AGENDA
Faculty Senate Meeting
September 29, 2026—3:45 PM, Lowrimore Auditorium

I. Call to order

II. Approval of minutes from the April 23, 2026 meeting

III. Report from the Executive Committee

IV. Report from the Academic Affairs Committee ***(See the attachment for complete proposals. See the appendix for supporting materials).***

1. Proposal from the African and African American Studies Program
A. Modify elective courses for Minor
B. Modify elective courses for Collateral

2. Proposal from the Department of Psychology
A. Modify PSYC 357
B. Modify prerequisites for PSYC 377

3. Proposal from the School of Health Sciences, Department of Healthcare Administration
A. Modify organization of IPHC course listings
B. Delete heading for non-required courses
C. Delete IPHC 545
D. Add DHHS 301
E. Add DHHS 302
F. Add DHHS 303
G. Add DHHS 401
H. Add DHHS 402
I. Add Bachelor of Science in Dental Hygiene Degree Completion Program
J. Modify program listings with no minor or collateral requirement to include Bachelor of Science in Dental Hygiene
K. Modify IPHC 457 prerequisites/corequisites for capstone course to serve both the Dental Hygiene and Healthcare Administration Programs.

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

1. Proposal from the Department of Psychology
A. Modify program description
B. Modify program application process
C. Modify degree requirements
D. Add the transfer credit process

E. Modify course description PSY 600A
F. Modify course description PSY 600B
G. Modify course description PSY 600C
H. Modify course title and description PSY 663
I. Modify course description PSY 700B
J. Modify course description PSY 700C
K. Modify course description PSY 700E
L. Modify course description PSY 740

VI. Reports from standing committees (The reports are placed in the Attachment after the proposal from the Graduate Council for informational purposes only).

VII. Old Business

VIII. New Business

IX. Announcements

X. Adjournment

Attachment to the Faculty Senate Agenda – September 29, 2026

IV. Report from the Academic Affairs Committee

1. Proposal from the African and African American Studies Program

A. **MODIFY** under MINOR, the list of elective courses on page 177 of the current catalog:

FROM:

II. Complete 12 semester hours from the following (no more than 9 credit hours from any discipline, with the exception of AAAS courses):

AAAS 201:	Special Topics in African and African American Studies
AAAS 300:	Applied African and African American Studies
AAAS 301:	African and African American Studies Internship
AAAS 497:	African and African American Studies: Special Studies
ARTH 360:	Islamic and African Art

ECON 323:	Urban and Regional Economics
ECON 410:	Labor Economics
ENGL 348:	African-American Literature
ENGL 384:	African-American Film History
ENGL 448:	Advanced Study in African-American Literature
GEOG 205:	Geography of South Carolina
GEOG 303:	Geography of Latin America
~~GEOG 306:~~	~~Geography of Subsaharan Africa~~
~~GEOG 307:~~	~~Geography of the Middle East and North Africa~~
HIST 310:	Representations of Race
HIST 311:	History of Black America to 1865
HIST 312:	History of Black America since 1865
HIST 313:	The American Civil Rights Movement
HIST 316:	South Carolina History
HIST 339:	The Atlantic World
HIST 344:	The Old South, 1660 to 1865
HIST 345:	The New South, 1865 to the Present
HIST 346:	Civil War America
HIST 370:	African History
HIST 420:	Archaeology in South Carolina
POLI 311:	Southern Politics
POLI 322:	Civil Rights and Civil Liberties
PSYC 319:	Social Psychology
SOCI 306:	Social Problems
SOCI 310:	Race and Society
SOCI 331:	Environment and Society
SOCI 333:	Urban Sociology
SOCI 334:	Population and Society
SOCI 349:	Hate Crimes and Terrorism
SOCI 382:	Modern Families

Special topics courses may also be counted for credit towards the program with the approval of the African and African American Studies Committee

TO:

II. Complete 12 semester hours from the following (no more than 9 credit hours from any discipline, with the exception of AAAS courses):

AAAS 201:	Special Topics in African and African American Studies
AAAS 300:	Applied African and African American Studies
AAAS 301:	African and African American Studies Internship
AAAS 497:	African and African American Studies: Special Studies
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ENGL 384:	African-American Film History
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GEOG 213:	Geography of Africa
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HIST 311:	History of Black America to 1865
HIST 312:	History of Black America since 1865
HIST 313:	The American Civil Rights Movement
HIST 316:	South Carolina History
HIST 339:	The Atlantic World
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HIST 345:	The New South, 1865 to the Present
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SOCI 310:	Race and Society
SOCI 331:	Environment and Society
SOCI 333:	Urban Sociology
SOCI 334:	Population and Society
SOCI 349:	Hate Crimes and Terrorism
SOCI 382:	Modern Families

Special topics courses may also be counted for credit towards the program with the approval of the African and African American Studies Committee

B. **MODIFY** under COLLATERAL, the list of elective courses on page 177 - 178 of the current catalog:

FROM:

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

AAAS 201: Special Topics in African and African American Studies
ARTH 360: Islamic and African Art
ECON 323: Urban and Regional Economics
ECON 410: Labor Economics
ENGL 348: African-American Literature
ENGL 384: African-American Film History
ENGL 448: Advanced Study in African-American Literature
GEOG 205: Geography of South Carolina
~~GEOG 306: Geography of Subsaharan Africa~~
~~GEOG 307: Geography of the Middle East and North Africa~~

HIST 310: Representations of Race
HIST 311: History of Black America to 1865
HIST 312: History of Black America since 1865
HIST 313: The American Civil Rights Movement
HIST 316: South Carolina History
HIST 339: The Atlantic World
HIST 344: The Old South, 1660 to 1865
HIST 345: The New South, 1865 to the present
HIST 346: Civil War America
HIST 370: African History
HIST 420: Archaeology in South Carolina
POLI 311: Southern Politics
POLI 322: Civil Rights and Civil Liberties
PSYC 319: Social Psychology
SOCI 306: Social Problems
SOCI 310: Race and Society
SOCI 331: Environment and Society
SOCI 333: Urban Sociology
SOCI 334: Population and Society
SOCI 349: Hate Crimes and Terrorism
SOCI 382: Families Public and Private

TO:

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

AAAS 201: Special Topics in African and African American Studies
AAAS 300: Applied African and African American Studies
AAAS 301: African and African Studies Internship
AAAS 497: African American Studies: Special Studies
ARTH 360: Islamic and African Art
ECON 323: Urban and Regional Economics
ECON 410: Labor Economics
ENGL 348: African-American Literature
ENGL 384: African-American Film History
ENGL 448: Advanced Study in African-American Literature
GEOG 205: Geography of South Carolina
GEOG 213: Geography of Africa
GEOG 303: Geography of Latin America
HIST 310: Representations of Race
HIST 311: History of Black America to 1865
HIST 312: History of Black America since 1865
HIST 313: The American Civil Rights Movement
HIST 316: South Carolina History
HIST 339: The Atlantic World
HIST 344: The Old South, 1660 to 1865

HIST 345:	The New South, 1865 to the present
HIST 346:	Civil War America
HIST 370:	African History
HIST 420:	Archaeology in South Carolina
POLI 311:	Southern Politics
POLI 322:	Civil Rights and Civil Liberties
PSYC 319:	Social Psychology
SOCI 306:	Social Problems
SOCI 310:	Race and Society
SOCI 331:	Environment and Society
SOCI 333:	Urban Sociology
SOCI 334:	Population and Society
SOCI 349:	Hate Crimes and Terrorism
SOCI 382:	Families Public and Private

RATIONALE for A and B:

The proposed will update curriculum to reflect changes of GEOG course offerings made in a previous academic cycle.

2. Proposal from the Department of Psychology

A. MODIFY on Page 132

FROM:

357 ~~Conceptual~~ Foundations of Behavior Analysis (3) This course reviews the conceptual and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice). The course also reviews the dimensions of applied behavior analysis and how the field is demarcated from other applied psychologies. An emphasis is placed on ensuring students understand the goals of a scientific study of behavior (description, prediction, and control) and associated philosophical underpinnings and assumptions (e.g., selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). Course content is drawn from a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior.

TO:

357 Introductory Foundations of Behavior Analysis (3) This course reviews the conceptual and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice). The course also reviews the dimensions of applied behavior analysis and how the field is demarcated from other applied psychologies. An emphasis is placed on ensuring students understand the goals of a scientific study of behavior (description, prediction, and control) and associated philosophical underpinnings and assumptions (e.g., selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). Course content is drawn from a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior.

RATIONALE for A:

The previous course title did not clearly describe the class as the first in the Applied Behavior Analysis sequence and available for any student to take. We are modifying this to reduce confusion. In addition, the course covers an array of foundational knowledge in behavior analysis, not just conceptual; the current course description reflects this.

B. MODIFY on page 132, prerequisites for PSYC 377

FROM:

377 Applied Behavior Analysis Skills Assessments and Interventions (3) (Prerequisites: 357 ~~and 367~~) This course reviews seminal and current research on the assessment of skill deficits and developing individualized interventions to address skill deficits identified through assessment. A particular emphasis is placed on the use of criteria-referenced assessments of skill deficits with respect to verbal behavior, daily living, and social interaction. In addition to skills assessments, this course will also cover the development of evidence-based curriculums and individualized interventions employed to address skills deficits and the use of ongoing data collection to evaluate intervention effectiveness.

TO:

377 Applied Behavior Analysis Skills Assessments and Interventions (3) (Prerequisites: 357) This course reviews seminal and current research on the assessment of skill deficits and developing individualized interventions to address skill deficits identified through assessment. A particular emphasis is placed on the use of criteria-referenced assessments of skill deficits with respect to verbal behavior, daily living, and social interaction. In addition to skills assessments, this course will also cover the development of evidence-based curriculums and individualized interventions employed to address skills deficits and the use of ongoing data collection to evaluate intervention effectiveness.

RATIONALE for B:

In collaboration with Ms. Angela Willard (Autism Studies Coordinator) and Dr. Erik Lowry (Dean of the School of Education), we are updating the minor and collateral requirements for Autism Studies to reflect classes that are offered for Autism Studies Majors. PSYC-357 and PSYC-377 will replace PSYC-317 (Applied Behavior Analysis) and PSYC-347 (Advanced Applied Behavior Analysis) in the Autism Studies Minor and Collateral requirements as they are no longer offered due to the changes brought by the Autism Studies Major. We are removing the pre-requisite of PSYC-367 for PSYC-377 so that Autism Studies Minors and Collaterals, as well as interested undergraduates who have completed PSYC-357, may continue their training in Applied Behavioral Analysis.

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

   A. MODIFY pages 162-164 of current online catalog

FROM:

INTERPROFESSIONAL HEALTHCARE ADMINISTRATION COURSES (IPHC)
215 Introduction to Public Administration (3) (Prerequisite Political Science 101 or 103) (Interprofessional Healthcare 215 is same as Political Science 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both IPHC 215 and POL 215.

301 Professional Role and Practice (3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession.

314 Health Psychology/Behavioral Medicine (3) (Prerequisite: PSY 206 or permission of psychology department) (IPHC 314 is same as PSY 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

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.

365 Epidemiology in Public Health (3) This course is designed to be an entry into the field of epidemiology, with a focus on public health practice. Students will study the discipline's landmark historical events, scientific study design, statistical methods, causality, and strategies for disease interventions. This investigative science provides students with the basic skills to find the root causes of disease, develop intervention strategies, and stop outbreaks before they reach epidemic proportions.

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

410 Health Behavior Theories in Public Health (3) Behavioral health is the cornerstone of public

health practice, and the theoretical models of health behavior are introduced in the core courses of the Healthcare Administration curriculum. This course is designed to promote the student's comprehensive knowledge of the different models and theories of health behavior, putting theory into practice through guided research and writing, case evaluation, and the development of an intervention protocol. Emphasis is placed on comparative analysis of the popular models and theories and their constructs, determining their strengths and weaknesses, as well as their appropriateness for different segments of the population and application to public health programs. This course is highly recommended for those students pursuing the Certified Health Education Specialist (CHES) credential from the National Commission for Higher Education Credentialing (NCHEC).

445 Population-Focused Care (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and/or disease prevention; social justice; and health policy implications.

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 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 the professional's role as a change agent in the field of public health policy.

451 Health Care Finance (3) (Prerequisite: admission to Healthcare Administration program) (IPHC 451 is same as FIN 451). This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements, and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelors of Business Administration (B.B.A.) degree. Credit cannot be received for both IPHC 451 and FIN 451.

456 Leadership in the Healthcare Environment (3) (Prerequisite: Admission to HCA program) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

457 Professional Capstone Course (3) (Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456). This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that

needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

~~**HEALTHCARE COURSES (IPHC)**~~
~~The Interprofessional Healthcare (IPHC) courses listed below do not lead to a major or a minor.~~

200 Spirituality in Healthcare (1) This elective course will explore the relationship between health and spirituality and the process of spiritual development across the lifespan. Current research in these areas will be stressed. Various religions and their impact on healthcare practices will be examined. Means of conducting the spiritual assessment and the healthcare provider's role in spiritual care will be analyzed.

213 Safe Dosage Calculations for Interprofessional Healthcare Providers (3) This elective course is for those who plan a career in healthcare and may need a more specialized focus on safe dosage calculations. This course will focus on identifying methods of calculations used when determining a safe dose for administering medications through various routes such as injections, oral, and intravenous (IV). This course can also be taken by those who may need remediation in dosage calculation. This course does not take the place of any required math courses as established by the University or Nursing.

302 Understanding Veteran Culture and Health (3) (Prerequisite: Junior or senior status) This elective interprofessional course provides the learner with the knowledge needed to understand aspects of veteran culture and healthcare needs through exposure to sociopolitical elements of the veteran population.

303 Understanding Sexual Health in Healthcare Settings (3) (Prerequisite: Junior or Senior Status) This course will analyze and synthesize information centering on a number of current sexual and reproductive health issues across the lifespan. This course is designed to build student's knowledge of sexual health terms and topics including HIV, sexually transmitted infections (STIs), contraceptive methods and cultural perspectives of sexuality from birth through late adulthood. The course will also develop the student's knowledge and comfort in working with sexual minority populations (Lesbian, Bisexual, Gay, Transgender, Questioning) in healthcare settings. Students will come away from the course with a working knowledge of the terminology and history related to sexual health and sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community. Students will better understand how stigma influences patient behavior and quality of care, and ultimately the costs of negative health outcomes. Emphasis is placed on how the clinical and allied health community can support and better serve patients who identify as a sexual minority, through a better understanding of the health disparities among sexual minority populations.

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

competency, confidentiality, and diversity in healthcare. Students will be required to complete 90 hours during the internship period.

450 Healthcare Informatics (3) This course will provide an overview of health information management including computer technology, information management and distribution, and practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

~~**545 Guided Graduate Health Sciences Elective** (3, 2, or 1) (Permission of the Program Chair/Director) This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.~~

TO:

INTERPROFESSIONAL HEALTHCARE ADMINISTRATION COURSES (IPHC)

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456 Leadership in the Healthcare Environment (3) (Prerequisite: Admission to HCA program) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

457 Professional Capstone Course (3) (Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456). This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

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B. **DELETE** on page 163 of the current catalog.

FROM:

~~**HEALTHCARE COURSES (IPHC)**~~

~~The Interprofessional Healthcare (IPHC) courses listed below do not lead to a major or a minor.~~

C. DELETE on page 164 of the current catalog.

FROM:

~~545 Guided Graduate Health Sciences Elective (3, 2, or 1) (Permission of the Program Chair/Director) This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.~~

RATIONALE for A - C:

The Department of Healthcare Administration (HCA) is proposing a reorganization of Interprofessional Healthcare (IPHC) course listings so that all courses are presented together in numerical order by course number rather than being divided into separate "Interprofessional Healthcare Administration Courses" and "Healthcare Courses" sections. This reorganization will reduce confusion among students whereas the current structure gives the impression that the courses are administered by different programs. A single listing allows students and faculty to locate courses quickly by course number without having to determine which subsection contains a particular IPHC course. This modification does not change course names, course content, credit hours, or course descriptions. The HCA department is also proposing to remove the current subheading separating the course listings and removing IPHC 545 Guided Graduate Health Sciences Elective, given that this course is no longer offered.

D. ADD on page 161 following new program information (F), but before Healthcare Administration heading

DENTAL HYGIENE HEALTH SCIENCES COURSES (DHHS)

301 Interprofessional Practice, Communication, and Health Equity in Oral Health (3) This course examines interprofessional collaboration, communication, and health equity within oral health and healthcare settings. Students explore the roles of healthcare and community professionals, cultural humility, health literacy, and social and structural factors that influence health, healthcare access, and utilization. Emphasis is placed on care coordination, medical-dental integration, referral systems, and collaborative approaches that address the needs of diverse populations. Through applied cases and community-based perspectives, students develop strategies for working across professions and systems to support equitable, person-centered, and whole-person care. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in oral health, interprofessional practice, and health equity.

E. **ADD** on page 161 following DHHS 301

302 Oral Health Systems and Delivery (3) This course examines the systems, structures, financing, workforce, and regulatory environments that shape oral healthcare delivery in the United States. Students explore private, public, safety-net, and community-based delivery models; dental insurance and public financing; workforce and supervision models; and emerging approaches including value-based care and teledentistry. The course also examines how dental information systems, documentation, quality measures, and operational data support care delivery, quality improvement, and organizational decision-making. Emphasis is placed on understanding how financing, regulation, technology, workforce, and organizational structures influence access to and delivery of oral healthcare. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in oral health.

F. **ADD** on page 161 following DHHS 302

303 Professional Pathways in Dental Hygiene (3) (Prerequisite: Admission to the Dental Hygiene Program). This course comprehensively explores professional pathways and career opportunities in non-traditional practice settings for dental hygienists. Students examine evolving roles and opportunities in community-based and alternative care settings, education, public health, and program development. Content introduces foundations of teaching and learning in dental hygiene education, adaptation of dental hygiene practice across diverse care environments, and strategies for developing innovative and sustainable oral health programs and services. Students also explore funding and grant development fundamentals, program implementation, and the use of evaluation and quality improvement findings to support program growth and sustainability. Emphasis is placed on expanding students' understanding of how dental hygiene knowledge and skills can be applied across diverse professional roles and settings.

G. **ADD** on page 161 following DHHS 303

401 Dental Public Health, Policy, and Advocacy (3) This course equips learners with the knowledge and skills to examine population oral health and the policies that influence oral health outcomes, access to care, and the delivery of oral health services. Students apply epidemiologic concepts to examine oral disease patterns, disparities, surveillance systems, and population-level oral health data. The course explores federal, state, and local policy processes; workforce and financing policy; and the use of evidence to analyze oral health policy issues. Emphasis is placed on advocacy, stakeholder engagement, coalition building, and effective communication of evidence to support policy and systems change that improves oral health and advances health equity. Designed as a required course for students enrolled in the Bachelor of Science in Dental Hygiene degree-completion program, this course may also be of interest to students in other programs with an interest in dental public health issues.

H. **ADD** on page 161 following DHHS 401

402 Ethics and Human Experience in Oral Health (3) (Prerequisite: Admission to the Dental Hygiene Program). This course examines ethical theories, moral reasoning, and the human dimensions of health and healthcare as they relate to oral health practice, populations, and society.

Students explore how values, culture, lived experience, professional obligations, and social conditions shape perspectives on health, illness, access to care, and healthcare decision-making. Through philosophical inquiry, narrative, and analysis of contemporary ethical issues, students examine questions of autonomy, dignity, justice, equity, professional responsibility, and competing individual and societal interests. Emphasis is placed on developing and defending reasoned ethical perspectives on complex issues encountered in oral health, healthcare systems, public health, and professional practice.

I. **ADD** on page 161, 2nd column, before Healthcare Administration heading

DENTAL HYGIENE
Program Director: Dr. Sarah Kershner

MISSION STATEMENT
Francis Marion University and the Medical University of South Carolina (MUSC) jointly offer a Bachelor of Science in Dental Hygiene degree completion program for licensed dental hygienists seeking advanced education and professional preparation. The program prepares graduates to apply evidence-based practice, critical thinking, leadership, interprofessional collaboration, and population health principles in oral healthcare. Graduates develop knowledge and skills to promote equitable and culturally responsive oral health and to contribute to education, program development, innovation, and quality improvement across professional roles and settings.

PROGRAM DESCRIPTION
The Bachelor of Science in Dental Hygiene degree completion program is a fully online program that prepares licensed dental hygienists for nontraditional roles in dental hygiene, oral health promotion, education, advocacy, community and public health, program development, leadership, and healthcare delivery. The curriculum was designed jointly by Francis Marion University's School of Health Sciences and the Medical University of South Carolina's College of Dental Medicine to integrate dental hygiene knowledge and practice with the study of research, epidemiology, population health, healthcare systems, leadership, information technology, ethics, policy, and interprofessional collaboration.

The program emphasizes the application of evidence-based practices to professional decision-making and the use of epidemiologic and population-level data to identify oral health needs, disparities, and opportunities for disease prevention and health improvement across communities and populations, including rural and underserved communities. Students examine the social, economic, environmental, behavioral, and healthcare-related factors that influence oral health, access to care, healthcare utilization, and health equity.

Students also develop an understanding of delivery systems, financing, workforce issues, regulation, and health policy and explore the role of advocacy in improving access to oral healthcare services and population oral health. Emphasis is placed on effective communication and collaboration with individuals, communities, healthcare professionals, and community partners to improve oral health and support the care of populations, particularly underserved and underinsured populations.

The program prepares graduates to respond to changes in oral healthcare delivery and to apply dental hygiene knowledge, evidence-based practice, and skills across diverse professional roles and

settings. Graduates are prepared to contribute to clinical practice, community and public health programs, education, program development, quality improvement, advocacy, leadership, and other emerging areas of dental hygiene practice, as well as to pursue graduate and professional education.

MAJOR
A major in Dental Hygiene requires the following:

1. Students must have successfully completed an associate degree in Dental Hygiene from an accredited dental hygiene program, passed the required licensure examination, and be eligible to practice as a Registered Dental Hygienist (RDH).
2. A maximum of 76 semester hours of transfer credit from an associate degree in Dental Hygiene may be applied toward the degree. Transfer credit may be used to fulfill applicable Francis Marion University General Education requirements and/or elective hours.
3. Students must complete the following required major courses (30 credits) at FMU:
    - Interprofessional Healthcare (IPHC): IPHC 334, IPHC 365, IPHC 450, IPHC 456, and IPHC 457.
    - Dental Hygiene Health Sciences (DHHS): DHHS 301, DHHS 302, DHHS 303, DHHS 401, and DHHS 402.

    All courses in the major are offered online.
4. To graduate with a major in Dental Hygiene, students must complete a minimum of 120 semester hours, including transfer credit, major requirements, electives, and all applicable Francis Marion University General Education requirements.

The Dental Hygiene major may be completed on a part-time basis. All degree requirements must be completed within five calendar years.

MINOR
A minor in Dental Hygiene is not offered.

COLLATERAL
A collateral in Dental Hygiene is not offered.

J. <u>MODIFY</u> on page 60 under MAJOR, left column

<u>FROM:</u>

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at FMU. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one collateral is required), Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required); English–Teacher Licensure Option; Math–Teacher Licensure Option (one 12 hour collateral is required); Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies, Bachelor of Science in Nursing, and Bachelor of Social Work programs do not require a minor or collaterals.

TO:

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at FMU. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one collateral is required), Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required); English–Teacher Licensure Option; Math–Teacher Licensure Option (one 12 hour collateral is required); Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies, Bachelor of Science in Dental Hygiene, Bachelor of Science in Nursing, and Bachelor of Social Work programs do not require a minor or collaterals.

RATIONALE for D-J:

In cooperation with the Medical University of South Carolina (MUSC), the School of Health Sciences is proposing a Joint Bachelor of Science in Dental Hygiene Degree Completion Program. This program has been developed to expand educational opportunities for licensed dental hygienists and support the development of the oral health workforce. The partnership combines FMU's expertise in interdisciplinary health sciences and bachelor's-level education with MUSC's expertise in oral health, population health, and dental workforce development.

While an associate degree in dental hygiene prepares graduates for clinical practice, bachelor's-level education provides opportunities for continued professional development and preparation for careers in education, public and community health, research, administration, leadership, program development, advocacy, and other nontraditional dental hygiene settings. Bachelor's-level preparation can also provide a foundation for graduate education and future roles in educating and training the next generation of dental hygienists.

National estimates indicate that roughly 15% to 25% of practicing dental hygienists hold a bachelor's or higher degree, with the vast majority entering the workforce through two-year associate degree programs. Total workforce estimates for dental hygienists are as follows for South Carolina and surrounding states: Georgia, 7,400; North Carolina, 7,000; South Carolina, 3,000. Using 20% as a midpoint estimate would yield the following approximate number of dental hygienists with a bachelor's degree or higher in South Carolina and surrounding states: Georgia, 1,480; North Carolina, 1,400; South Carolina, 600. These estimates demonstrate that a substantial portion of the dental hygiene workforce enters and remains in practice without bachelor's-level preparation, creating an opportunity for degree completion programs that support continued education and professional advancement.

South Carolina currently does not offer a Bachelor of Science in Dental Hygiene program, either as a four-year entry-level program or as a degree completion pathway for licensed dental hygienists. As a result, licensed dental hygienists in South Carolina who wish to earn a bachelor's degree in dental hygiene must pursue programs outside the state. Survey findings demonstrate interest in an in-state pathway, with 89% of surveyed associate-degree dental hygienists expressing interest in earning a bachelor's degree. South Carolina dental hygiene programs estimate that at least 15 graduates annually immediately pursue bachelor's-level education, currently through out-of-state

programs.

Discussions with South Carolina technical college dental hygiene programs have also identified preparation of future dental hygiene educators as an important workforce need. The proposed degree completion pathway will serve as an important step in strengthening the pipeline of future dental hygiene educators.

K. MODIFY on page 163

FROM:

457 Professional Capstone Course (3) ~~(Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456).~~ This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

TO:

457 Professional Capstone Course (3) (Prerequisites and/or Corequisites for HCA majors: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456; Prerequisites and/or Corequisites for Dental Hygiene majors: DHHS 301, DHHS 302, DHHS 303, DHHS 401, DHHS 402, IPHC 334, IPHC 365, IPHC 450, IPHC 456, and IPHC 457). This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

RATIONALE for K:

IPHC 457 will serve as the capstone course for both the Dental Hygiene and Healthcare Administration programs. This change clarifies the prerequisites/corequisites for the two majors so that this course is only taken during the final semester for both programs.

V. Report from the Graduate Council

1. Proposal from the Department of Psychology

A. MODIFY the program description on page 221.

FROM:

The Francis Marion University Doctor of Psychology (PsyD) degree will prepare health psychologists to provide advanced and expanded mental health services and support in clinics, hospitals, schools, and the surrounding community. Students will undertake a systematic and sequential plan of integrated didactic and applied courses that will provide them with foundational knowledge and advanced skills to integrate evidence-based practice. The PsyD program will enhance the practice and

theory of mental health practices to promote positive health outcomes with an emphasis on rural populations.

TO:

The Francis Marion University Doctor of Psychology (PsyD) Program in Health Service Psychology is a full-time, in-person doctoral program that uses a combined clinical-school model and follows a practitioner-scholar model of training. The program provides broad and general preparation in scientific psychology and in the foundations of practice in health service psychology. It prepares students for broad entry-level practice in health service psychology through a systematic, sequential plan of integrated didactic and applied training in evidence-based practice, assessment, intervention, consultation, supervision, and interprofessional practice. The program emphasizes ethical, evidence-based, developmentally informed, and culturally responsive practice, with service to rural and underserved populations and preparation for work in clinics, hospitals, schools, and community settings.

Rationale: The proposed revision is justified because it aligns the catalog description more closely with APA Commission on Accreditation terminology and public disclosure expectations for doctoral education in health service psychology. The revised language improves accuracy by identifying the program as a PsyD Program in Health Service Psychology, describing it as preparing students for broad entry-level practice, naming its combined clinical-school training model, and clarifying that it is a full-time, in-person program. Accordingly, this revision is best understood as a corrective clarification rather than a substantive change in program mission, curriculum, or degree requirements.

B. MODIFY the program application process on page 221.

FROM:

Application

To be considered as a graduate degree student for the PsyD, students must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution, as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0-grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher-grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for the relevance of undergraduate preparation for graduate education in psychology.
3. Applicants must have completed the following coursework from an accredited institution.
   • One semester of general biology
   • One semester of behavioral statistics
   • One semester of general psychology
   • One semester of developmental psychology

4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in applied psychology, career goals, and reasons for seeking admission to the PsyD program.

Completed applications are reviewed for merit by the Department of Psychology Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Doctor of Psychology program, all the above materials must be submitted no later than February 1. Applicants should submit their application materials as early in the application cycle as they can assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission, contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission. To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284.

TO:

Application

To be considered for admission to the Doctor of Psychology (PsyD) Program in Health Service Psychology, applicants must complete the current university and program admissions process and submit all required materials. Applicants must have earned an undergraduate degree from a regionally accredited institution, as evidenced by official transcript(s). Transcripts are reviewed for overall academic preparation and relevance to graduate study in psychology. Applicants should present a cumulative grade point average of 3.0 or higher in undergraduate and graduate coursework completed at the time of application. A 3.0 GPA is recommended rather than guaranteed as an admissions threshold. Once enrolled, students are required to maintain a minimum 3.0 grade point average to remain in good standing in the program.

Applicants must have completed the following prerequisite coursework from an accredited institution:

- One semester of general biology
- One semester of behavioral statistics
- One semester of general psychology
- One semester of developmental psychology
- One semester of abnormal psychology or psychopathology

Required application materials include:

1. A graduate application for admission and the nonrefundable graduate application fee
2. Official transcripts from all undergraduate and graduate institutions attended

3. Two letters of recommendation from former professors or professional supervisors who can attest to the applicant's academic potential, with letters from faculty members in academic settings preferred
4. A personal statement, generally 500 to 750 words in length, indicating the applicant's interests in applied psychology, career goals, and reasons for seeking admission to the PsyD program
5. Any additional materials required by the current admissions cycle
6. Optional GRE scores, if the applicant chooses to submit them; the GRE is not required for admission

Completed applications are reviewed for merit by the Department of Psychology Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the first step of the admissions decision process, consideration is given to both the merit of each application received and the number of available program slots at the time of application. Then, selected applicants are invited to interview as part of the admissions review process. Interview performance is considered together with all other components of the completed application. Offers of admission are based on a holistic review of the completed application, as well as interview performance, and are made to applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Doctor of Psychology program, all the above materials must be submitted no later than February 1. Applicants should submit their application materials as early in the application cycle as they can assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission, contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission. Application materials and additional information are available online. Questions regarding the PsyD application process may be directed to the department's administrative assistant at 843-661-1641.

Rationale: This language clarifies that the GRE is **not** required for admission, but scores will be considered if submitted as part of the application. It also adds language indicating that selected applicants will be invited to interview. These revisions reflect current practice and support APA accreditation requirements.

C. MODIFY the Requirements for the Doctor of Psychology Degree on page 222.

FROM:

To receive a Doctor of Psychology (PsyD) from FMU, a candidate must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes 600 practica hours and a 2000-hour internship.
- Complete the PsyD program of study.
- Achieve a 3.0 overall grade point average for all graduate courses.

- Make an application for graduation at the beginning of the semester in which the last course will be taken.

TO:

The Doctor of Psychology (PsyD) Program in Health Service Psychology requires a minimum four-year, full-time sequence of study and 130 total credit hours. Students must complete at least three full-time academic years of graduate study before the doctoral degree is awarded, including at least two of the three academic training years within the Francis Marion University PsyD program and at least one full-time academic year in residence at Francis Marion University. The doctoral degree is awarded only after successful completion of all program requirements, including an internship.

To receive a Doctor of Psychology (PsyD) from FMU, a candidate must fulfill the following requirements:

- Complete the approved PsyD plan of study, including all required graduate credit hours, the practicum sequence, an approved internship, and the doctoral culminating project.
- Achieve a 3.0 overall grade point average for all graduate courses.
- Complete the doctoral culminating project, which may be satisfied through either a Capstone Project or a Dissertation.
- Complete an approved internship that satisfies program requirements. Approved internship pathways may include a 12-month, 2,000-hour doctoral internship or, when specifically approved by the program as a school-based option, a 10-month, 1,500-hour school-based internship. Students should be aware that a 10-month, 1,500-hour school-based internship may not satisfy psychologist licensure requirements in every state or jurisdiction, and approval of an internship by the program does not constitute a guarantee that the internship will satisfy licensure requirements in every state or jurisdiction.
- Make an application for graduation at the beginning of the semester in which the last course will be taken.

Rationale: These changes are being made to improve precision, completeness, and consistency in the catalog language governing degree completion. The revised wording clarifies that degree completion depends not only on credit-hour totals but also on successful completion of the full approved plan of study, the doctoral culminating project, and an approved internship pathway, while accurately reflecting the program's available internship options and related licensure limitations. The revision, therefore, corrects overly narrow and incomplete prior language and ensures that students, reviewers, and governance bodies are given a clearer and more accurate statement of program completion requirements.

D. ADD the Transfer Credit Process on page 222.

Because doctoral training in health service psychology is developmental, sequential, and integrated across coursework, practica, internship, and the doctoral culminating project, transfer credit is reviewed on an individual basis.

Doctor of Psychology candidates may request to transfer in up to 20 percent of the credit hours required for the degree from institutions accredited by recognized accrediting bodies approved by the U.S. Department of Education, the Council for Higher Education Accreditation, or equivalent international organizations. All transfer credits are subject to review and approval by the program

director and must be verified by an official transcript from the institution where the graduate study was undertaken.

No graduate coursework may be transferred to FMU for which grades lower than a B were earned, and grades transferred from other institutions will not be included in the student's grade point average (GPA) at FMU.

No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will not be accepted.

Transfer credit is not awarded for practicum coursework, internship, other clinical field experiences, or the doctoral culminating project, including either the Capstone Project or the Dissertation.

Approval of transfer credit does not waive residency requirements, does not shorten the required sequence of doctoral training, and does not guarantee a reduced time to degree. When approved, transfer credit may reduce a student's course load in a given term, but students must still complete all required program milestones and training expectations. Final decisions regarding transfer credit are made by the program in accordance with university policy.

Rationale: This addition is needed because the general graduate transfer-credit policy does not address the PsyD program's specific doctoral training requirements. Including the transfer-credit process in the PsyD section makes clear which credits may and may not transfer, how residency and sequence requirements apply, and how transfer credit interacts with practicum, internship, and the doctoral culminating project.

E. MODIFY the course description of 600A on page 223.

FROM:

600A Professional Psychology Practicum (1) F, S, SU. This practicum serves two purposes: 1) All school psychology students must complete an Introduction to the Schools Practicum during the fall semester of their first year of study. This practicum involves shadowing a practicing school psychologist and participating in various activities related to school psychology, school organization and operation. 2) Any master's degree student in psychology may work with a psychology faculty member to develop a field experience involving research or practice which is relevant to their program of study.

TO:

600A Professional Psychology Practicum (1). This practicum serves as an entry-level professional psychology practicum for students in the department's graduate training programs. The course introduces professional roles, service-delivery systems, supervision, ethical and legal responsibilities, documentation, and communication in applied psychology settings, including school and other community-based contexts as appropriate. Students engage in supervised observational and beginning applied activities designed to support professional identity formation, effective use of supervision, and readiness for later practicum training.

Rationale: This class is taught to more than just school psychology graduate students. We are updating the language to reflect that 600A can apply to any of the graduate psychology programs.

F. MODIFY the course description of 600B on page 223.

FROM:

600B Psychological Assessment Practicum (1) F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, and PSY 639 must be enrolled concurrently in this practicum. This practicum involves the administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

TO:

600B Psychological Assessment Practicum (1). This practicum involves the administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling, and/or mental health centers for this experience.

Rationale: We are removing the course connections and minimum 50 clock hours requirement from this practicum. Students may need extra practicum time to meet the training type requirements for their program; having the practicum not tied to a specific class allows students to take it when needed. By removing the 50 clock hours requirement, students can earn the number of hours needed for their program.

G. MODIFY the course description of 600C on page 223.

FROM:

600C Psychological Consultation/Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644, or PSY 674 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem- solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/ consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Students may be assigned to psychoeducational counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

TO:

600C Psychological Consultation/Intervention Practicum (1). This practicum involves interviewing, observation, clinical problem-solving, treatment planning, and intervention development; individual therapy; group therapy; direct intervention; and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented by others, such as parents, teachers, paraprofessionals, administrators, agencies, and systems; and in the implementation of the stages of

consultation within the context of various consultation models. Students may be assigned to psychoeducational counseling and/or mental health centers for this experience.

Rationale: We are removing the course connections and minimum 50 clock hours requirement from this practicum. Students may need extra practicum time to meet the training type requirements for their program; having the practicum not tied to a specific class allows students to take it when needed. By removing the 50 clock hours requirement, students can earn the number of hours needed for their program.

H. MODIFY the course title and description of PSYC-663 on page 225.

FROM:

663 Learning Disabilities: Formal and Informal Assessment (3)
~~(Prerequisites: Full acceptance to graduate program; EDUC 611 or permission of the instructor; EDUC 621 and 622; Prerequisites/corequisites: EDUC 760 and 761).~~ This course examines both formal (published, norm-referenced) and informal (criterion referenced, curriculum-based, observational) measures used to: 1) screen, identify, and classify students by disability category, 2) identify students' strengths and impediments to learning, 3) design and plan appropriate interventions, 4) continuously monitor students' progress~~, and 5) adapt instructional programs appropriately~~. The benefits and limitations of each type of measure for these purposes will be examined, along with techniques and procedures for developing, validating, and interpreting informal measures in conjunction with information provided from formal tests.

TO:

663 Formal and Informal Assessment of Students with Disabilities (3)
This course examines both formal (published, norm-referenced) and informal (criterion referenced, curriculum-based, observational) measures used to: 1) screen, identify, and classify students by disability category, 2) identify students' strengths and impediments to learning, 3) design and plan appropriate interventions, and 4) continuously monitor students' progress. The benefits and limitations of each type of measure for these purposes will be examined, along with techniques and procedures for developing, validating, and interpreting informal measures in conjunction with information provided from formal tests.

Rationale: This class is offered for the School of Education's Master's in Teaching with Major in Multi-Categorical Special Education and these updates are done in collaboration with them. We are updating the title to be more encompassing and match the current programs in Education. We are removing the Prerequisites as there is not a strict required progression of when this course must be taken within the curriculum. Finally, we are removing #5 as it is covered thoroughly in a separate class.

I. MODIFY the course description of 700B on page 225.

FROM:

700B Advanced Psychological Assessment Practicum (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental,

medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings concisely and respectfully. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system. A minimum of 50 clock hours is required per practicum.

TO:

PSYC 700B Advanced Psychological Assessment Practicum (1). This practicum involves conducting developmental, neuropsychological, and psychoeducational evaluations. This includes gathering developmental, medical, educational, and other relevant background information, assessing a child's environment, interviewing the parent(s), caregivers, educators, and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score, and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings concisely and respectfully. To gain these experiences, the student may be assigned to a psychoeducational, mental health, or developmental clinic or a school system.

Rationale: We are removing the course connections and minimum 50 clock hours requirement from this practicum. Students may need extra practicum time to meet the training type requirements for their program; having the practicum not tied to a specific class allows students to take it when needed. By removing the 50 clock hours requirement, students can earn the number of hours needed for their program.

J. **MODIFY** the course description of 700C on pages 225-6.

FROM:

700C Advanced Psychological Consultation/Intervention Practicum (1) S, SU. Students enrolled in PSY 703 and 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem- solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/ consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

TO:

PSYC 700C Advanced Psychological Consultation/Intervention Practicum (1). This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning, and intervention development, individual therapy, group therapy, direct

intervention, and indirect intervention/ consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others, such as parents, teachers, paraprofessionals, administrators, agencies, and systems, and the implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities are also emphasized. Students may be assigned to psychoeducational, counseling, and/or mental health centers for this experience.

Rationale: We are removing the course connections and minimum 50 clock hours requirement from this practicum. Students may need extra practicum time to meet the training type requirements for their program; having the practicum not tied to a specific class allows students to take it when needed. By removing the 50 clock hours requirement, students can earn the number of hours needed for their program.

K. MODIFY the course description of 700E on page 226.

FROM:

700E Advanced Pre-internship Practicum (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined. A minimum of 50 clock hours is required per practicum.

TO:

700E Pre-Internship Practicum (1) (Prerequisite: This course must be taken before beginning internship). This capstone practicum provides students with an opportunity to integrate assessment, intervention, counseling, and consultation skills in supervised applied settings before an internship. Students work with a practicing psychologist and engage in site-responsive training activities that reflect the needs of the placement and the populations served. Regardless of site variation, all students are expected to complete at least one full psychological assessment and one advanced applied case involving consultation, behavioral intervention, academic intervention, or counseling. The practicum emphasizes integration of prior coursework and practica, interprofessional collaboration, advanced case formulation, ethical and legally informed practice, and readiness for internship-level training.

Rationale: This class no longer serves only school psychology graduate students; these changes reflect broader requirements, placements, and timing for the class (not only in Spring; must occur before internship starts) appropriate for all applied psychology graduate programs. By removing the 50 clock hours requirement, students can earn the number of hours needed for their specific program requirements.

L. MODIFY the course description for 740 on page 226.

FROM:

740 Training & Supervision: The Expanding Role of Health Service Psychologists (3). The professional roles of psychologists are ever-expanding, and today's clinical psychologists must be prepared to assume multiple roles throughout one's career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

TO

740 Training & Supervision: The Expanding Role of Health Service Psychologists (3). The professional roles of psychologists are ever-expanding, and today's health service psychologists must be prepared to assume multiple roles throughout one's career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

Rationale: The course description should align with the course title. We are not just looking at clinical psychologists, but supervision of any health service psychologist (i.e., clinical, counseling, or school).

VI. Reports from the 25-26 Standing Committees (For Informational Purposes Only)

Academic Affairs Committee: Dr. Allison Munn

The activities of the Academic Affairs Committee can be found in the minutes of the Faculty Senate for 2025-2026.

Faculty Life Committee: Dr. Caroliniana S. Padgett

Report for Faculty Life Committee for 2025-2026: The Faculty Life Committee met twice during the 2025-2026 academic year. In the fall, the committee selected Dr. Rebecca Flannagan to deliver the Moran Address and finalize the timeline for the faculty awards nomination and selection process. In the spring, the committee reviewed and selected the recipients for the service, teaching, and research awards for 2026, considering a total of thirteen candidates across the three categories.

Graduate Council: Dr. Kay Lawrimore-Belanger

The activities of the Academic Affairs Committee can be found in the minutes of the Faculty Senate for 2025-2026.

Honors: Dr. Chris Kennedy

FMU Honors currently has 221 members. Of those 221 members, 11 will likely graduate "With University Honors" this (Spring '26) semester, while another 6 honors students will also graduate in May '26. We had 3 graduate "WUH" in December, 2025, and 2 more honor graduates at the December commencement.

At present, 46 incoming freshmen have been accepted to FMU Honors for fall ’26 and 3 have been waitlisted, pending reevaluation, which will occur by May 1, 2026. This is on pace with previous head counts at this time of year. Something to note, that tends to be an ongoing trend in FMU Honors, is that during this past academic year, Honors has accepted many more continuing FMU students into the program. We had 15 such continuing students accepted into Honors for the AY 25-26. We see this as a growing trend.

In 2025-26, FMU Honors offered the following courses:
Note one trend is the attempt to offer more Honors versions of general education courses. This is to assist more students to reach the 21 hours of honors credit needed to graduate “With University Honors.”

Fall 2025 (16 courses offered)
HNRS-200 Science Symposium
HNRS-201 Humanities & Social Science Symposium

HNRS-250 Special Topic: Catastrophe, Crisis and Critique: Politics and Society in Dark Times
HNRS-259 Special Topics: Adulting
HNRS-260 Special Topic: The Bible and Slavery
HNRS-263 Special Topic: The Disintegration of the Soviet Union and Post-Communist Russia since 1991: The Search for National Identity, Political Order and Global Power HNRS-271 Special Topic: “That’s SICK Bruh!” Epidemiological Study of infections and communication of knowledge
HNRS-280 Special Topic: Biology of Cancer

HNRS-300 McNair Institute Seminar on Leadership and Character Education
HNRS-397 Colloquium: The History of Sex HNRS-391 Independent Study/Thesis Workshop
HNRS-491 Honors Independent Study/Thesis General education

Honors offerings:
ENGL-101 Hon
SPCO-101 Hon
MOLA-100 Hon
ENGL-251 Hon

Spring 2026 (16 courses offered)
HNRS-202 Leadership Symposium
HNRS-203 Service Symposium
HNRS-257 Special Topic: Global Warming: Climate Change and social conflict
HNRS-261 Special Topic: The History of the Future
HNRS-263 Special Topic: Survey of American Musical Theatre
HNRS-265 Special Topic: Women in Music
HNRS-266 Special Topic: America in the 1960s
HNRS-281 Special Topic: Munchable Molecules: Cooking with Chemistry
HNRS-350 The Model UN Experience
HNRS-397 Colloquium: “Libraries of the Mars Bluff, ca. 1820–1960.”
HNRS-391 Independent Study/Thesis Workshop

HNRS-491 Honors Independent Study/Thesis General education

Honors offerings:
ENGL-102
Hon SPCO-101
Hon POL-101
Hon MATH-134 Hon

The **FMU Honors Committee** members for 2025-2026 were: Professors Nathan Harness, Allison Munn, and Kiley Molinari. and AAC Liaison to Honors is Professor Jessica L. Burke.

Some new initiatives and results:

We examined options for the annual Honors Fall trip and proposed smaller trips in odd years i.e. 2025 and then return to the regular rotation of NYC, Philadelphia, and Washington, DC in even years i.e. 2026. These trips would still include international exchange students as well as faculty mentors. For our Fall 2025 Annual Honors Trip we went to Richmond, VA and Colonial Williamsburg. (a smaller city trip). We plan to go back to the regular rotation for Fall 2026.

We are working to develop some Honors sponsored events on campus that would become hopefully campus traditions. Ideas put forward include a lecture series, a workshop, panel discussions, etc. More information will be provided on this as it develops. Some of these info. sessions, etc. will assist the newly formed student recognition committee in their effort to get out information on the various awards, honors, and programs, to our students. Some of these types of awards/programs are: The Fulbright Program, The Barry M. Goldwater Scholarship, The Truman Scholarship, and The Astronaut Scholarship, just to name some of the top ones.

We are working with the Registrar's Office and Campus Technology to try to allow for a place on the Portal in the Honors Students' progress tab whereby all honors credits hours will be more easily displayed. This continued to be a "work in progress" throughout AY 2025-2026.

We are working to develop and offer more Honors versions of General education requirement courses to assist our honors students to get their required 21 hours of honors credit hours. This is done with the hopes that we can graduate more students "With University Honors" in the future. Moreover, we are looking at various options with the HNRS 491 Honors Thesis/Independent Study course to work with students in majors such as education, nursing, engineering and fine arts to complete this requirement in order to be eligible to graduate with university honors.

Honors recruitment/promotion ongoing efforts:
- Working with Anna Todd and Communications office on Honors-related projects.
- A new video was completed for recruitment,
- We are looking at developing a new honors logo, honors medallion, and honors banners
- Completed and updated a New 2026 Honors Brochure
- Will revise/reprint a new Honors Handbook in AY 2026-2027
- Attended STEM DAY for Recruitment
- Attended the Business/Education Day Recruitment event
- Attended all Orientations and FMU Open house as well as Scholarship Day.

HSAC events

The Honors Student Advisory Council (HSAC) was quite active this year. Some notable events included:

- The Honors Welcome Event and Honors Orientation event in August
- Honors participation at the First Friday Festival
- Honors participation at the Student Activities Fair
- The Honors & Internationals beach trip
- Honors Etiquette Dinner Fall Honors Reception
- Honors Holiday/Christmas party
- Honors Valentines Day Party with sex ed game show/discussion
- Honors participation in the President's Bowl tournament
- Honors Night at the UC Game Room
- Honors events with our community service/volunteer program partner Lucky-Dog shelter
- Honors sponsor/community partnership with "Toys for Tots", toy drive in December.
- Honors end of the year Cook-out with games/summer sendoff

HSAC developed 3 student run subcommittees in AY 2025-2026

- Social Media committee
- Logo, Medallion, T-Shirt developing ideas committee
- Social/party-planning committee

HSAC has planned to go to the Carolina Renaissance Festival in Fall 2026. They would like to have that an annual Honors event if possible.

Trips

Our annual Fall trip to Richmond and Colonial Williamsburg was filled to capacity. Our annual Spring Honors Ambassadors Abroad trip, this year was to Edinburg, Belfast, and Dublin. It included the McNair Scholars and was a brilliant success.

Information Technology: Dr. Nathan Harness

The committee contributed to the search process for a new Chief Information Officer by providing faculty perspectives, participating in candidate evaluations, and helping ensure alignment with institutional needs. In addition, the committee collaborated closely with the IT department to review and improve email spam filtering settings, which we hope will improve faculty's ability to receive important outside communications while also keeping campus safe.

Institutional Effectiveness: Dr. Dorie Weaver

The Institutional Effectiveness (IE) Committee met in person four times during the academic year of 2025-2026. Over Summer 2025, each committee member was assigned 6-7 IE reports to review and provide feedback. Each report had a minimum of two reads in addition to the Director of IE who reviewed the reports before sending them out to committee members and also reviewed the feedback provided. The committee members met once in the Fall semester and three times in the

Spring semester. The overall main focus of the meetings were to address essential items related to the general education requirements. The results of the senior exit survey were also reviewed and analyzed. It was determined the senior exit survey was meeting the set target and no further action needed to be taken at this time. In addition to these scheduled meetings, ongoing communication was maintained between the Director Of Institutional Effectiveness and the Chair of the IE committee. This communication occurred throughout both semesters via in-person, email correspondence or by phone. The purpose of these meetings were to keep the Chair well-informed regarding future agenda items that would need to be discussed during the committee meetings as well as the general education report.

During the first meeting of the Spring semester, the Director and Chair discussed the purpose of the committee as well as reviewed SACSCOC Standard 8.2. This was to ensure everyone was informed of the committee's responsibilities. The IE committee members did want to continue offering group workshops or meeting individually with faculty to assist in strengthening the universal reporting of assessment methods and ensuring they align with goals. Lengthy discussions took place regarding the courses that were and were not listed as general education courses. Explained the general education courses were decided by the University as a whole and cannot be modified. Also, discussed how the 300 & 400 level courses could still be deemed as a general education course. Further discussion took place regarding analyzing whether the nine general education goals were being adequately addressed. Finally, the committee discussed whether separate general education course reports should be submitted or the information be embedded in the program reports. At this time, it will be left up to the program/department.

The IE committee decided on **3** recommendations to present to Faculty Senate and Academic Affairs for approval.

- First Recommendation:
  - IE Committee will establish a process for synthesizing direct assessment data from Program/Department IE reports for the General Education Competencies.
- Second Recommendation:
  - IE Committee will continue to assist each Program/Department build a process for assessing General Education Goals and to develop a General Education IE report.
  - IE Committee and Director of IE will hold an annual information session to share the process of creating reports and importance of the data to all faculty.
- Third Recommendation:
  - IE Committee will review the 2024-2025 results and determine if baseline, benchmark, and target are met.

The Director and Chair both attended the final Faculty Senate meeting and the April Academic Affairs meeting. During those meetings, the recommendations made by the IE Committee were formally presented for review, discussion, and consideration of implementation. All three recommendations were approved.

Nominating Committee – Dr. Hubert Setzler

Members: Tiffany Phillips, Gabrielle Scott, Dan Brauss, Jessica Reichmuth, Rachelle Lydell, Hubert Setzler (chair).

The Nominating Committee conducted faculty elections in October 2025 (supplementary elections to replace leaving faculty members from the April 2025 election or before). In February 2026 and April 2027, the Nominating Committee conducted a supplementary election, election of the chair of the faculty, and the full faculty elections. Elections for faculty secretary and vice-chair of the faculty will be conducted on April 23rd, as the last formal duty of the Nominating Committee for the 2025-26 academic year.

Dr. Setzler was elected to serve as chair for the 2026-2027 academic year. Possible updates for voting technologies are being considered.

PEAK Committee: Professor Nathan Flowers

The PEAK Committee met 2 times during the 2025/2026 school year. The program approved funding for 37 projects, totaling $99,406.63. These projects impacted 855 students.

Professional Development Committee: Professor Glen Gourley

The committee recommended the approval of 219 separate proposals.

The total amount recommended for 2025 – 2026 - $324,780.81.

40 research proposals were recommended for approval in the total amount of: $60,254.36.

98 presenting proposals were recommended for approval in the total amount of: $148,915.60.

6 proposals were recommended for approval to take a course in the amount of: $5,240.90.

75 proposals were recommended for approval to attend (conference, discipline meetings, workshops, etc.) in the amount of: $110,369.95.

A total of 18 summer research stipends were available, each in the amount of $5,000. 14 stipends for tenure-track faculty and 4 stipends for tenured faculty. The committee recommended the approval of 16 stipends in total for an amount of $80,000. Of the 16, 4 were awarded to tenured faculty and 12 were awarded to the 12 tenure-track faculty who applied.

A total of 10 sabbaticals were available. The committee recommended the approval of the 6 applications.

Professional Development 2025 – 2026	Professional Development 2026 - 2027
Wrighten, Shayna	Doan, Caleb
England, Catherine	Dungan, Ivan
Harness, Nathan	Harness, Nathan
**Haggard, Megan	*Haggard, Megan
Moore, Wendy	Moore, Wendy
Baswani, Siddharth	Baswani, Siddharth
Norman, Michele	Norman, Michele

Li, Rongzhi	Li, Rongzhi
*Gourley, Glen	**Jeffcoat, Charles

* - indicates chair of the committee
** - indicates chair of the Sabbatical/Reassigned time subcommittee