa Midcalf– Education

**Budget Review and Planning VOTE for 2**

\_\_\_ Ivan Dungan – Mathematics

\_\_\_ Nathan Flowers – Library

**Faculty Grievance** - Must be tenured and may not serve concurrently on the Academic Freedom and Tenure Grievance Committee, Mediation Committee or any Tenure and Promotion Committee

\_\_\_ Erica Johnson – History

**Faculty Life School of Education**

\_\_\_ Kit Saizdelamora – Education

**Faculty Life Fine Arts/Mass Comm**

\_\_\_ Julie Mixon – Fine Arts

**Faculty Life School of Health Sciences**

\_\_\_ Isaac Snapp – Health Sciences

**Grade Appeals VOTE for 2**

\_\_\_ Tamatha Barbeau – Biology

\_\_\_ Nicole Panza – Mathematics

**Graduate Council School of Business, School of Education, School of Health Sciences or Psychology Department VOTE for 2**– Must be tenured and limited to a single term.

\_\_\_ Sarah Kershner – Health Sciences

\_\_\_ Hubert Setzler – Business

**Honors Program VOTE for 2**

\_\_\_ Nathan Harness – Biology

\_\_\_ Kiley Molinari – Sociology

**Information Technology VOTE for 4**

\_\_\_ Lochran Fallon – English

\_\_\_ Nathan Harness – Biology

\_\_\_ Caroline Padgett – Business

\_\_\_ Lauren Perez – Political Science

**Institutional Effectiveness VOTE for 3**

\_\_\_ Jessica Burke – Sociology

\_\_\_ Diana Jenkins – Chemistry

\_\_\_ Jordan Kirby – Mathematics

**Mediation VOTE for 2-** Must be tenured and may not serve concurrently on the Academic Freedom and Tenure Grievance Committee, Faculty Grievance Committee or any Tenure and Promotion Committee

\_\_\_ Polly Haselden – Education

\_\_\_ Tiffany Phillips – Health Sciences

**Nominating VOTE for 2**

\_\_\_ Jordan Kirby – Mathematics

\_\_\_ Gabrielle Scott – Health Sciences

**PEAK Social Sciences and Psychology**

\_\_\_ Lauren Perez – Political Science

**PEAK School of Business**

\_\_\_ Jan Serrano – Business

**Professional Development School of Health Sciences**

\_\_\_ Michele Norman – Health Sciences

**Professional Development Fine Arts and Mass Communications**

\_\_\_ Glen Gourley – Fine Arts

**Professional Development School of Education**

\_\_\_ Rongzhi Li – Education

**IV. Report from the Executive Committee**

The Spring graduations will be held Friday, May 2, at 7 PM for the Schools of Business and Health Sciences and Saturday, May 3<sup>rd</sup>, at 10 AM for the College of Liberal Arts and the School of Education. Friday's graduation speaker and honoree degree recipient will be Carl Humphries, CEO of HopeHealth and Saturday's speaker and degree recipient will be Governor Henry McMaster.

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

**1. Proposals from the Biology Department – *All items passed as written.***

A. Modify – Organismal Biology Block to add BIOL 305 to Biology Degree

B. Modify – Organismal Biology Block to add BIOL 305 to Secondary Option Degree

- C. Modify – Organismal Biology Block to add BIOL 305 to Veterinary Studies Option Degree

**2. Proposals from the Department of English and Philosophy - *All items passed as written.***

- A. Modify – Course offerings for Creative Writing Program
- B. Modify – 4 Year plan for English Major, Creative Writing Program
- C. Modify – English 331
- D. Modify – English 431

**3. Proposal from the Department of Mathematics – *Item passed as written.***

- A. Modify the course of study for Mathematics Major with Teacher Licensure option

**4. Proposals from the Department of Modern Languages - *All items passed as written.***

- A. Add - Spanish 202
- B. Add - MOLA courses options to French Minor and Collateral requirements
- C. Add - MOLA course options to the Spanish Major, Minor, and Collateral requirements
- D. Modify – The foreign language requirement for the Bachelor of Arts Degree
- E. Modify – AP scores required for Spanish, Add Spanish 202
- F. Modify – CLEP program score requirements, Add Spanish 202
- G. Modify – IB Program score requirements, Add Spanish 202

**5. Proposals from the Department of Physics and Engineering - *All items passed as written.***

- A. Modify - the course description and prerequisites for ENGR 252
- B. Add - ENGR 450
- C. Modify – Major in Industrial Engineering requirements
- D. Modify – Health Physics Concentration
- E. Modify – Engineering Technology requirements

**6. Proposals from the Department of Political Science and Geography - *All items passed as written.***

- A. Delete – GEOG 304, 305, and 307
- B. Add – GEOG 208
- C. Add – GEOG 209
- D. Modify – GEOG 204, 300, 302, 303, and 306
- E. Modify – Minor in Geography requirements
- F. Modify – POLI 204

**7. Proposals from the School of Education - *All items passed as written.***

- A. Modify – Requirements for Admission to the Professional Education Program
- B. Modify – EDUC 420
- C. Modify – Student Teacher requirements
- D. Modify – Elementary Education Teaching requirements
- E. Modify – Multi-Categorical: Autism Studies program requirements
- F. Modify – EDUC 329

- G. Modify – EDUC 313
- H. Modify – EDUC 391
- I. Modify – EDUC 392
- J. Modify – EDUC 393
- K. Modify – EDUC 487

**8. Proposals from the School of Health Sciences - *All items passed as written.***

- A. Modify – NRN 334
- B. Modify – NRN 448
- C. Modify – IPHC 334
- D. Modify – IPHC 448
- E. Modify – Healthcare Administration Plan of Study

**VI. Approval of Candidates for May Graduation - *All candidates were approved contingent upon final verification from the Registrar.***

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

**VII. Candidates for Professor Emeritus/a (2025) - *All candidates were approved for Emeritus/a status.***

Timothy Hanson	Associate Professor of Mass Communication	1996 - 2025
Dr. Barbara Holliman	Associate Professor of Chemistry	1982 - 2025
Dr. Samuel Howell	Assistant Professor of Art History	1994 - 2025
Dr. Dawn Larsen	Professor of Theatre History	2007 - 2024
Dr. Neil Riley	Professor of Financial Management	1991 – 2024

**Criteria:** The title Emeritus/a will be conferred on Assistant, Associate or Full professors upon retirement from a minimum of twelve years full-time faculty service. Emeritus/a candidates will be identified by department chairs or deans, forwarded to the chairperson of the general faculty, presented for approval by simple majority vote at a meeting of the general faculty, and submitted for concurrence to the president of the university. These criteria are retroactive: faculty having already retired are eligible for Emeritus status provided they meet the criteria above.

**VIII. Old Business - None**

**IX. New Business - None**

**X. Announcements - Upcoming activities and events were discussed.**

**XI. Meeting was adjourned By Chair O’Kelley at 4:54 PM**

**Attachment to the General Faculty Meeting Agenda – April 1, 2025**

**V. Report from the Faculty Senate**

**1. PROPOSALS FROM THE BIOLOGY DEPARTMENT**

- A. MODIFY** on page 64 to add Biology 305: Comparative Anatomy to the list of courses that satisfy the Organismal Biology Block in the Biology Degree.

**FROM:**

Organismal Biology Block (either 201,202, 206, 207, 208, 209, 216, 303, 307, 312, 313, or 315).....4

**TO:**

Organismal Biology Block (either 201,202, 206, 207, 208, 209, 216, 303, **305**, 307, 312, 313, or 315).....4

- B. MODIFY** on page 67 to add Biology 305: Comparative Anatomy to the list of courses that satisfy the Organismal Biology Block in the Biology: Secondary Option Degree.

**FROM:**

Organismal Biology: One course from  
Biology 201,202, 206, 207, 208, 209, 216, 303, 307, 312, 313, 315 or 320.....4

**TO:**

Organismal Biology: One course from  
Biology 201,202, 206, 207, 208, 209, 216, 303, **305**, 307, 312, 313, 315 or 320.....4

- C. MODIFY** on page 67 to add Biology 305: Comparative Anatomy to the list of courses that satisfy the Organismal Biology Block in the Biology: Veterinary Studies Option Degree.

**FROM:**

Organismal Block: (201, 202, 209, 216, 311, 312, 313, 315).....4

**TO:**

Organismal Block: (201, 202, 209, 216, **305**, 311, 312, 313, 315).....4

**RATIONALE for A-C:**

Bio 305 is comparative vertebrate anatomy and traces the evolution of the different organ systems from the earliest most primitive vertebrate animals to today's living species. The addition of this course to the organismal block will give students an additional option to meet the organismal requirement for the biology major.

## 2. PROPOSALS FROM THE DEPARTMENT OF ENGLISH AND PHILOSOPHY

A. **MODIFY** on p. 84 of the current print catalog

### **FROM:**

c) CREATIVE WRITING PROGRAM: 34 hours

English 250	Introduction to Literature
OR English 250G	Introduction to Literature: Examining Depictions of Gender
OR English 251	Introduction to Film Studies
OR English 252	Reading and Writing Fiction, Poetry, and Drama
English 261	Survey of British Literature
OR English 262	Survey of American Literature
English 317	Editing & Publishing
English 367	Creative Writing: Fiction Workshop
English 368	Creative Writing: Advanced Fiction Workshop
English 370	Creative Writing: Poetry Workshop
English 371	Creative Writing: Advanced Poetry Workshop
English 366	Creative Writing: Literary Nonfiction Workshop
OR	
English 372	Creative Writing: Playwriting Workshop
One course from English 411, English 431, or English 498	
Two courses in 300- or 400-level literature, at least one focused on literature since 1900	
English 490: Capstone in Creative Writing	

### **TO:**

c) CREATIVE WRITING PROGRAM: 34 hours

English 250	Introduction to Literature
OR English 250G	Introduction to Literature: Examining Depictions of Gender
OR English 251	Introduction to Film Studies
OR English 252	Reading and Writing Fiction, Poetry, and Drama
English 261	Early British Literature Survey
OR English 262	Early American Literature Survey
OR English 263	Late British Literature Survey
OR English 264	Late American Literature Survey
English 317	Editing & Publishing
English 367	Creative Writing: Fiction Workshop
English 368	Creative Writing: Advanced Fiction Workshop

English 370                      Creative Writing: Poetry Workshop  
 English 371                      Creative Writing: Advanced Poetry Workshop  
 English 366                      Creative Writing: Literary Nonfiction Workshop  
 OR  
 English 372                      Creative Writing: Playwriting Workshop  
 One course from English 411, English 431, or English 498  
 Two courses in 300- or 400-level literature, at least one focused on  
 literature since 1900  
 English 490: Capstone in Creative Writing

**B. MODIFY** on p. 92 of the current print catalog, the FOUR YEAR PLAN FOR ENGLISH MAJOR, CREATIVE WRITING PROGRAM

**FROM:**

**FOUR YEAR PLAN FOR ENGLISH MAJOR, CREATIVE WRITING PROGRAM**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Foreign Language 101	3
MOLA 100	3	Political Science 101 or 103	3
Science and Lab	4	Social Science	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>15</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 250, 250G, 251, OR 252	3	English 367	3
Foreign Language 102	3	English 370	3
Speech Communication 101	3	English 261 OR English 262	3
Social Science	3	Minor Elective	3
Science and lab	4	Art 101, Music 101, or Theatre 101	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>

English Literature Elective 300-400*	3	English 368	3
English 317	3	English 366 or 372	3
English 371	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Senior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English Literature Elective 300-400*	3	English Writing Elective 400-level	3
Minor Elective	3	English 490	1
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13</b>
*At least one of the English Literature 300-400 courses must focus on literature since 1900			
<b>Minimum Hours Required for Degree 120</b>			

**TO:**

**FOUR YEAR PLAN FOR ENGLISH MAJOR, CREATIVE WRITING PROGRAM**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Foreign Language 101	3
MOLA 100	3	Political Science 101 or 103	3
Science and Lab	4	Social Science	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>15</b>
<b>Sophomore Year</b>			



Course	Fall Sem.		Course	Spring Sem. Hrs.	
	Hrs.				
English 250, 250G, 251, OR 252	3		English 367		3
Foreign Language 102	3		English 370		3
Speech Communication 101	3		English 261, English 262, English 263, or English 264		3
Social Science	3		Minor Elective		3
Science and lab	4		Art 101, Music 101, or Theatre 101		3
<b>Total Credits</b>	<b>16</b>		<b>Total Credits</b>		<b>15</b>
<b>Junior Year</b>					
Course	Fall Sem.		Course	Spring Sem. Hrs.	
	Hrs.				
English Literature Elective 300-400*	3		English 368		3
English 317	3		English 366 or 372		3
English 371	3		Minor Elective		3
Minor Elective	3		Free Elective		3
Free Elective	3		Free Elective		3
<b>Total Credits</b>	<b>15</b>		<b>Total Credits</b>		<b>15</b>
<b>Senior Year</b>					
Course	Fall Sem.		Course	Spring Sem. Hrs.	
	Hrs.				
English Literature Elective 300-400*	3		English Writing Elective 400-level		3
Minor Elective	3		English 490		1
Minor Elective	3		Minor Elective		3
Free Elective	3		Free Elective		3
Free Elective	3		Free Elective		3
<b>Total Credits</b>	<b>15</b>		<b>Total Credits</b>		<b>13</b>
*At least one of the English Literature 300-400 courses must focus on literature since 1900					
<b>Minimum Hours Required for Degree 120</b>					

### RATIONAL FOR A-B:

The faculty have already approved splitting the American and British literature surveys into two classes each and the consequential change to the 2025/26 catalog, and the language under the English Liberal Arts major and Teacher Licensure major has already been adjusted accordingly,

but the language under the Creative Writing major was inadvertently left unchanged. This proposal corrects that oversight.

C. **MODIFY** on page 86 of the current catalog

**FROM:**

**331 Special Topics in Writing (3)** (Prerequisite: 102 with a grade of C or higher; one previous literature course recommended). Provides reading, instruction, and practice in techniques in writing in a particular genre or sub-genre. Students are expected to compose and share work with the instructor and other students.

**TO:**

**331 Special Topics in Writing (3)** (Prerequisite: 102 with a grade of C or higher; one previous literature course recommended). Provides reading, instruction, and practice in techniques in writing in a particular genre or sub-genre. Students are expected to compose and share work with the instructor and other students. **May be taken twice for academic credit with departmental approval.**

D. **MODIFY** on page 87 of the current catalog

**FROM:**

**431 Advanced Topics in Writing (3)** (Prerequisite: 102 with a grade of C or higher and an additional 300-level writing course) Provides advanced study in the reading and practice of techniques in writing in a particular genre or sub-genre. Students compose and share work with the instructor and other students.

**TO:**

**431 Advanced Topics in Writing (3)** (Prerequisite: 102 with a grade of C or higher and an additional 300-level writing course) Provides advanced study in the reading and practice of techniques in writing in a particular genre or sub-genre. Students compose and share work with the instructor and other students. **May be taken twice for academic credit with departmental approval.**

**Rationale for C-D:**

With our recently added major in Creative Writing, we are offering more special topics and have more students taking advanced writing courses in different semesters. Each special topic course is substantially different from other offerings; thus, it's reasonable and expected that students would take these more than once.

### 3. PROPOSAL FROM THE DEPARTMENT OF MATHEMATICS

A. **MODIFY** on page 110 of the current catalog, the course of study for Mathematics Major with Teacher Licensure option. Updating number of foreign language credits for the B.A., move Education 310, Computer Science 190 or Mathematics 213 or higher, Education 311, Education 322 and Education 411 into the Pre-Professional block. Adjust credits for EDUC 313 and EDUC 487. Add the credits for mathematics courses to the B.A. degree.

#### FROM:

<b>General Education</b>	<b>B.S.</b>	<b>B.A.</b>
Communications	9-10 hours	<del>21-22</del> hours
English 101 (or English 101 E/L)	3 or 4	3 or 4
English 102	3	3
Speech Communication 101	3	3
Foreign Language	0	<del>12</del>
 Social Science	 9 hours	 9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0
 Humanities	 12 hours	 12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. <b>Math 315</b>	3	3
Mathematics (a minimum of 6 hours: Mathematics 111 or (111E) and higher; B.A. degree allows Philosophy and Religious Studies 203 to be substituted for one of the math courses.)	-	-
 Natural Science		
(Laboratories are required with courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science*	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science*, Psychology 206/216, or Honors 280-289	4	0
(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and for the B. S. degree, at least one course from c above.)		

\*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry or any physics course.

Pre-Professional Education	6 hours	6 hours
Education 190	3	3
Education 192	3	3
Professional Education	15 hours	15 hours
Education 310 or Computer Science 190 or Math 213 or higher	3	3
Education 311	3	3
Education 313	1	1
Education 420	3	3
Education 393 and 436 taken concurrently	5	5
Student Teaching Block**	15 hours	15 hours
Education 487	3	3
Education 490	12	12
**Education 487 and 490 to be taken concurrently		
Supporting Courses	6 hours	6 hours
Education 322	3	3
Education 411	3	3
Major or collateral courses	40-70	40-70
(See specific courses below)		
Mathematics Major Requirements		
Mathematics 201	3	
Mathematics 202	3	
Mathematics 203	3	
Mathematics 230	3	
Mathematics 304	3	
Mathematics 306	3	
Mathematics 311	3	
Mathematics 312	3	
Mathematics 315	-	
Mathematics 345	3	
Mathematics 405	3	
Mathematics 499	3	
Mathematics 213 or Computer Science 190 or 226	-	
Electives (if needed)		

Collateral requirement for Teacher Licensure option

- a) One 12-hour collateral approved by the faculty advisor

**TO:**

**General Education**

	<b>B.S.</b>	<b>B.A.</b>
Communications	9-10 hours	18-19 hours
English 101 (or English 101 E/L)	3 or 4	3 or 4
English 102	3	3
Speech Communication 101	3	3
Foreign Language	0	9

Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0

Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Mathematics 315	3	3

Mathematics (a minimum of 6 hours: Mathematics 111 or (111E) and higher; B.A. degree allows Philosophy and Religious Studies 203 to be substituted for one of the mathematics courses.)	-	-
---	---	---

Natural Science (Laboratories are required with courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science*	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science*, Psychology 206/216, or Honors 280-289	4	0

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and for the B. S. degree, at least one course from c above.)

\*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry or any physics course.

	18 hours	18 hours
Pre-Professional Education		
Education 190	3	3
Education 192	3	3
Mathematics 213 or Education 310 or Computer Science 190	3	3
Education 311	3	3

Education 322	3	3
Education 420	3	3
Professional Education	10 hours	10 hours
Education 313	2	2
Education 411	3	3
Education 393 and 436 taken concurrently	5	5
Student Teaching Block**	14 hours	14 hours
Education 487	2	2
Education 490	12	12
**Education 487 and 490 to be taken concurrently		
Major or collateral courses	40-70	40-70
(See specific courses below)		
Mathematics Major Requirements		
Mathematics 201	3	3
Mathematics 202	3	3
Mathematics 203	3	3
Mathematics 230	3	3
Mathematics 304	3	3
Mathematics 306	3	3
Mathematics 311	3	3
Mathematics 312	3	3
Mathematics 315	-	-
Mathematics 345	3	3
Mathematics 405	3	3
Mathematics 499	3	3
Mathematics 213 or Computer Science 190 or 226	-	-
Electives (if needed)		

Collateral requirement for Teacher Licensure option

- b) One 12-hour collateral approved by the faculty advisor

### **RATIONALE for A:**

The modifications were made to reflect the recent changes made by the School of Education. They reclassified their pre-professional and professional courses in the education programs. EDUC 313 credit adjustment was made to reflect previous increase in credits for the course. EDUC 487 credit adjustment, decreasing credits from 3 to 2, is being made to reflect the current proposal from the School of Education. The foreign language for the BA option was made due to recent changes in the General Education requirements. The BS and BA requirements for the major are the same. The credits for the BA option are now listed for consistency. In two places, MATH was expanded to Mathematics for grammatical consistency.

#### 4. PROPOSALS FROM THE DEPARTMENT OF MODERN LANGUAGES

A. **ADD** Spanish 202 on page 118 of the current catalog.

**202 Intermediate Spanish II (3)** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent) Continued study of Spanish with concentration on more advanced grammar and sophisticated sentence structure. Emphasizes practical communication.

##### RATIONALE FOR A:

Two years ago, the Modern Languages program converted the four-course language sequence to a three-course sequence in order to accommodate a reduction in the General Education language requirement from four to three courses. Teaching the entire language in three semesters has proven impractical.

B. **ADD** to the French Minor and Collateral Requirements on page 117 of the current catalog.

##### **MINOR**

A minor in French requires 18 semester hours, including up to six hours of Modern Languages (MOLA) courses.

##### **COLLATERAL**

A collateral in French requires 12 semester hours, including up to three hours of Modern Languages (MOLA) courses.

##### RATIONALE FOR B:

Modern Languages (MOLA) courses teach Francophone and Hispanic arts, cultures, histories, and languages, fulfilling the mission and learning outcomes for students in the minor and collateral. The limits on hours ensure that students have adequate exposure to and learning in the French language.

C. **ADD** to the Spanish Major, Minor, and Collateral Requirements on page 118 of the current catalog.

##### **MAJOR**

A major in Modern Languages - Spanish Track requires the following:

1. Twenty-seven semester hours, including SPAN 301 and 302
2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty advisor
  - b) an 18-hour minor approved by the faculty advisor

The minimum number of semester hours required in major courses for a major in Modern Languages - Spanish Track is 33. The minimum number of semester hours in all courses (major and non-major) required for the

major in Modern Languages - Spanish Track is 120.

Up to six hours of Modern Languages (MOLA) courses may count towards the Spanish Major.

**MINOR**

A minor in Spanish requires 18 semester hours, including up to six hours of Modern Languages (MOLA) courses.

**COLLATERAL**

A collateral in Spanish requires 12 semester hours, including up to three hours of Modern Languages (MOLA) courses.

A collateral in Modern Languages requires 12 in Modern Languages.

**RATIONALE FOR C:**

Modern Languages (MOLA) courses teach Francophone and Hispanic arts, cultures, histories, and languages, fulfilling the mission and learning outcomes for students in the major, minor, and collateral. The limits on hours ensure that students have adequate exposure to and learning in the Spanish language.

**D. MODIFY** the Foreign Language requirement for the Bachelor of Arts degree on page 60 of the current catalog.

**FROM:**

Area	Semester Hours	
	B.S.	B.A.
<b>I. Communications</b>	9 hours	18 hours
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires completion of Modern Languages 100 and 101 and 102 level Spanish or French)	0	9

**TO:**

Area	Semester Hours	
	B.S.	B.A.
<b>I. Communications</b>	9 hours	18 hours
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires 9 hours of the same languages or Modern Languages 100 plus 6 hours of the same language)	0	9

**RATIONALE FOR D:**



This modification does not change the required hours for the BA degree but does give students more choice in how they fulfill the requirement. For example, a student may take Spanish 101, 102, and 201, and another student could take MOLA 100 and Spanish 102, if that student received credit for Spanish 101 through a test or AP course. All of these combinations also work for French. This modification does not allow students to take other MOLA courses in lieu of language learning courses.

**E. MODIFY** on page 52 of the current catalogue under “Scores required to receive credit in the AP program:”, in the left column.

**FROM:**

Spanish Language	3, 4, 5	Spanish 101, 102	6
Spanish Literature	3, 4, 5	<del>Spanish 201</del>	<del>3</del>

**TO:**

Spanish Language	3, 4, 5	Spanish 101, 102	6
Spanish Literature	3, 4, 5	Spanish 201, 202	6

**RATIONALE FOR E:**

This modification reflects the addition of Spanish 202 to the catalog and allows for the maximum credit a student could receive for the AP program.

**F. MODIFY** On page 53 of the current catalogue under “Scores required for credit in the CLEP Program:”, in the left column

**FROM:**

Spanish 50-61		Spanish 101 & 102	6
59+		<del>Spanish 201</del>	<del>3</del>

**TO:**

Spanish 50-61		Spanish 101 & 102	6
59+		Spanish 201& 202	6

**RATIONALE FOR F:**

This modification reflects the addition of Spanish 202 to the catalog and allows for the maximum credit a student could receive for the CLEP test.

G. **MODIFY** on page 53 of the current catalogue under the International Baccalaureate banner, in the right column.

**FROM:**

Spanish 7 Spanish 101, 102, 201 9

**TO:**

Spanish 7 Spanish 101, 102, 201, 202 12

**RATIONALE FOR G:**

This modification reflects the addition of Spanish 202 to the catalog and allows for the maximum credit a student could receive for the International Baccalaureate program.

**5. PROPOSALS FROM THE DEPARTMENT OF PHYSICS AND ENGINEERING**

A. **MODIFY**, the course description and prerequisites for ENGR 252, Operations Analysis and Management on page 125:

**FROM:**

**252 Operations Analysis and Management** (3) (Prerequisites: **301** and **Mathematics 202**) S. Students are introduced to principles, tools, and models for analyzing, engineering, and managing manufacturing and service operations. The course focuses on the application of project management methods, value stream mapping, line balancing, and queuing theory for manufacturing and service industries. Emphasis is also given to discrete-event simulation models of operational dynamics, including analysis of cycle time, throughput, and inventory.

**TO:**

**252 Operations Analysis and Management** (3) (Prerequisites: **211** and **MATH 202**) S. Students are introduced to principles, tools, and models for analyzing, engineering, and managing manufacturing and service operations. The course focuses on the application of project management methods, value stream mapping, line balancing, and queuing theory for manufacturing and service industries. Emphasis is also given to discrete-event simulation models of operational dynamics, including analysis of cycle time, throughput, and inventory. **The course also includes an introduction to probability topics with an engineering focus.**

**RATIONALE FOR A:**

By adding topics which introduce probability applied to engineering, students will be better prepared for subsequent industrial engineering topics which utilize probabilistic

modeling. The prerequisite of ENGR 211 is the Statics course which was passed last year as a replacement for ENGR 301.

B. **ADD**, on page 125, a new course to “ENGINEERING COURSES”:

**450 Simulation Modeling (3)** (Prerequisite: 320) F. Introduction to queuing theory, simulation modeling, and analysis and design of work systems through simulation. Emphasizes the statistical basis for simulation modeling and analysis, especially as a decision support tool. Simulation software will be used to design and evaluate systems, with engineering applications to manufacturing and production systems.

#### **RATIONALE FOR B:**

This course is proposed for the IE program after faculty review of the curriculum and feedback from program constituents. This course aims to bring important IE concepts together from previous courses, including lean manufacturing, optimization, and probability and statistics. In addition, the course will introduce important topics such as project management, inventory management, materials resource planning, and production scheduling. The new course is designed to help upper-level students improve systems-thinking skills while also exposing students to state-of-the-art simulation modeling tools.

C. **MODIFY** on page 125 of the current catalog:

#### **FROM:**

A major in industrial engineering requires completion of the following:

1. Engineering 101, 201, 211, 220, 252, 310, 320, 330, 350, 356, 373, 420, 467, 468, 470, and 480
2. Physics 200, 201, 202, and 220
3. Mathematics 201, 202, 203, 304, and 306
4. Chemistry 111 and 111L
5. English 318
6. Economics 203 and 204

In addition to the course requirements above, the student is encouraged to pursue a summer of supervised training at a professionally related site off campus. No additional minor or collateral is required. The minimum number of semester hours required in engineering courses is 51.

The minimum number of semester hours in all courses (major and nonmajor) required for the industrial engineering degree is 122.

Upon earning credit toward graduation (grade of D or better) in ENGR 252, industrial engineering majors receive the designation of “Upper-Level Engineering Students.” Upper-Level Engineering Students are subject to higher tuition for their remaining semesters of studies (normally their last 4 semesters) as detailed in the University’s Tuition & Fees publication.

**TO:**

A major in industrial engineering requires completion of the following:

1. Engineering 101, 201, 211, 220, 252, 310, 320, 330, 350, 356, 373, 420, 450, 467, 470, and 480
2. Physics 200, 201, 202, and 220
3. Mathematics 201, 202, 203, 304, and 306
4. Chemistry 111 and 111L
5. English 318
6. Economics 203 and 204

In addition to the course requirements above, the student is encouraged to pursue a summer of supervised training at a professionally related site off campus. No additional minor or collateral is required. The minimum number of semester hours required in engineering courses is 51.

The minimum number of semester hours in all courses (major and nonmajor) required for the industrial engineering degree is 122.

Upon earning credit toward graduation (grade of D or better) in ENGR 252, industrial engineering majors receive the designation of “Upper-Level Engineering Students.” Upper-Level Engineering Students are subject to higher tuition for their remaining semesters of studies (normally their last 4 semesters) as detailed in the University’s Tuition & Fees publication.

**RATIONALE FOR C:**

Changes the requirements for the Industrial Engineering degree to include the newly proposed ENGR 450 course. The proposal removes ENGR 468 from degree requirements. Program faculty identified a significant overlap between ENGR 467 and 468. Removing the 468 course from the curriculum creates an opportunity to address topics in queuing theory and systems/process simulation in the newly proposed ENGR 450. Student and faculty load remain the same. Desirable content currently covered in ENGR 468 will be covered in the new course as well as Facility Design (ENGR 470), Industrial Engineering Senior Design (ENGR 480) and Human Factors Engineering (ENGR 420).

**D. MODIFY** under Physics, on page 123 of the current catalog:

**FROM:**

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

**TO:**

**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 105/115 or 107, 106 or 108, 415, and one course from Biology 301, 401, 406, 411, or 440
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

**RATIONALE FOR D:**

The current degree requirements for the Health Physics concentration require one of four upper-level biology courses. BIOL 402, Terrestrial Ecology, is no longer offered nor in the catalog and is thus being removed from the list. BIOL 411, Ecology, is a suitable replacement and meets the intent of the original degree requirement. In addition, BIOL 440, Ecotoxicology will provide applicable knowledge and skills for students interested in pursuing an environmental health physics career path. We are also attempting to provide greater clarity on the biology requirements through use of punctuation and conjunctions.

- E. MODIFY** under Engineering Technology, on page 127 of the current catalog:

**FROM:**

Francis Marion University course requirements (71 credits):

- 6 credits of Mathematics: Mathematics 134 and at least one of the following: Math 132, 137, or 201
- ~~16~~ credits of Science: Physics 215 and 216 (or 200, 201, and 202); Chemistry 111/111L; ~~Biology 105 and 115L~~
- 4 additional upper-level credits: English 318 and Physics 419
- 18 credits for a Minor in Business: Students must complete a minor in Business as described later in this catalog (within the School of Business section)
- ~~27~~ credits of General Education (A total of 48 hours are required for General Education, but ~~24~~ of these credits are already included in the requirements listed above.)

**TO:**

Francis Marion University course requirements (71 credits):

- 6 credits of Mathematics: Mathematics 134 and at least one of the following: Math 132, 137, or 201
- 12 credits of Physical Science: Physics 215 and 216 (or 200, 201, and 202) and Chemistry 111/111L
- 4 additional upper-level credits: English 318 and Physics 419
- 18 credits for a Minor in Business: Students must complete a minor in Business as described later in this catalog (within the School of Business section)
- 31 credits of General Education (A total of 48 hours are required for General Education, but 17 of these credits are already included in the requirements listed above.)

### RATIONALE FOR E:

This changes the requirements for engineering technology majors so they may meet the 4-credit hour General Education requirement in Biology or Environmental Science in any manner they choose rather than specifying BIOL 105 and 115L. Program faculty do not feel specifying a given introductory biology course requirement is necessary for engineering technology majors.

## 6. PROPOSALS FROM THE DEPARTMENT OF POLITICAL SCIENCE AND GEOGRAPHY

A. DELETE: on p. 129 Of the FMU 2024/2025 catalog the following courses:

~~304 Geography of Asia (3) (Prerequisite: 101 or 102) General survey of the physical and cultural elements of Asia with particular emphasis on agricultural and economic developments of Asian States.~~

~~305 Geography of Central America (3) (Prerequisite: 101 or 102) Study of the countries between Mexico and Panama as well as the major Caribbean islands. Considers the differing uses of physical and human resources during the past five centuries.~~

~~307 Geography of the Middle East and North Africa (3) (Prerequisite: 101 or 102) Geographical study of North Africa and the Middle East which includes physical and cultural factors. Special emphasis is on the Arab and Israeli conflicts of the area and the significance of the petroleum deposits there.~~

### RATIONALE for A:

These courses have not been taught for a while, and do not reflect current department expertise, student interest, or department interests in regional coverage. As such, we request these courses be removed in order to provide other elective courses that better serve geography and general education students.

- B. **ADD:** On p. 129 of the FMU 2024/2025 catalog the following course (see attached course modification form):

**208 Urban Geography (3)** This course examines geographic approaches to urban design and structure to understand the various ways that cities are imagined, designed, and experienced. The course explores the relationship between urban imaginations and urban realities and analyzes how globalization and the processes of uneven development shape life in cities. Through this analysis, students will gain insight into the various futures that cities may hold.

**RATIONALE for B:**

The addition of this course reflects departmental priority to new thematic courses related to human geography. This course has been previously taught as an Honors special topics course.

- C. **ADD:** On p. 129 of the FMU 2024/2025 catalog the following course (see attached course modification form):

**209 Rural Geography (3)** This class will explore agrarian economies and societies around the world, with an analysis of the economic, environmental, and social changes that these areas have experienced. We will place strong emphasis on more traditional rural landscapes, including the cultivated landscape and the constructed environment. As these cultural landscapes are becoming ever more a rarity in a contemporary world of globalization and agricultural commercialization, the class will focus on the sustainable qualities and preservation of rural, folk cultural landscapes, in terms of both food production and dwelling construction and their significance as viable alternatives to rural development and meeting basic needs.

**RATIONALE for C:**

The addition of this course reflects departmental priority to new thematic courses related to human geography. This course has been previously taught as an Honors special topics course.

- D. **MODIFY:** On p. 129 of the FMU 2024/2025 catalog the following courses to remove their prerequisites, and to renumber courses 302, 303, and 306 to 200-level designations (see attached course modification forms):

**FROM:**

**204 Political Geography (3)** (~~Prerequisite: 101 or 102~~) (Same as Political Science 204) The physical and cultural factors of various countries and regions have greatly influenced the political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context.

**300 Special Topics in Geography** (3) (2) (1) (~~Prerequisite: One previous geography course or permission of department~~) In-depth study of an area of interest in geography. Different areas of study offered on a rotating basis. May be taken twice for academic credit with department approval.

**302 Geography of Europe** (3) (~~Prerequisite: 101 or 102~~) A regional survey of the European continent with a later study of the individual countries. The importance of natural resources and the role of cultural diversity in their development are stressed.

**303 Geography of Latin America** (3) (~~Prerequisite: 101 or 102~~) Geographical study of Latin America with emphasis on population, settlement, climate, landforms, agriculture, and industry. The growth of communications, trade and urbanization is also examined.

**306 Geography of Sub-Saharan Africa** (3) (~~Prerequisite: 101 or 102~~) Introductory analysis of the geography of Africa, with particular emphasis upon cultural diversity and social organization, environmental perception, agricultural systems, economic development, and political instability.

#### TO:

**204 Political Geography** (3) (Same as Political Science 204) The physical and cultural factors of various countries and regions have greatly influenced the political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context. **Credit cannot be received for both POLI 204 and GEOG 204.**

**211 Geography of Europe** (3) A regional survey of the European continent with a later study of the individual countries. The importance of natural resources and the role of cultural diversity in their development are stressed.

**212 Geography of Latin America** (3) Geographical study of Latin America with emphasis on population, settlement, climate, landforms, agriculture, and industry. The growth of communications, trade and urbanization is also examined.

**213 Geography of Africa** (3) Introductory analysis of the geography of Africa, with particular emphasis upon cultural diversity and social organization, environmental perception, agricultural systems, economic development, and political instability.

**300 Special Topics in Geography** (3) (2) (1) In-depth study of an area of interest in Geography. Different areas of study offered on a rotating basis. May be taken twice for academic credit with department approval.

#### RATIONALE for D:



These modifications do two things: (1) Remove prerequisites to most of our geography courses; and (2) Move three geography courses from the 300-level to the 200-level. As regards both, these moves will reflect both the nature of the course material more accurately, and make these courses more accessible to students as general education social science electives. The change in course title of Geography 306 better reflects the course description, and removes confusion to potential students by better specifying the regional focus of the course.

- E. **MODIFY**: on p. 129 of the FMU 2024/2025 catalog the requirements for a minor in geography from...

**FROM:**

**MINOR**

A minor in geography requires 18 semester hours, including Geography 101, 102, 105, and nine hours of course work at the 200 or 300 level.

**TO:**

**MINOR**

A minor in geography requires 18 semester hours of geography coursework, including at least six hours selected from the following introductory courses: Geography 101, 102, and 105. Three credits can be in related fields at the discretion of the Geography Coordinator.

**RATIONALE for E:**

These modifications make the Geography minor more accessible to students, without sacrificing the integrity of the geography curriculum.

- F. **MODIFY** on p. 130 of the FMU 2024-2025 catalog the course description of POLI 204 to remove the prerequisite requirement to parallel the changes of GEOG 204 (equivalent courses).

**FROM:**

**204 Political Geography (3)** (~~Prerequisite: Geography 101 or 102~~) (Same as Geography 204) The physical and cultural factors of various countries and regions have greatly influenced political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context.

**TO:**

**204 Political Geography (3)** (Same as Geography 204) The physical and cultural factors of various countries and regions have greatly influenced political relations among these

countries. Study of the development of the modern state and the relationships between political blocs in this context. **Credit cannot be received for both POLI 204 and GEOG 204.**

### **RATIONALE for F:**

These changes are “housekeeping” changes meant to make sure the catalog changes in geography mirror changes in equivalent political science courses.

## **7. PROPOSALS FROM THE SCHOOL OF EDUCATION**

- A. **MODIFY** on the Requirements For Admission to the Professional Education Program (CHECKPOINT 1) on the School of Education page 154 of the current catalog:

### **FROM:**

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190 and Education 192 with a grade of C or better. (For students enrolled as majors in the Multi-categorical: Autism Studies program, only completion of Education 190 is required with a grade of C or better).
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading.
4. Completion of at least 45 hours.
5. Appropriate **dispositions ratings.**
6. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
7. Completion and submission of application for admission with accompanying documents to the School of Education office.

Students will be informed via their university email account upon completion of these requirements.

### **TO:**

Students advance from Pre-Education to Education in the School upon meeting the following requirements.

1. Completion of Education 190 and Education 192 with a grade of C or better. (For students enrolled as majors in the Multi-categorical: Autism Studies program, only completion of Education 190 is required with a grade of C or better).
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading.
4. Completion of at least 45 hours.
5. Submission of a completed Dispositions Verification Form signed by the candidate's advisor.
6. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
7. Completion and submission of application for admission with accompanying documents to the School of Education office.

Students will be informed via their university email account upon completion of these requirements.

#### **RATIONAL FOR A:**

If approved, the first disposition rating students will receive will be in EDUC 313/ECED 329. This is where students first encounter clinical hours and the dispositions rubric has a section for those hours. The rubric is not being completed in its entirety in EDUC 192 as in the past because there is no clinical component. Some students take EDUC 192 before they arrive at FMU and this creates inconsistent enforcement of this requirement. The State Department of Education also does not require disposition ratings prior to acceptance into the Education Program. However, students need to be familiar with the Dispositions Rubric at Checkpoint 1 since courses containing a field or clinical piece will be taken in the Application portion of the Introduce (EDUC 190), Practice (EDUC 192), and Application (EDUC 313, ECED 329, EDUC 390s, EDUC 490) model set forth by the Dispositions Committee.

When students are ready to submit their PEP Application, they will access and download the Dispositions Verification Form from the News and Announcements page where the PEP Application is housed. Students will fill out the form once they have acknowledged that they have read and understood the dispositions as laid out in the Rubric. Students' acknowledgment will be by checking off the list dispositions contained in the form. The Dispositions Rubric will be found on the SOE Student BB site. Students will sign and date the form as well as their advisor, and the form will be uploaded with all other documents needed for Checkpoint 1.

**B. MODIFY** EDUC 420 on page 159 of current catalog

#### **FROM:**

**420 Introduction to the Exceptional Learner (3)** (Pre-requisite: EDUC 190 and 192) This course is designed to provide prospective teachers with background of learners with exceptionalities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could Francis Marion University Catalog160 - School of Education require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**TO:**

**420 Introduction to the Exceptional Learner (3)** (Pre-requisite: EDUC 190 and 192; Students in the Autism Studies program are only required to complete EDUC 190). This course is designed to provide prospective teachers with background of learners with exceptionalities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could Francis Marion University Catalog160 - School of Education require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**RATIONAL FOR B:**

EDUC 420 has traditionally had the Pre-Requisites of EDUC 190 and 192 courses. With the recent addition of the BS in Multi-Categorical: Autism Studies program, which only requires completion of EDUC 190 in their coursework, the EDUC 420 description is amended to allow for the pre-requisite requirement to fit all intended programs.

**C. MODIFY on page 155 of the current course catalog the following:**

**FROM:**

Students cannot take both Biology 104 and 105.

Pre-professional Education.....	18 hours
Education 190.....	3
Education 192.....	3
Education 310.....	3
Education 311.....	3
Education 322 (works well with Block A ).....	3
Education 420-(works well with Block A).....	3

Professional Education

(Requires Admission to the Professional Education Program).....	44 hours
Early Childhood Education 329 (works well with Block A) .....	3
Education 411 (works well with Block B) .....	3
Block A*	
Early Childhood Education 321-Block A.....	3
Early Childhood Education 335-Block A.....	3
Education 326-Block A.....	3
Block B*	
Early Childhood Education 320-Block B.....	3
Early Childhood Education 336-Block B.....	3
Early Childhood Education 420-Block B.....	3
Education 324-Block B.....	3
Education 391-Block B.....	2
Student Teaching Block*	
Education 487.....	3
Education 490.....	12 hours

Supporting Courses.....	15 hours
Art Education 217.....	3
English 313.....	3
English 341.....	3
Mathematics 370.....	3
Psychology 315.....	3

\*All Block A courses must be taken together. All Block B courses must be taken together.  
All Student Teaching Block courses must be taken together.

**Minimum hours required for graduation.....125 hours**

**TO:**

Students cannot take both Biology 104 and 105.

Pre-professional Education.....	18 hours
Education 190.....	3
Education 192.....	3

Education 310.....	3
Education 311.....	3
Education 322 (works well with Block A).....	3
Education 420-(works well with Block A).....	3
<b>Professional Education</b>	
(Requires Admission to the Professional Education Program).....	<b>43 hours</b>
Early Childhood Education 329 (works well with Block A) .....	3
Education 411 (works well with Block B) .....	3
<b>Block A*</b>	
Early Childhood Education 321-Block A.....	3
Early Childhood Education 335-Block A.....	3
Education 326-Block A.....	3
<b>Block B*</b>	
Early Childhood Education 320-Block B.....	3
Early Childhood Education 336-Block B.....	3
Early Childhood Education 420-Block B.....	3
Education 324-Block B.....	3
Education 391-Block B.....	2
<b>Student Teaching Block*</b>	
Education 487.....	<b>2</b>
Education 490.....	12 hours
<b>Supporting Courses..... 15 hours</b>	
Art Education 217.....	3
English 313.....	3
English 341.....	3
Mathematics 370.....	3
Psychology 315.....	3
*All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.	
<b>Minimum hours required for graduation.....</b>	<b>124 hours</b>

**D. MODIFY from page 156 in the current course catalog the following:**

**FROM:**

**ELEMENTARY EDUCATION**

Coordinator: Dr. Patricia Boatwright

Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

<b>General Education .....</b>	<b>48 or 49 hours</b>
<b>Communications .....</b>	<b>9 or 10 hours</b>
English 101 or English 101E.....	3 or 4
English 102 .....	3

Speech Communication 101.....	3
<b>Social Sciences</b> .....	9 hours
Geography elective.....	3
Political Science 101 or 103.....	3
Additional three hours to be chosen from anthropology, Economics, geography, political science, sociology, or Honors 250-259 .....	3
<b>Humanities</b> .....	12 hours
Literature (elective) .....	3
History (elective)* .....	3
Art 101, Music 101, or Theatre 101 .....	6
<b>Mathematics</b> .....	6 hours
Mathematics 170.....	3
Mathematics 270.....	3
<b>Natural Sciences</b> .....	12 hours
a. Biology or Environmental Sciences.....	4
b. Chemistry, Physics, or Physical Science .....	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science or Honors 280-289**.....	4

\*Students are strongly encouraged to take either History 101 or 102 to be better prepared for the Elementary Praxis content exams.

\*\*To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Psychology does not count as science for Elementary Education teacher Licensure. Students are strongly encouraged to take ASTR 201 or 202. Students are also strongly encouraged to take BIO 102.

\*\*\*Must be a four credit hour course with laboratory

<b>Pre-Professional Education</b> .....	6 hours
Education 190.....	3
Education 192.....	3
Education 310.....	3
Education 311.....	3
Education 322.....	3
Education 420.....	3
<b>Professional Education (Requires Admission to the Program)</b> .....	34 hours
Education 313.....	2
Education 324.....	3
Education 326.....	3
Education 392.....	2
Education 411.....	3
Elementary Education 315 .....	3
Elementary Education 316 .....	3
Elementary Education 317 .....	3
Student Teaching Block* .....	15 hours
Education 487.....	3
Education 490.....	12
<b>Supporting Courses</b> .....	15 hours

Art Education 217 .....	3
English 315 .....	3
English 341 .....	3
Mathematics 370.....	3
Psychology 315.....	3

**Concentration (Approved by academic advisor).....8-9 hours**

This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:

- English (three courses) – Select from above English 200 literature and/or writing courses.
- Foreign Language (three courses)
- Learning Disabilities (three courses) – EDUC 421, 423, & 425
- Mathematics (three courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.
- Science (two courses) – Select from the physical sciences and/or biological science.
- Social Studies (three courses) – Select from history, political science, geography and/or economics.

\*All Student Teaching Block courses must be taken together.

**Minimum hours required for graduation.....126 hours**

**TO:**

**ELEMENTARY EDUCATION**

Coordinator: Dr. Patricia Boatwright

Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

<b>General Education</b> .....	48 or 49 hours
<b>Communications</b> .....	9 or 10 hours
English 101 or English 101E.....	3 or 4
English 102 .....	3
Speech Communication 101.....	3
<b>Social Sciences</b> .....	9 hours
Geography elective.....	3
Political Science 101 or 103.....	3
Additional three hours to be chosen from anthropology, Economics, geography, political science, sociology, or Honors 250-259 .....	3
<b>Humanities</b> .....	12 hours
Literature (elective) .....	3
History (elective)* .....	3
Art 101, Music 101, or Theatre 101 .....	6
<b>Mathematics</b> .....	6 hours



Mathematics 170.....	3
Mathematics 270.....	3
<b>Natural Sciences</b> .....	12 hours
a. Biology or Environmental Sciences.....	4
b. Chemistry, Physics, or Physical Science .....	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science or Honors 280-289** .....	4

\*Students are strongly encouraged to take either History 101 or 102 to be better prepared for the Elementary Praxis content exams.

\*\*To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Psychology does not count as science for Elementary Education teacher Licensure. Students are strongly encouraged to take ASTR 201 or 202. Students are also strongly encouraged to take BIO 102.

\*\*\*Must be a four credit hour course with laboratory

<b>Pre-Professional Education</b> .....	18 hours
Education 190.....	3
Education 192.....	3
Education 310.....	3
Education 311.....	3
Education 322.....	3
Education 420.....	3
<b>Professional Education (Requires Admission to the Program)</b> .....	36 hours
Education 313.....	2
Education 324.....	3
Education 326.....	3
Education 392.....	2
Education 411.....	3
Elementary Education 315 .....	3
Elementary Education 316 .....	3
Elementary Education 317 .....	3
Student Teaching Block* .....	14 hours
Education 487.....	2
Education 490.....	12
<b>Supporting Courses</b> .....	15 hours
Art Education 217 .....	3
English 315 .....	3
English 341 .....	3
Mathematics 370.....	3
Psychology 315.....	3

**Concentration (Approved by academic advisor)**.....8-9 hours

This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:

- a. English (three courses) – Select from above English 200 literature and/or writing courses.
- b. Foreign Language (three courses)
- c. Learning Disabilities (three courses) – EDUC 421, 423, & 425
- d. Mathematics (three courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.
- e. Science (two courses) – Select from the physical sciences and/or biological science.
- f. Social Studies (three courses) – Select from history, political science, geography and/or economics.

\*All Student Teaching Block courses must be taken together.  
**Minimum hours required for graduation.....125** hours

**RATIONAL FOR C - D:**

EDUC 487 would reduce to a 2-credit hour course to change it to a seminar so that it is more in line with the EDUC 490 Directed Teaching and to allow undergraduate student teachers the opportunity to complete student teaching in internship certificate student teaching as the teacher of record.

**E. MODIFY on page 157 of the current course catalog the following:**

**FROM:**

**MULTI-CATEGORICAL: AUTISM STUDIES**

(pending approval of SC Department of Education)

Coordinator: Angela Willard

Grades: PreK-12

This multidisciplinary degree program focuses on autism spectrum disorders and neurodevelopmental disabilities. Specialty courses come from the disciplines of education, psychology, occupational therapy, and speech-language pathology. This program will meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification; graduates will have additionally earned a minor in Psychology. Course descriptions for the specialty courses can be found in the discipline-specific sections in the undergraduate catalog.

A Bachelor of Science degree in Multi-Categorical Special Education with a focus on Autism Studies requires the following:

<b>General Education</b> .....	48 or 49 hours
<b>Communication</b> .....	9 or 10 hours
English 101 or English 101E/101L.....	3 or 4
English 102.....	3
Speech Communication 101 .....	3
<b>Social Sciences</b> .....	9 hours
Political Science 101 or 103 .....	3
Geography .....	3
Sociology 201.....	3
<b>Humanities</b> .....	12 hours

Literature .....	3
History .....	3
Art 101, Music 101, or Theatre 101.....	6
<b>Mathematics</b> .....	6 hours
Mathematics 170 .....	3
Mathematics 270.....	3
<b>Natural Sciences</b> .....	12 hours
Biology 102.....	4
Chemistry 111/111L.....	4
Biology 105/115.....	4
<b>Supporting Courses</b> .....	12 hours
English 313 or 315 .....	3
English 341 .....	3
Psychology 206.....	3
Psychology 315.....	3
<b>Pre-Professional Education</b> .....	9 hours
Education 190.....	3
Education 420.....	3
Education 429.....	3
Students must be admitted to the program to take the following courses:	
<b>Professional Education</b> .....	27 hours
Education 426.....	1
Education 428.....	2
Education 431.....	3
Education 432.....	3
Education 433.....	3
Education 487.....	3
Education 491.....	12
<b>Specialty Courses</b> .....	30 hours
Occupational Therapy 301 .....	3
Psychology 357.....	3
Psychology 367.....	3
Psychology 377.....	3
Psychology 387.....	3
Psychology 397.....	3
Psychology 400.....	1
Psychology 401.....	2
Speech-Language Pathology 404 .....	3
Speech-Language Pathology 407 .....	3
Speech-Language Pathology 412 .....	3
Minimum hours required for graduation.....	126 hours

**TO:**

**MULTI-CATEGORICAL: AUTISM STUDIES**

Coordinator: Angela Willard

Grades: PreK-12

This multidisciplinary degree program focuses on autism spectrum disorders and neurodevelopmental disabilities. Specialty courses come from the disciplines of education, psychology, occupational therapy, and speech-language pathology. This program will meet the coursework and experiential requirements for Board Certified Assistant Behavior Analyst® (BCaBA) certification; graduates will have additionally earned a minor in Psychology. Course descriptions for the specialty courses can be found in the discipline-specific sections in the undergraduate catalog.

A Bachelor of Science degree in Multi-Categorical Special Education with a focus on Autism Studies requires the following:

<b>General Education</b> .....	48 or 49 hours
<b>Communication</b> .....	9 or 10 hours
English 101 or English 101E/101L.....	3 or 4
English 102.....	3
Speech Communication 101 .....	3
<b>Social Sciences</b> .....	9 hours
Political Science 101 or 103 .....	3
Geography .....	3
Sociology 201.....	3
<b>Humanities</b> .....	12 hours
Literature .....	3
History .....	3
Art 101, Music 101, or Theatre 101.....	6
<b>Mathematics</b> .....	6 hours
Mathematics 170 . . . . .	3
Mathematics 270.....	3
<b>Natural Sciences</b> .....	12 hours
Biology 102.....	4
Chemistry 111/111L.....	4
Biology 105/115.....	4
<b>Supporting Courses</b> .....	12 hours
English 313 or 315 .....	3
English 341 .....	3
Psychology 206.....	3
Psychology 315.....	3
<b>Pre-Professional Education</b> . . . . .	9 hours
Education 190.....	3
Education 420.....	3
Education 429.....	3

Students must be admitted to the program to take the following courses:

<b>Professional Education</b> .....	26 hours
Education 426.....	1
Education 428.....	2
Education 431.....	3
Education 432.....	3
Education 433.....	3

Education 487.....	2
Education 491.....	12
<b>Specialty Courses</b> .....	30 hours
Occupational Therapy 301 .....	3
Psychology 357.....	3
Psychology 367.....	3
Psychology 377.....	3
Psychology 387.....	3
Psychology 397.....	3
Psychology 400.....	1
Psychology 401.....	2
Speech-Language Pathology 404 .....	3
Speech-Language Pathology 407 .....	3
Speech-Language Pathology 412 .....	3
Minimum hours required for graduation.....	125 hours

**RATIONAL FOR E:**

EDUC 487 would reduce to a 2-credit hour course to change it to a seminar so that it is more in line with the EDUC 490 Directed Teaching. Because the Multi-categorical program has other courses taken during the student teaching semester, these students are not eligible for internship certificate student teaching. Program was approved in August 2024.

**F. MODIFY on page 157 of the current course catalog the following:**

**FROM:**

**329 Clinical Experiences in Early Childhood Education (3) F, S.** (Prerequisites: Admission to Professional Program in Early Childhood Education.) This course involves the study of content specific to Early Childhood settings and participation in those settings. Teacher candidates will observe, record, and assess the development and behaviors of **children. This** course will require a minimum of 50 field experience hours in an early childhood setting with 30 of those hours in a public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**TO:**

**329 Clinical Experiences in Early Childhood Education (3) F, S.** (Prerequisites: Admission to Professional Program in Early Childhood Education.) This course involves the study of content specific to Early Childhood settings and participation in those settings. Teacher candidates will observe, record, and assess the development and behaviors of children **and develop child-centered approaches for classroom management.** This course will require a minimum of 50 field experience hours in an early childhood setting with 30 of those hours in a public school setting. A current SLED background check must be received and approved by the FMU School of

Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

### **RATIONAL FOR F:**

Completer and Employer survey data indicate the need to introduce classroom management strategies earlier in teacher candidates’ programs. This also aligns with EDUC 313, which is taken by all other certification programs, that embeds classroom management in its content.

**G. MODIFY on page 159 of the current course catalog the following:**

#### **FROM:**

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

#### **TO:**

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

### **RATIONAL FOR G:**

Completer and Employer survey data indicate the need to introduce classroom management strategies earlier in teacher candidates’ programs. The addition clarifies what students will be required to do in the placement setting.

**H. MODIFY from page 159 of the current course catalog the following:**

#### **FROM:**

**391 Field Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S.** Students are required to observe and teach preschool and primary level children at designated schools. More specifically,

students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**TO:**

**391 Field Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S.** Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors and utilize classroom management strategies for support. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**I. MODIFY from page 159 of the current course catalog the following:**

**FROM:**

**392 Field Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S.** This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**TO:**

**392 Field Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S.** This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies **for both academic and behavioral needs**. This course requires a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**J. MODIFY** from page 159 of the current course catalog the following:

**FROM:**

**393 Field Experience Secondary (2:1-3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311; corequisite EDUC 434/435/436/437 to be taken in the semester prior to student teaching.) F. This course is designed to provide secondary licensure students with knowledge of general secondary education pedagogical practices and concepts, in addition to practical experiences in public schools. Development of interdisciplinary **teaching strategies** applicable to secondary classrooms across subject areas will be emphasized. Lectures, discussions, and assignments will be devoted to understanding standard learning objectives, lesson plan design and implementation, assessment strategies, pedagogical analysis and reflection, clinical observations, classroom management strategies, and professional expectations. This course requires a minimum of 50 hours in field experience in a local public school setting. A SLED background check is required prior to field placement.

**TO:**

**393 Field Experience Secondary (2:1-3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311; corequisite EDUC 434/435/436/437 to be taken in the semester prior to student teaching.) F. This course is designed to provide secondary licensure students with knowledge of general secondary education pedagogical practices and concepts, in addition to practical experiences in public schools. Development of interdisciplinary teaching **and classroom management** strategies applicable to secondary classrooms across subject areas will be emphasized. Lectures, discussions, and assignments will be devoted to understanding standard learning objectives, lesson plan design and implementation, assessment strategies, pedagogical analysis and reflection, clinical observations, classroom management strategies, and professional expectations. This course requires a minimum of 50 hours in field experience in a local public school setting. A SLED background check is required prior to field placement.

**RATIONAL FOR H - J:**



Completer and Employer survey data indicate the need to introduce classroom management strategies earlier in teacher candidates' programs. This allows for practice in utilizing classroom management strategies in their field placement.

**K. MODIFY** from page 161 of the current course catalog the following:

**FROM:**

**487 Classroom Management (3) (Corequisite: 490) F, S.** Designed to develop the necessary knowledge and skills for teacher candidates to be effective teachers. Emphasis is on preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, and the student's responsibility for management.

**TO:**

**487 Directed Teaching Seminar: Classroom Management (2) (Corequisite: 490 or 491) F, S.** Designed to **support** the necessary knowledge and skills for teacher candidates to be effective teachers. Emphasis is on **continuing** preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, and the student's responsibility for management.

**RATIONAL FOR K:**

Completer and Employer survey data indicate the need to introduce classroom management strategies earlier in teacher candidates' programs. This change establishes the course as a seminar connected to the EDUC 490/491 Directed Teaching course and makes the course a continuation of learning from previous field experience courses where classroom management instruction has been initiated. As a seminar course, undergraduate teacher candidates will have the opportunity to complete their student teaching as an internship certificate student teacher, the teacher of record in the classroom.

**8. PROPOSALS FROM THE SCHOOL OF HEALTH SCIENCES**

**A. MODIFY** on page 170

**FROM:**

**NRN 334 Research in Practice (3)** (~~Nursing RN to BSN 334 is same as Interprofessional Healthcare 334~~) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. ~~Credit cannot be received for both Nursing RN to BSN 334 and Interprofessional Healthcare 334.~~

**TO:**

**NRN 334 Research in Practice (3)** Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed.

**B. MODIFY** on page 170

**FROM:**

**NRN 448 Healthcare Policy Development (3)** (NRN 448 is same as IPHC 448) This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system. **Credit cannot be received for both NRN 448 and IPHC 448.**

**TO:**

**NRN 448 Healthcare Policy Development (3)** This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system.

**RATIONALE A-B:**

In alignment with changes made in the Healthcare Administration proposal, these two nursing courses are no longer linked to the HCA courses. Related to accreditation changes, these two courses have had to alter/add assignments and methods of evaluation for students to demonstrate attainment of nursing competencies. As a result of these changes, non-nursing students do not have the knowledge and skills to successfully complete the nursing (NRN) course sections. As a further result of these changes, the IPHC and NRN courses are no longer equivalent and thus the statement that they are the same courses has been removed.

**C. MODIFY** on page 164

**FROM:**

**334 Research in Practice** (3) (IPHC 334 is same as NRN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.

**TO:**

**334 Research in Public Health** (3) Provides the student with the basic skills and knowledge to evaluate research in the field of public health. Emphasis is on the review and synthesis of published relevant research with a special focus on how to use research findings to develop evidence-based programs that address behavioral change in a population. Ethical considerations in research are addressed.

D. **MODIFY** on page 164-165

**FROM:**

**448 Healthcare Policy Development** (3) (IPHC 448 is same as NRN 448) This course offers the student the opportunity to discuss health care policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.

**TO:**

**448 Public Health Policy** (3) This course offers the student the opportunity to discuss public health policy and implications on behavior change within a population. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current public health issues such as quality of care and access to care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other nations' healthcare systems. Emphasis is placed on the professional's role as a change agent in the field of public health policy.

E. **MODIFY** on page 165

**FROM:**

**HEALTHCARE ADMINISTRATION PLAN OF STUDY - MAJOR COURSES**

**Semester One**

IPHC/POL 215 Introduction to Public Administration (3)

IPHC 301 Professional Role and Practice (3)  
IPHC/PSY 314 Health Psychology/Behavioral Medicine (3)  
IPHC 334 Research in Practice (3)  
IPHC 380 Introduction to Public Health (3)

**Semester Two**

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

**TO:**

**HEALTHCARE ADMINISTRATION PLAN OF STUDY - MAJOR COURSES**

**Semester One**

IPHC/POL 215 Introduction to Public Administration (3)  
IPHC 301 Professional Role and Practice (3)  
IPHC/PSY 314 Health Psychology/Behavioral Medicine (3)  
IPHC 334 Research in Public Health (3)  
IPHC 380 Introduction to Public Health (3)

**Semester Two**

IPHC 445 Population-Focused Care (3)  
IPHC 448 Public Health Policy (3)  
IPHC 451 Healthcare Finance (3)  
IPHC 456 Leadership in the Healthcare Environment (3)  
IPHC 457 Professional Capstone Course (3)

**RATIONALE C-E:**

It is necessary to amend the title and descriptions of two courses IPHC 334 and IPHC 448 to better reflect the content being covered in these courses and to better distinguish between the NRN sections of similar courses that are intended only for RN-BSN students. Exit survey data indicate that over half of the alumni are working in a traditional healthcare facility, such as a hospital, community health organization, or federally qualified health center. Thus, the Healthcare Administration department feels it necessary to ensure the catalog is reflecting the current public health research methodologies and public health policy content being covered in these two courses. The Plan of Study is also being updated to reflect the amended titles.