

AGENDA

Academic Affairs Committee

23 February 2017—President's Board Room

I. Approval of minutes from 26 January 2016 meeting

II. Proposal from the Office of the Provost

- a. **Modify University Life prerequisites and description**

III. Proposal from the Department of Biology

- a. **Modify prerequisites and course description of BIO 120**
- b. **Add BIO 490**
- c. **Change description, editing out specific page numbers**
- d. **Change Coordinator for the MRMC-FMU Medical Tech program**
- e. **Change language in requirements for Med Tech degree**

IV. Proposals from the School of Business

- a. **Change requirements in the Accounting curriculum**
- b. **Change prerequisite for CS 318**
- c. **Change prerequisite for CS 340**
- d. **Add CS190L**
- e. **Change corequisite for CS 190**
- f. **Change title and description of CS 480**
- g. **Add CS 482**
- h. **Add language concerning the transition between being a pre-computer science and becoming a computer science major**
- i. **Change description of Computer Science minors, adding a minor in the Software Engineering track**
- j. **Change specifications for a collateral in Computer Science**
- k. **Change requirements for a major in Computer Science**

V. Proposal from the School of Education

- a. **Modify EDUC 420 course description**
- b. **Modify EDUC 190, 191, 305 course descriptions**

VI. Proposal from the Department of English, Modern Languages and Philosophy

- a. **Add ENG 353**

VII. Proposal from the Department of Fine Arts' Music Industry Program

- a. **Change description of the Music Industry Major**

VIII. Proposals from the School of Health Sciences

- a. **Modify course description of NURS 310**
- b. **Modify course description of NURS 407**
- c. **Modify course description of NURS 411**
- d. **Modify course description of NRN 333**
- e. **Modify course description of NRN 445**
- f. **Modify course description of NRN 449**
- g. **Add IPHC 303**

IX. Proposal from the Department of History

a. Change description of major requirements

X. Proposal from International Programs

a. Change language in the Special Second Degree Program in Business to update FMU's affiliation with a different Business School in France

XI. Old Business

XII. New Business

Report from the Institutional Effectiveness Committee and the Director of Institutional Effectiveness.

XIII. Adjournment

February 23, 2017

TO: Dr. Erin Eaton, Chair, Academic Affairs Committee

I. Proposal from the Office of the Provost

A. **MODIFY** on page 169 under UNIVERSITY LIFE COURSES

FROM:

100 University Life (1) (Prerequisite: first semester student with less than 25 hours credit or permission of coordinator) F, S, SU. Students will be introduced to skills and strategies that will enhance their study habits and ability to succeed in their degree programs. Students will become familiar with the resources available to help solve academic, personal, and social problems.

TO:

100 First-Year Seminar (1) (Prerequisite: first-semester student or permission of coordinator) Students will be introduced to skills and strategies for studying, test-taking, note-taking, and time management to enhance their study habits and ability to succeed in their academic careers. Students will become familiar with the university's support resources to help solve academic, personal, and social problems. Discipline-specific sections will provide first-year students with an early introduction to the specific needs and expectations of their respective degree programs.

Rationale:

Title change and description of course will better align with course objectives and content while clarifying the specific student population for which the course is designed. The change in course title also better reflects the common terminology used for first-year initiatives at other universities both nationally and internationally.

II. Proposals from the Department of Biology

A. **MODIFY** the following course description on p. 68:

FROM:

120 Natural History of South Carolina (4:3-3) (Prerequisite 103 or 106 or permission of department) AS. Topics may cover a variety of plants and/or animals. Identification, taxonomy, evolution, ecology and conservation of these groups will be covered. Laboratories will include outdoor field trips.

TO:

120 Natural History of South Carolina (4:3-3) AS. Topics will include scientific method and may cover a variety of plants and/or animals. Identification, taxonomy, evolution,

ecology and conservation of these groups will be covered. Laboratories will include outdoor field trips.

Rationale for A: We first offered Biol 120 in Spring 2016. Based on our experience teaching this course, we feel that this could be offered as a basic nonmajors course, along with Biol 103 and Biol 104, thus we are dropping the prerequisites. We have also added scientific method to the list of topics. This was already covered in the course, but wanted to make explicit that as a nonmajors course the basics of scientific process will be covered.

B. **ADD** the following course on p. 70:

490 Pre-Vet Internship (1) or (2) (Prerequisite: Permission of department). Clinical experience in veterinary medicine under the supervision of a practicing veterinarian. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

Rationale for B: This course will be for pre-vet students seeking volunteer work experience in the veterinary profession. Students participating in this program will gain experience in regional veterinary facilities, including non-profit spay and neuter clinics (e.g. Spay Neuter Intervention of the Pee Dee or SNIP), working closely with veterinary professionals. This will provide valuable experience for students desiring to pursue veterinary medicine as a career. Furthermore, veterinary programs require work experience on applications, and this internship would assist in accountability for such experience.

C. **CHANGE** on p. 68 of the current catalog

FROM:

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course and treatment of disease. A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours (See pages 88 and 191). A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the senior year (3+1 program). Applicants to this program must be at least in their junior year. Acceptance is on a competitive basis.

TO:

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course and treatment of disease. A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours. A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the

senior year (3+1 program). Applicants to this program must be at least in their junior year. Acceptance is on a competitive basis. For more information about the option, refer to the description under “Cooperative Programs.”

Rationale for C: Updated the description to delete references to specific page numbers to avoid errors with those references in future catalogs.

D. CHANGE on p. 162:

FROM:

MRMC School of Medical Technology faculty: V. Anderson, Mitchell

TO:

MRMC School of Medical Technology faculty: A. Orange, S. Mitchell

Rationale for D: Ms. Vicki Anderson has retired and the position has been filled by Ms. April Orange

E. CHANGE on p. 162:

FROM:

2. Completion of a 30-hour clinical curriculum (Biology 495 and 496) in a medical technology program approved by FMU.

TO:

2. Completion of a 30-hour clinical curriculum in a medical technology program approved by FMU.

Rationale for E: The course numbering system was revised from Bio 495 and 496 for the 2015-16 catalog but was missed on this page.

III. Proposals from the School of Business

A. CHANGE on Page 132 of the 2016-17 Catalog

FROM:

Accounting 422 Financial Reporting III	3
or	
Accounting 423 Accounting for Governmental	3
And Not-for-Profit Organizations or	
Accounting 424 Special Topics in Accounting	3

or	
Accounting 429 Tax Research	3
School Elective.....	3
TOTAL REQUIRED HOURS.....	129

TO:

Accounting Electives.....	6
Accounting 422 Financial Reporting III	3
or	
Accounting 423 Accounting for Governmental And Not-for-Profit Organizations	3
or	
Accounting 424 Special Topics in Accounting . .	3 or
Accounting 429 Tax Research	3
or	
Business 475 Internship*	3
TOTAL REQUIRED HOURS.....	129

*** Internship in Accounting Only**

Rationale: Because accounting is the universal language of business, accounting graduates are always in demand, whether in audit, tax, financial advising, compliance, managerial, forensic, or risk management. Opportunities in accounting-related fields such as banking, insurance, consulting, management, and information systems are also available. Here, accountants provide a unique and essential role to measure, report, interpret, and evaluate financial information on behalf of decision-makers - both internal and external to the organization. As a result, accounting graduates are able to choose from a variety of rewarding opportunities across all business sectors – government, corporate, and nonprofit.

Based upon an assessment of the FMU Accounting Curriculum, the FMU Accounting Faculty unanimously concluded that it was more important for the Accounting Curriculum at FMU to ensure that an Accounting Major maximize his/her depth of knowledge in Accounting Sub-disciplines, rather than allowing said Accounting Major the flexibility to take a non-accounting, business course as a “Business School” Elective. Accordingly, for the Accounting Major at FMU, the FMU Accounting Faculty proposes to change the “Business School” Elective to an “Accounting” Elective.

First, through this curriculum change, by ensuring that Accounting Majors maximize their depth of knowledge in Accounting Sub-disciplines (instead of allowing Accounting Majors the flexibility to take a non-accounting, business course), said curriculum change necessarily increases the probability that

Accounting Majors who graduate:

- are in demand for employment opportunities, whether in audit, tax, financial advising, compliance, managerial, forensic, or risk management (or in accounting-related fields such as banking, insurance, consulting, management, and information systems) and
 - can successfully complete the CPA exam, where having a “Business School” Elective will specifically disadvantage the Accounting Major/CPA Candidate who chooses to take a non-accounting course to satisfy said “Business School” Elective
- because that student will not have had the academic background to successfully navigate a significant part of the CPA Exam.

Here, a majority of FMU Accounting Majors do NOT continue their academic training in Accounting by entering into a graduate accounting program [e.g., Master of Science in Accounting (MSA) Program]. Furthermore, FMU does not have an MSA. Therefore, a majority of FMU Accounting Majors must rely on the FMU Accounting Curriculum to provide the needed depth of knowledge in Accounting Sub-disciplines for maximizing employment opportunities or successful completion of the CPA Exam.

Second, having a “Business School” Elective is not a school requirement and, for the Accounting Major, may cause the academic background of said Accounting Major to be deficient. At FMU, the Finance Curriculum has no “Business School” Elective.

Furthermore, only a minority (1 of 4) of FMU’s Peer Schools (Lander?) has a “Business School” Elective and only a minority (1 of 4) of FMU’s Aspirant Schools (College of Charleston) has a “Business School” Elective. *See Exhibit I - ANALYSIS OF ACCOUNTING PROGRAMS(P)/MAJORS (M)/CONCENTRATIONS (C)ACROSS FMU'S ASPIRANT AND PEER SCHOOLS.* Each of FMU’s Peer Schools has no MSA. In contrast, each of FMU’s Aspirant Schools has an MSA. *Id.*

Finally, the School of Business does not need additional faculty or resources to implement this curriculum change.

B. CHANGE on Page 139-140 of the 2016-17 Catalog

FROM:

318 Data Structures and Algorithm Analysis (3) (Prerequisite: A grade of C or better in **313) F, S**. An overview of the structure and implementation of data structures, including lists, trees, heaps, and tables, and an examination of searching, sorting and other algorithms, including implementation and analysis of their efficiency.

TO:

318 Data Structures and Algorithm Analysis (3) (Prerequisite: A grade of C or better in **227**) S. An overview of the structure and implementation of data structures, including lists, trees, heaps, and tables, and an examination of searching, sorting and other algorithms, including implementation and analysis of their efficiency.

Rationale: After a faculty review of the course content, it was found that CS 318 **does not** require knowledge of material covered in CS 313 but **does** require all the knowledge of all the material covered in CS 227. This course is only offered in the spring semesters.

C. **CHANGE** on Page 140 of the 2016-17 Catalog

FROM:

340 Software Design and Development (3) (Prerequisite: A grade of C or better in **318** or permission of school) S. Study of design techniques used in creating large program packages, organization and management of projects, and application of techniques in team projects.

TO:

340 Software Design and Development (3) (Prerequisite: A grade of C or better in **313** or permission of school) S. Study of design techniques used in creating large program packages, organization and management of projects, and application of techniques in team projects.

Rationale: After a faculty review of the course content, it was found that CS 340 **does not** require knowledge of material covered in CS 318 but **does** require all the knowledge of all the material covered in CS 313.

D. **ADD**

190L Laboratory for CS 190 Programming Fundamentals (1) (Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]; Corequisite: CS 190) F, S, SU. Laboratory demonstrates the topics and principles presented in the lecture.

Rationale: A student survey of CS 190 students indicated a preference for working on programming assignments in a laboratory setting. A faculty survey of peer universities, (i.e., Coastal Carolina and USC), showed a laboratory component was implemented in

freshmen computer science programming courses. We do not need additional faculty or resources to implement this plan.

E. **CHANGE** on Page 139 of the 2016-17 Catalog

FROM:

CS 190 Programming Fundamentals (3) (Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]) F, S, SU. Introduction to problem solving and algorithm development techniques based on the program development process. Study of basic computer concepts and computer systems; elementary data types and data structures; input and output processing; control structures; modular program design; elementary file processing; algorithm design and evaluation. Students will apply these ideas by analyzing specifications, designing solutions, and implementing programs based on this analysis and design.

TO:

CS 190 Programming Fundamentals (3) (Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]; **Corequisite: CS 190L**) F, S, SU. Introduction to problem solving and algorithm development techniques based on the program development process. Study of basic computer concepts and computer systems; elementary data types and data structures; input and output processing; control structures; modular program design; elementary file processing; algorithm design and evaluation. Students will apply these ideas by analyzing specifications, designing solutions, and implementing programs based on this analysis and design.

Rationale: The CS 190 description has been modified to support the new corequisite of the laboratory component (CS 190L, described above) added to this course.

F. **CHANGE** on Page 140 of the 2016-17 Catalog

FROM:

480 Senior Seminar (3) (Prerequisite: Senior status or permission of school) F, S. Students will be expected to plan, carry out, and present the results of research projects. Faculty and off-campus speaker will be invited to make presentations on current trends in the computer industry including social and ethical issues as well as technical topics. Students will participate in various forms of assessment of their academic preparation.

TO:

480 Capstone I (3) (Prerequisite: Senior status or permission of school) F. Students will bring together the knowledge and skills acquired over the course of their studies and apply them in a project which demonstrates an application of computer science. Students may work individually or in a small team. Students will work on project planning, software requirements analysis, design, and specification. Written reports and oral presentations will take place in a technical setting.

Rationale: In general, capstone is designed to be a culmination of your learning, and a chance to develop and express many skills at once. *Capstone project*-based courses are valuable ways for students to prepare for careers in their respective industries. A survey of peer universities showed that a capstone course(s) (e.g., Coastal Carolina and University of South Carolina) was required as part of the undergraduate program in Computer Science. This course will only be offered in the fall semester.

G. **ADD**

482 Capstone II (3) (Prerequisite: CS 480) S
This course is the continuation of CS 480. Students will implement, test, verify and validate their systems. Written reports and oral presentations will take place in a technical setting.

Rationale: This course is a continuation of CS 480. It would be not be possible for students to propose, plan, design, develop, test and present their projects in a single semester. Survey of peer universities (i.e., University of South Carolina) shows a similar course sequence implementation. We do not need additional faculty or resources to implement this plan. This course will only be offered in the spring semester.

H. **ADD** top of Page 139 of the 2016-17 Catalog

Students seeking a B.S. degree in computer science will enter as pre-computer science students. They will advance to being a computer science major upon completing

1. Math 132 or Math 137 or Math 201 or higher
2. Computer Science 190 and Computer Science 190L

with an average grade point average of 2.0 or higher in these courses or by getting permission from the department.

Rationale: This would help students determine if they have an aptitude in computer science faster and more efficiently and would allow them to redirect their talent elsewhere sooner in their undergraduate career. Students entering the pre-computer science program will be assigned a pre-computer science major code. Upon satisfying the requirements stated above, the student, with the permission of his/her adviser, will be reassigned the computer science major code. "Permission from the department" is stated to support transfer students and freshmen who have received high ACT, SAT and/or AP Calculus and AP Computer Science scores. We do not need additional faculty or resources to implement this plan.

I. **CHANGE** on Page 139 of the 2016-17 Catalog

FROM:

MINOR

A minor is offered in computer science and consists of:

Computer Science 190 **or Computer Science 212**
Computer Science 226
Computer Science 227

Three courses chosen from Computer Science 280 or higher.
(Mathematics 230 should normally be taken before completing any computer science course above the 299 level).

TO:

MINORS

A minor is offered in computer science and consists of:

Computer Science 190 **and Computer Science 190L**
Computer Science 226
Computer Science 227

And three additional courses must be chosen from Computer Science 280 or higher.

A minor is offered in the Software Engineering track and consists of:

Computer Science 190 and Computer Science 190L
Computer Science 226
Computer Science 227
Computer Science 313
Computer Science 340

Computer Science/MIS 225 or an approved CS elective

Courses cannot be double counted towards a major, a minor or collateral.

Rationale: Computing is pervasive in society. A minor in Computer Science allows students to apply computing to problems arising in different major disciplines. Because of the diversity of computing applications, recommendations for advanced courses are grouped into different tracks. Prerequisites are math courses. The number of courses for the minor remains as 6 but due to the change of CS 190 to include a 1- credit laboratory component, the number of credit hours for a minor will be 19. There is precedent for this in the Department of Chemistry. We do not need additional faculty or resources to implement this plan.

J. **CHANGE** on Page 139 of the 2016-17 Catalog

FROM:

COLLATERAL

Collateral in computer science requires 12 semester hours in computer science above the 199 level, at least six hours of which must be above the 299 level.

TO:

COLLATERAL

Collateral in programming requires 13 semester hours in computer science which consists of:

Computer Science 190 and Computer Science 190L

Computer Science 226

Computer Science 227

Computer Science/MIS 225 or Computer Science 318

Courses cannot be double counted towards a major, a minor or collateral.

Rationale: Computing is pervasive in society. Collateral in Computer Science allows students to apply computing to problems arising in different major disciplines. Because of the diversity of computing applications, recommendations for advanced courses are grouped into different tracks. The number of courses for the collateral remains 4; the extra one credit hour to the collateral comes from the laboratory component of CS 190. We do not need additional faculty or resources to implement this plan.

K. **CHANGE** on Page 139 of the 2016-17 Catalog

FROM:

MAJOR

A major in computer science requires:

1. Major Core (**30** semester hours)
Computer Science 226, 227,280, 310, 313, 318, 340, 350, 401, and 410
2. **Nine** hours from Computer Science **330, 360, 420, 425, 430, 437, 440, 475**
3. **Computer Science 480 – Senior Seminar**
4. Either Chemistry 101-102 or Physics 201-202 (Physics is recommended)
5. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English 418(Advanced Technical Communication) upon successful completion of English 318
6. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (**which** should normally be taken before completing any Computer Science course **above the 299 level**), 312, and either 203 and 425 or 304 and 305
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is **42**. The minimum number of semester hours in all courses (major and non-major) required for the major in computer science is 120

TO:

MAJOR

A major in computer science requires:

1. Major Core (**36** semester hours)
Computer Science 226, 227,280, 310, 313, 318, 340, 350, 401, 410, **430 and 440**
2. **Six** hours from Computer Science **electives 330, 360, 420, 425, 437, 475**
3. **Six hours of Computer Science capstone 480, 482**
4. Either Chemistry 101-102 or Physics 201-202 (Physics is recommended)

5. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English 418(Advanced Technical Communication) upon successful completion of English 318
6. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (Math 230 should normally be taken before completing any Computer Science course at CS 280 level or higher), 312, and either 203 and 425 or 304 and 305
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is 48. The minimum number of semester hours in all courses (major and non-major) required for the major in computer science is 120

Rationale: The requested change above includes the addition of the new capstone sequence course and the moving of CS 430, Database Management Systems Design, and CS 440, Computer Networks, from CS Electives to CS Core Courses. A survey of peer universities indicated that Database Management Systems Design, and Computer Networks are a part of most Computer Science undergraduate core curriculums. In addition, a survey of FMU CS graduates students indicated that the majority of them needed extensive knowledge of databases and computer networking for their jobs. This change is reflected in the number of credit hours for the core courses in Computer Science (36) and the total major courses that have to be taken to graduate (48).	
" above the CS 299 level" was changed to "at CS 280 level or higher" because Math 230 is in actuality a prerequisite of CS 280 and higher courses.	
General Education Hours	: 48
CS Core Courses	: 42
CS Electives	: 6
Eng. 318	: 3
Math minor	: 18
TOTAL	= 117
* If we include CS 190 and CS 190L the Total = 121	

IV. Proposal from the Department of English, Modern Languages and Philosophy

A. **ADD** on page 97 of the current catalog

ENG 353 Writing in the Health Professions, (3) (Prerequisite: 102 with a grade of C or higher) Offers training in writing for the health professions. Emphasizes the

rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Teaches correct usage of APA style.

Rationale:

Health professionals communicate in differently than professionals in other settings. This technical writing course asks students to reflect on and practice the genres of speech, writing, and design that they will encounter in health sciences fields. Healthcare professionals face unique rhetorical situations involving multiple audiences, purposes, and constraints; therefore, they need training separate from our existing business writing and technical communication courses. Healthcare professionals have a high level of scrutiny of their written communication—both intra-office and patient education documents—due to federal and state regulations. They also routinely have to convey health information to publics who do not have the training to understand medical terminology and specialist knowledge. Writing in these rhetorical situations requires additional instruction beyond the scope of our other writing course objectives. Many health sciences students, regardless of career path, would benefit from further exploration of what it means to write effectively in the health care professions.

The English Department has consulted with the Dean of Health Sciences about this course and has received positive feedback about the potential for this course being beneficial for health science curricula.

V. Proposal from the Department of Fine Arts' Music Industry Program:

A. **CHANGE**, on page 94 of the current catalog,

FROM:

MAJOR

A major in music industry requires the following:

1. Music theory: Music 115, 116, 215, 216, 315, 316, and 415
2. Music history: Music 301, 302
3. Music performance: At least one ensemble every semester selected from any combination of Music 100, 120, 130, 140, 150, 160, 180, and/or 190. No more than a total of six semester hours may apply toward graduation.
4. Completion of four levels (at least eight hours) of applied lessons and Music 317
5. Music business and technology: Music 172, 210, 211, 371 and 498

or 499

6. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or department approval
7. Seven semesters of Music 102
8. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser (Business minor recommended)

The minimum number of semester hours required for a major in Music Industry is 56.

TO:

MAJOR

A major in Music Industry requires the following:

1. Thirty-two semester hours of Music Industry Foundation Courses:

Music theory (Music 115, 116, 215, and 216)	8 hours
Music history (Music 301 and 302)	6 hours
Music business and technology (Music 172, 210, 211, 372, and 498 or 499 [Performance Track must take 499])	18 hours
2. Twenty-four semester hours in one specialty track option:
 - a. Business Track*:

Music 317 and 371	6 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Five semesters of ensemble (three must be applied as material and commercial support)	5 hours
Nine hours of 200 level (or higher) business courses (Approved by the faculty adviser)	9 hours
 - b. Performance Track:

Music 315, 316, 317, and 415	10 hours
Completion of four levels of applied lessons (eight semester hours)	8 hours
Seven semesters of ensemble (No more than a total of six semester hours may apply toward graduation.)	6 hours
Completion of a senior recital	

** Business is the recommended minor for the Business Track.*

c. Technology Track**:	
Music 371	3 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Six semesters of ensemble (three large and three small, and three must be applied as material and commercial support)	6 hours
Eleven hours selected from at least two of the following areas:	
a. Physics 202 or higher	
b. 200 level (or higher) business courses (approved by the adviser)	
c. Completion of one level of applied lessons in a second area	11 hours

*** Physics is the recommended minor for the Technology Track.*

Note: Large ensembles are MU 100, 140, and 150. Small ensembles are MU 120, 130, 160, 180, and 190.

3. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or departmental approval
4. Seven semesters of Music 102 (Recital Attendance)
5. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser

The minimum number of semester hours required for a major in Music Industry is 56.

RATIONALE: The current program is effective for most students. However, for transfer students and students entering with the intention of working in the business or technology side of the industry, the ensemble and applied lesson requirements can create a difficult scenario. By separating the major into three specialty tracks:

1. Transfer students arriving from a technical college with no music program can now choose a track which they can complete in two to three years.
 2. Students who are interested in the business/promotional side of music will be able to take more courses in marketing, economics, etc. after learning basic theory and performance skills.
 3. Students more interested in technology (mixing, recording, producing) will have a more solid foundation in acoustics and physics and/or a more varied musical skill set.
- At this point, no additional resources are needed as no new classes are required. In fact, this curriculum will allow more flexibility for students and staff.

VI. Proposal from the School of Health Sciences

A. **MODIFY** On page 153 of current catalog, column 2

From:

310 Adult Health I (6: 3-9) (Prerequisites: NURS 301, 305, 309, and 312). Corequisites: 306, 307) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory, respiratory, acid base imbalances, musculoskeletal, cellular proliferation, immunity, and hematological systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

To:

310 Adult Health I (6: 3-9) (Prerequisites: NURS 301, 305, 309, and 312). Corequisites: 306, 307) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: This description has been updated to accurately reflect the content being taught in this course after changes were made between the three medical-surgical courses (Nurs 310, 407, and 411).

B. **MODIFY** On page 154 of current catalog, column 1

From:

407 Adult Health II (6: 3-9) (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized

patients with alterations in advanced fluid and electrolyte imbalances/burns, neurological, gu/renal, gastrointestinal, metabolic and endocrine systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

To:

407 Adult Health II (6: 3-9) (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in renal/genitourinary, male reproductive, gastrointestinal/metabolic, neurological, hematological, and integumentary systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: This description has been updated to accurately reflect the content being taught in this course after changes were made between the three medical-surgical courses (Nurs 310, 407, and 411).

C. On page 154 of current catalog, column 1 and 2

From:

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of

care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

To:

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with critical alterations in respiratory, cardiovascular, endocrine, immune, neurological, and integumentary systems. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: This description has been updated to accurately reflect the content being taught in this course after changes were made between the three medical-surgical courses (Nurs 310, 407, and 411).

- D. **MODIFY** on page 155, course description for NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-4)

FROM:

This course provides the RN to BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care. The practicum for this course is project-based and aims to strengthen the RN's clinical judgment through problem-based case studies. Each case study will present the RN student with a chief complaint and require the completion of a focused health history, assessment of pertinent systems, and the development of a patient-centered plan of care.

TO:

This course provides the RN to BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-

based nursing interventions. The practicum for this course is designed to strengthen the RN's clinical judgment and assessment skills.

Rationale for A: To meet updated nursing accreditation standards for the RN to BSN program option.

FROM:

- E. **MODIFY** on page 155, course description for NRN 445 Population-Focused Nursing Care (6:4-6).

This course is designed to develop the RN to BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is project-based and will consist of the RN identifying a social determinant of health within a specific population and designing a plan of action aimed to alleviate the impact on the population. This project will challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

TO:

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

Rationale for B: To meet updated nursing accreditation standards for the RN to BSN program option.

- F. **MODIFY** on page 155, course description for NRN 449 Leadership and Management in Nursing (5:4-3)

FROM:

This course provides the RN to BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting,

communication, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An emphasis is also placed on group process and change theory. The practicum of this course is project-based and the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

TO:

This course provides the RN to BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within organizations are addressed. Group process and change theory are also emphasized. For the practicum of this course, the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership.

Rationale for C: To meet updated nursing accreditation standards for the RN to BSN program option.

G. ADD the following course on p. 150:

IPHC 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 life span. 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.

RATIONALE:

This course will be offered as an elective to healthcare administration students. 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. 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.

VII. Proposals from the Department of History

A. **CHANGE**, on page 101 of the current catalog, under **MAJOR**

FROM:

A major in History requires the following:

1. History course requirements:
 - a. at least three hours but not more than 12 hours of course work below the 299 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 24 hours of additional course work which must include at least one course from each of the following groups:
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 346, 347, 362, 406
 - d. History 499 (which shall normally be taken during the senior year)

TO:

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):
 - a. at least three hours but not more than 12 hours of course work below the 199 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 24 hours of additional course work which must include at least one course from each of the following groups*
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
 - d. History 499 (which shall normally be taken during the senior year)

Rationale:

In the process of revising the History Department's curriculum, three new courses in Group C (HIST 357, 363, and 364) were omitted from the list of available classes. This alteration is designed to make sure that these courses will apply to the Group C requirement for History majors.

VIII. Proposals from International Programs

A. **CHANGE** on Page 163-164 of the 2016-17 Catalog

FROM:

SPECIAL SECOND DEGREE PROGRAM IN BUSINESS WITH

ESCEM SCHOOL OF BUSINESS & MANAGEMENT

FMU Coordinator: **Dr. Hubert Setzler III**

ESCEM Coordinator: **Jean Luc Castelein**

Students in the School of Business at FMU may be eligible for the second degree program with the **ESCEM School of Business and Management in Poitiers, France**. Under this program an FMU student will complete a minimum of 60 hours at FMU before spending two academic semesters at **ESCEM**. Upon successful completion of this program, the FMU student will receive a Bachelor of Business Administration in Accounting, General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU and a Bachelor of Arts in International Business or Bachelor of Arts in Management from **ESCEM**.

ESCEM students may be eligible for the Bachelor of Business Administration Degree in General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU. **ESCEM** students must meet the degree requirements specified below.

ELIGIBILITY FOR **ESCEM STUDENTS**

ESCEM students must meet the following requirements to be admitted into the double-degree program a minimum of five months prior to the beginning of the study abroad:

1. A minimum TOEFL score of 500 paper-based, 173 computer-based, or 61 internet-based.
2. Completion of 120 ECTS credits by semester five at **ESCEM's** bachelor's program.
3. A minimum overall grade point average of 3.0 or equivalent.
4. Completion of the internal selection procedure at **ESCEM** and the application procedures at FMU.

SECOND DEGREE REQUIREMENTS FOR **ESCEM STUDENTS**

ESCEM students must meet the following requirements before the degrees will be awarded:

1. Complete two academic semesters at FMU and take 36 credit hours including two English writing courses:
 - i. ENG 101 (or English 101E/L) and ENG 102 or
 - ii. ENG 102 and ENG 305.
2. Completion of the "Notification of Degree Award" format **ESCEM**. This form must be sent to FMU.

ELIGIBILITY FOR FMU STUDENTS

Five months prior to the beginning of the study abroad FMU students must meet the following requirements to be admitted into the second degree program:

1. Completion of a minimum of 60 hours and acceptance into the Bachelor of Business Administration Program.
2. A minimum overall grade point average of 3.0.
3. Completion of the internal selection procedure at FMU for study abroad and the application procedures at **ESCEM**.

SECOND DEGREE REQUIREMENTS FOR FMU STUDENTS

FMU students must meet the following requirements before the degrees will be awarded:

1. Meet all FMU requirements for the Bachelor of Business Administration degree.
2. Pursue two academic semesters at **ESCEM** and earn 60 ECTS credits including French as a foreign language.
3. Completion of the “Notification of Degree Award” form from FMU. This form must be sent to **ESCEM**.

TO:

SPECIAL SECOND DEGREE PROGRAM IN BUSINESS WITH GROUP SUP de Co MONTPELLIER BUSINESS SCHOOL

FMU Coordinator: **Dr. Hari Rajagopalan**

MBS Coordinator: **Ms. Virginie Inglebert**

Students in the School of Business at FMU may be eligible for the second degree program with the **Montpellier Business School (MBS) in Montpellier, France**. Under this program an FMU student will complete a minimum of 60 hours at FMU before spending two academic semesters at **MBS**. Upon successful completion of this program, the FMU student will receive a Bachelor of Business Administration in Accounting, General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU and a Bachelor of Arts in International Business or Bachelor of Arts in Management from **MBS**.

MBS students may be eligible for the Bachelor of Business Administration Degree in General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU. **MBS** students must meet the degree requirements specified below.

ELIGIBILITY FOR **MBS STUDENTS**

MBS students must meet the following requirements to be admitted into the double-

degree program a minimum of five months prior to the beginning of the study abroad: 1. A minimum TOEFL score of 500 paper-based, 173 computer-based, or 61 internet-based.

2. Completion of 120 ECTS credits by semester five at **MBS's** bachelor's program.
3. A minimum overall grade point average of 3.0 or equivalent.
4. Completion of the internal selection procedure at **MBS** and the application procedures at FMU.

SECOND DEGREE REQUIREMENTS FOR **MBS STUDENTS**

MBS students must meet the following requirements before the degrees will be awarded:

1. Complete two academic semesters at FMU and take 36 credit hours including two English writing courses:
 - i. ENG 101 (or English 101E/L) and ENG 102 or
 - ii. ENG 102 and ENG 305.
2. Completion of the "Notification of Degree Award" form at **MBS**. This form must be sent to FMU.

ELIGIBILITY FOR FMU STUDENTS

Five months prior to the beginning of the study abroad FMU students must meet the following requirements to be admitted into the second degree program:

1. Completion of a minimum of 60 hours and acceptance into the Bachelor of Business Administration Program.
2. A minimum overall grade point average of 3.0.
3. Completion of the internal selection procedure at FMU for study abroad and the application procedures at **MBS**.

SECOND DEGREE REQUIREMENTS FOR FMU STUDENTS

FMU students must meet the following requirements before the degrees will be awarded:

1. Meet all FMU requirements for the Bachelor of Business Administration degree.
2. Pursue two academic semesters at **MBS** and earn 60 ECTS credits including French as a foreign language.
3. Completion of the "Notification of Degree Award" form from FMU. This form must be sent to **MBS**.

B. Rationale for A: FMU and ESCEM have shared an international student exchange program since 2010. During the course of that international student exchange program, the FMU School of Business and ESCEM both held Association to Advance Collegiate Schools of Business's (AACSB) Accounting Accreditation as it was a necessary component of the Second Degree Memorandum of Agreement. While the FMU School of Business continues to maintain AACSB accreditation, ESCEM lost that accreditation in 2016 and the loss effectively ended

the Second Degree program. Since that time, FMU has not sent any students on exchange to ESCEM and FMU International Programs has been researching business schools in France for a new partner with equal Second Degree program curricula and accreditations to what ESCEM maintained before 2016.

FMU seeks to establish an international student exchange program with Montpellier School of Business (MBS), Montpellier, France as it has equal curricula and the AACSB accreditation to match the Second Degree program formerly offered by ESCEM.