

Minutes
Faculty Senate Meeting
February 4, 2014

- I. Chair Flannagan called the meeting to order at 3:46 PM**
Senators Present: Bauer, Brogdon, Carpenter, Eargle, Engelhardt, Flowers, Fry, Gittings, Gourley, Hill-Chapman, Kelley, Kiely, Lasher, Lundberg, Meetze, Muller, Myers, Nagata, Newman, Ramey, Reynolds, Shannon, Whitmire, Zaice
Also Present: Flannagan (chair), Kennedy (parliamentarian)
Senators Absent: Dittman (excused), Lowry (excused)
- II. The Minutes from the Nov. 12, 2013 meeting were approved as posted.**
- III. Report from Executive Committee**
Chair Flannagan announced and held discussion concerning the following items/issues: The timeline for the proposed Physician Assistant program; Mt. Pleasant: a request has been submitted to CHE, and two properties are being considered; Health Science: One floor of the city county complex will be used for this fall; Industrial Engineering program started this spring; on-campus interviews are taking place for incoming and prospective students; the next SACS self-study is due in 5 years, and a 5 year interim report will be submitted this spring.
- IV. Report from Academic Affairs Committee – *All items passed without opposition.***
1. Department of English, Modern Languages, and Philosophy
 - Item A. Changes the course description for Spanish 101.
 - Item B. Changes the course description for Spanish 102.
 - Item C. Changes the course description for Spanish 201.
 - Item D. Changes the course description for Spanish 202.
 - Item E. Changes the course description for French 101.
 - Item F. Changes the course description for French 102.
 - Item G. Changes the course description for French 201.
 - Item H. Changes the course description for French 202.
 - Item I. Changes the course description for German 101.
 - Item J. Changes the course description for German 102.
 - Item K. Changes the course description for German 201.
 - Item L. Changes the course description for German 202.
 - Item M. Changes the course description for French 300.
 - Item N. Changes the course description for French 301.
 - Item O. Changes the course description for French 302.

- Item P. Changes the course description for French 303.
 - Item Q. Changes the course description for French 304.
 - Item R. Changes the course description for French 305.
 - Item S. Changes the course description for French 401.
 - Item T. Changes the course description for French 402.
 - Item U. Adds French 306, Intro. to Business and Professional French.
2. School of Education
 - Item A. Changes the Mission Statement.
 - Item B. Changes the description of Career Choices.
 - Item C. Deletes the conceptual framework explanation.
 - Item D. Changes the program requirements.
 - Item E. Modifies program requirements.
 - Item F. Modifies requirements for admission to the professional education program.
 - Item G. Modifies requirements for admission to student teaching.
 - Item H. Modifies the course description for EDUC 380.
 - Item I. Modifies the course description for EDUC 393.
 - Item J. Modifies the course description for EDUC 434.
 - Item K. Modifies the course description for EDUC 436
 - Item L. Deletes the course EDUC 438.
 - Item M. Modifies the title for HLTH 301.
 - Item N. Modifies the course description for HLTH 301.
 - Item O. Modifies the course description for HLTH 312.
 - Item P. Modifies the title for HLTH 315.
 - Item Q. Modifies the course description for HLTH 315.
 3. Department of Gender Studies
 - Item A. Adds a course to the list of courses eligible for Gender Studies.
 - Item B. Changes a course number from ENG 369 to ENG 384.
 4. International Programs
 - Item A. Changes the description of the International Studies Minor.
 5. Department of Mathematics
 - Item A. Changes the course description and number of MATH 150.
 - Item B. Changes the description of the Teacher Certification option.
 - Item C. Changes the required hours for Professional Education.
 - Item D. Deletes MATH 517 on page 126.
 - Item E. Deletes MATH 517 on page 220.
 - Item F. Deletes MATH 799 on page 220.
 - Item G. Deletes MATH 519 on page 126.
 - Item H. Deletes MATH 519 on page 220.

6. Department of Nursing
 - Item A. Adds NURS 412, Senior Seminar in Nursing.
7. Department of Psychology
 - Item A. Changes requirements for a major in psychology.
 - Item B. Adds PSY 347 Advanced Applied Behavior Analysis

V. Report from the Graduate Council – *All items passed without opposition.*

1. School of Business
 - Item A. Changes the description of the MBA admission requirements.
 - Item B. Adds a course, MBA 700, Accounting Analysis.
 - Item C. Adds a course, MBA 705, Economic Analysis.
 - Item D. Adds a course, MBA 720, Contemporary Issues in Business.
 - Item E. Deletes 5 courses: ACTG 720, ACTG 721, ECON 600, 710, 720
 - Item F. Deletes BUS 508.
 - Item G. Deletes MGT 758.
 - Item H. Deletes current designations of graduate courses.
 - Item I. Adds “MBA ”designation to graduate courses.
 - Item J. Modifies title and content of FIN 740 (MBA 740).
 - Item K. Modifies title and content of MGT 750 (MBA 750).
 - Item L. Modifies title and content of MGT 755 (MBA 755).
 - Item M. Modifies title and content of MGT 759 (MBA 759).
 - Item N. Modifies title and content of MGT 773 (MBA 773).
 - Item O. Modifies title and content of MIS 777 (MBA 777).
 - Item P. Modifies title and content of MKT 730 (MBA 730).
 - Item Q. Changes the requirements for the MBA degree.
 - Item R. Deletes the listing of “undergraduate foundation courses”.
2. School of Education
 - Item A. Changes the requirements for the MAT-LD program.
 - Item B. Changes the prerequisites for EDUC 769.
 - Item C. Changes the prerequisites for EDUC 770.
3. Office of the Provost
 - Item A. Adds a Physicians’ Assistant Program, including courses.
4. Department of Psychology
 - Item A. Changes a practicum number from 600C to 600A.

VI. Old Business – None

VII. New Business – None

VIII. Announcements– Various upcoming events were announced and discussed.

IX. Adjournment – The meeting adjourned at 4:36 PM.

Attachment to the Senate Agenda – February 4, 2014

III. Academic Affairs

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

A. **MODIFY** the course description Spanish 101, Elementary Spanish I (p. 102)

FROM:

101 Elementary Spanish I (3) F, S, SU. An introduction to listening, speaking, reading, and writing in Spanish. Presentation of basic structures of the language with an emphasis on oral comprehension and communication. Includes work with audio visual enrichment materials and exposure to important aspects of Hispanic culture.

TO:

101 Elementary Spanish I (3)* An introduction to basic Spanish grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

B. **MODIFY** the course description Spanish 102, Elementary Spanish II (p. 104)

FROM:

102 Elementary Spanish II (3) (Prerequisite: 101) F, S, SU. Continued development of listening, speaking, reading, and writing in Spanish. This course builds on language proficiency and cultural knowledge acquired in Spanish 101.

TO:

102 Elementary Spanish II (3) (Prerequisite: Completion of 101 with a grade of C or higher or equivalent)* Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

C. **MODIFY** the course description Spanish 201, Intermediate Spanish I (p. 104)

FROM:

201 Intermediate Spanish I (3) (Prerequisite: 102) F, S, SU. Presentation of full range of structures to complete a student's initial study of the grammatical system with an emphasis on the development of speaking proficiency. Further attention to Hispanic culture and continued use of audiovisual and video technology.

TO:

201 Intermediate Spanish I (3) (Prerequisite: Completion of 102 with a grade of C or higher or equivalent)* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

104) **D. MODIFY** the course description Spanish 202, Intermediate Spanish II (p.

FROM:

202 Intermediate Spanish II (3) (Prerequisite: 201) F, S, SU. Reading and discussion of a variety of literary and cultural texts in the target language. Class activities and homework assignments promote oral proficiency, grammatical accuracy, and improved writing skills. Occasional work with audiovisual enrichment materials.

TO:

202 Intermediate Spanish II (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent)* A comprehensive review of linguistic structures and content examined in previous semesters. Reading and discussion of a variety of cultural and literary texts. Includes use of technology to increase exposure to the target language and cultures.

* NOTE: Native speakers or students who have already achieved a high level of oral proficiency (to be determined by members of the Modern Languages Program) will not be given credit for this course.

E. MODIFY the course description French 101, Elementary French I (p. 98)

FROM:

101 Elementary French I (3) An introduction to listening, speaking, reading, and writing in French. Presentation of basic structures of the language with an emphasis on oral comprehension and communication. Includes work with audiovisual enrichment materials and exposure to important aspects of Francophone culture.

TO:

101 Elementary French I (3)* An introduction to basic French grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

F. MODIFY the course description French 102, Elementary French II (p. 98)

FROM:

102 Elementary French II (3) (Prerequisite: 101 or equivalent on placement test) Continued development of listening, speaking, reading and

writing in French. This course builds on language proficiency and cultural knowledge acquired in French.

TO:

102 Elementary French II (3) (Prerequisite: 101 with a grade of C or higher or equivalent)* Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

G. MODIFY the course description French 201, Intermediate French I (p. 98)

FROM:

201 Intermediate French I (3) (Prerequisite: 102 or equivalent on the placement test) Presentation of full range of structures to complete a student's initial study of the grammatical system with an emphasis on the development of speaking proficiency. Further attention to Francophone culture and continued use of audiovisual and video technology.

TO:

201 Intermediate French I (3) (Prerequisite: Completion of 102 with a grade of C or higher or equivalent)* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

H. MODIFY the course description French 202, Intermediate French II (p. 98)

FROM:

202 Intermediate French II (3) (Prerequisite: 201 or equivalent on the placement test) Extensive reading and discussion of a variety of literary and cultural texts in the target language. Class activities and homework assignments promote oral proficiency, grammatical accuracy and improved writing skills. Occasional work with audiovisual enrichment materials.

TO:

202 Intermediate French II (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent)* A comprehensive review of linguistic structures and content examined in previous semesters. Reading and discussion of a variety of cultural and literary texts. Includes use of technology to increase exposure to the target language and cultures.

* NOTE: Native speakers or students who have already achieved a high level of oral proficiency (to be determined by members of the Modern Languages Program) will not be given credit for this course.

I. MODIFY the course description German 101, Elementary German I (p.

FROM:

101 Elementary German I (3) F. An introduction to listening, speaking, reading and writing in modern German. Presentation of basic structures of the language with an emphasis on oral comprehension and communication. Includes work with audiovisual enrichment materials (video) and exposure to important aspects of cultures in German-speaking lands.

TO:

101 Elementary German I (3)* An introduction to basic German grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

J. MODIFY the course description German 102, Elementary German II (p. 100)

FROM:

102 Elementary German II (3) (Prerequisite: 101 or equivalent) S. Continued development of listening, speaking, reading and writing in German. This course builds on language proficiency and cultural knowledge acquired in German. Continuation of video series.

TO:

102 Elementary German II (3)* (Prerequisite: Completion of 101 with a grade of C or higher or equivalent) Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

K. MODIFY the course description German 201, Intermediate German I (p. 100)

FROM:

201 Intermediate German I (3) (Prerequisite: 102 or equivalent) F. Completion of full range of structures in the initial study of the grammatical system with an emphasis on the development of speaking proficiency. Further attention to culture of German-speaking nations and continued use of audiovisual and video technology.

TO:

201 Intermediate German I (3) (Prerequisite: Completion of 102 with a grade of C or higher or equivalent)* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

L. MODIFY the course description German 202, Intermediate German II (p. 102)

FROM:

202 Intermediate German II (3) (Prerequisite: 201 or equivalent) S. Extensive reading and discussion of a variety of literary and cultural texts in the target language. Class activities and homework assignments promote oral proficiency, grammatical accuracy and improved writing skills. Occasional work with audiovisual enrichment materials.

TO:

202 Intermediate German II (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent)* A comprehensive review of linguistic structures and content examined in previous semesters. Reading and discussion of a variety of cultural and literary texts. Includes use of technology to increase exposure to the target language and cultures.

* NOTE: Native speakers or students who have already achieved a high level of oral proficiency (to be determined by members of the Modern Languages Program) will not be given credit for this course.

- in M. **MODIFY** the course description French 300, Introduction to Reading Texts French (p. 98)

FROM:

300 Introduction to Reading Texts in French (3) (Prerequisite: 202 or equivalent on placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone texts in advanced courses. Through in-class discussions of selected texts from a variety of genres, students will acquire the skills necessary to read and analytically approach literary works and authentic print media in French.

TO:

300 Introduction to Reading Texts in French (3) (Prerequisite: 202 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone texts. Guided readings and discussions of a variety of texts written in French, including literary excerpts and a range of articles and essays from print and digital media.

- 98) N. **MODIFY** the course description French 301, Grammar and Composition (p.

FROM:

301 Grammar and Composition (3) (Prerequisite: 202 or equivalent on the placement test) Grammar and structure review and enhancement, with composition in and out of class. Emphasis on precision, variety, and vocabulary usage. Composition component follows a genre-based approach and includes work with authentic models of French texts.

TO:

301 Grammar and Composition (3) (Prerequisite: 202 or equivalent on the placement test) Intensive grammar review and enhancement. Extensive writing practice to complete a range of creative and communicative tasks with an emphasis on precision, clarity, and style.

O. **MODIFY** the course description French 302, Conversation (p. 100)

FROM:

302 Conversation (3) (Prerequisite: 202 or equivalent on the placement test) The development of oral and listening proficiency to handle practical situations of everyday life; conversation on subjects of interest pertaining to France and other Francophone countries. Addition of new vocabulary through reading of current material and usage in oral work. Emphasis on precision, variety, vocabulary acquisition, and pronunciation. Includes practice with audiovisual materials.

TO:

302 Conversation (3) (Prerequisite: 202 or equivalent on the placement test) The development of oral and listening proficiency in French through conversation on subjects of interest pertaining to France and Francophone countries. Addition of new vocabulary through reading and discussion of authentic print and digital media from the target cultures.

P. **MODIFY** the course description French 303, Francophone Literature and Culture (p. 100)

FROM:

303 Francophone Literature and Culture (3) (Prerequisite: 202 or equivalent on the placement test) An introduction to the French-speaking world outside of France. Study of the culture, history, and major literary movements of Francophone Africa, Canada, and the Caribbean. Written work and discussions in French based on authentic cultural readings, literary texts, and audiovisual materials.

TO:

303 Francophone Literature and Culture (3) (Prerequisite: 202 or equivalent on the placement test) An introduction to the French-speaking world outside of France. Study of the culture, history, and major literary movements of Francophone Africa, Canada, and the Caribbean. Written work and discussions in French based on authentic cultural readings, including literary texts and current articles from print and digital media.

Q. **MODIFY** the course description French 304, Masterpieces of French Literature (p. 100)

FROM:

304 Masterpieces of French Literature (3) (Prerequisite: 202 or equivalent on the placement test) Study of Masterpieces of French literature: selections from seventeenth, eighteenth, nineteenth, and twentieth centuries. Class discussions and readings primarily in French

with the exception of literary criticism. Written work and audiovisual materials in French.

TO:

304 Masterpieces of French Literature (3) (Prerequisite: 202 or equivalent on the placement test) In-depth study of major works written in French from the medieval period to the 21st century. Class discussions and readings in French with the exception of literary criticism. May be taken twice for academic credit with departmental approval.

R. MODIFY the course description French 305, French Civilization (p. 100)

FROM:

305 French Civilization (3) (Prerequisite: 202 or permission of department or equivalent on the placement test) Study of the history, art, culture, educational system, and everyday life of France and the Francophone world. Class discussions, cultural readings, and written work primarily in French. Includes audiovisual enrichment materials.

TO:

305 French Civilization (3) (Prerequisite: 202 or equivalent on the placement test or permission of department) Study of the history, art, culture, and everyday life of France and the Francophone world. Written work and discussions in French based on authentic cultural readings, including literary texts and current articles from print and digital media.

S. MODIFY the course description French 401, Survey of French Literature to 1800 (p. 100)

FROM:

401 Survey of French Literature to 1800 (3) (Prerequisite: 202 or equivalent on the placement test) Study of French authors from the Middle Ages to the end of the seventeenth century; study of major literary movements with readings, class discussions, and audiovisual materials primarily in French. A focus on developing students' ability to read and criticize literature in French and to communicate effectively in oral and written French.

TO:

401 Survey of French Literature to 1800 (3) (Prerequisite: 202 or equivalent on the placement test) Study of representative works and movements from the Middle Ages to the end of the seventeenth century with an emphasis on literary analysis and historical context. Focused discussions and extensive writing practice in French.

T. MODIFY the course description French 402, Survey of French Literature from 1800 (p. 100)

FROM:

402 Survey of French Literature from 1800 (3) (Prerequisite: 202 or equivalent on the placement test)

Study of French and Francophone authors from 1800 to the present; study of major literary movements with readings, class discussions, and audiovisual materials primarily in French. A focus on developing students' ability to read and criticize literature in French and to communicate effectively in oral and written French.

TO:

402 Survey of French Literature from 1800 (3) (Prerequisite: 202 or equivalent on the placement test) Study of representative works and movements from 1800 to the present with an emphasis on literary analysis and historical context. Focused discussions and extensive writing practice in French.

U. **ADD**, on page 100 of the current catalog, under FRENCH COURSES (FNCH)

306 Introduction to Business and Professional French (3) (Prerequisite: 202 or permission of department) Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and taboos.

Rationale: The proposal is to modify the prerequisite for the General Education foreign language requirement and to update the lower level course descriptions to reflect current terminology advocated by the State Department of Education. It also implements a native speaker policy for all lower level courses and includes revised course descriptions for upper level French courses, including the addition of French 306, a new course in Business and Professional French.

- a. In order to enter French/German/Spanish 102, students would be required to receive a grade of C or higher in French/German/Spanish 101; they would need a grade of C or higher in French/German/Spanish 102 in order to enter French/German/Spanish 201; and they would need a grade of C or higher in 201 in order to enter 202. For the General Education sequence, it is important that students demonstrate adequate knowledge before progressing to French/German/Spanish 102, 201, and 202. As each course in this sequence builds the foundation for success in the subsequent course, students must have a sufficient grasp of each language course before continuing to the next course. In short, this proposal would prevent students from moving into the next level in the sequence unprepared. Other departments at FMU have integrated similar prerequisites, such as the Department of English (p.92 in Catalog) and the Department of Mathematics (p.123 in Catalog). The Spanish

programs at other institutions such as Winthrop University, USC-Aiken, and UNC-Wilmington also provide examples of similar program policies.

- b. Considering that a) French/German/Spanish 101, 102, 201 and 202 are basic language courses intended for students with little or no previous exposure to the language, and that b) Second-Language Learners and native students manage different communication strategies, it is of necessity that native speakers, near-native speakers (i.e. students with a high level of communicative proficiency, which would be determined by the members of the Modern Languages Program) and heritage speakers (students who learned the language in a natural, non-academic environment, such as home or extended residence abroad) not be permitted to enroll or receive credit for the basic language courses of their linguistic competence. The presence of native students also increases the anxiety and the self-doubt of beginning students, therefore interfering with the process of acquiring a second language. This is known to language instructors as the affective filter. The Spanish programs at other institutions such as UNC-Chapel Hill, Coastal Carolina, Coker College and the College of Charleston provide examples of similar program policies.
- c. The proposed changes to upper level French courses are primarily cosmetic; they replace out-of-date vocabulary to better reflect current technology and current pedagogical practices (i.e. “audiovisual materials” is replaced by “print and digital media,” and “genre-based approach” is replaced by “extensive (reading, writing, conversational) practice to complete a range of creative and communicative tasks”). The new descriptions borrow heavily from vocabulary used by American Council of the Teaching of Foreign Languages (ACTFL) and vocabulary in use by peer institutions such as USC, the College of Charleston, Furman, etc. The proposed changes also remove a few perimeters (class standing, GPA, peer review) from the French 497 course and simplify the description for that course, making it a more accurate description of French 497, which is used most frequently as a catch-all course for majors and minors offered to individuals and groups on a basis of interest and need, rather than as a senior capstone class.
- d. The proposed addition of French 306, Introduction to Business and Professional French (3), is intended not only to provide an additional course offering for French majors, but also to meet the needs of minors and non-majors/minors who wish to learn French for practical reasons related to today’s international and cross-cultural work environment. This course, which has already been taught as an independent study, will cover everyday topics such as professional greetings and etiquette, business reservations and travel, formal correspondence, etc. French 306 broadens the French offerings so that they are not solely focused on literature. It is particularly well-suited to FMU students who plan to study or work in France and business professionals who wish to deepen their knowledge of French for practical reasons. The addition of this course will also bring Francis Marion in step with peer institutions that have business courses (USC, UNC-Chapel Hill, the College of Charleston, Winthrop, etc.). Students at the College of Charleston can currently minor in Business Language in French.

2. Proposal from the School of Education:

A. MODIFY the mission statement on page 79 of the current catalog

FROM:

MISSION STATEMENT

The Department of Biology offers a liberal arts based baccalaureate degree in biology. Studies are tailored to meet students' future career needs, including pre-medical, pre-dental, and pre-veterinary programs, preparation for graduate studies, or direct entry into careers such as environmental work. Minor and collateral programs in biology are offered, and courses are provided to support the collateral and minor in environmental studies. A two-semester lecture and laboratory sequence supports general education requirements. The department places a high value on the laboratory and field component of the education of all students. Superior students are encouraged to engage in research projects, directly supervised by members of the faculty. In cooperative programs with other universities, some students initiate study at Francis Marion University in forestry or wildlife biology and later transfer to Clemson University. Some graduate courses are offered to support the Master of Education program. A degree in biology with emphasis in Medical Technology is offered by Francis Marion University in which students supplement three years of study in the Department of Biology with one year of clinical studies in an approved program.

TO:

MISSION STATEMENT

The Department of Biology offers a liberal arts based baccalaureate degree in biology. Studies are tailored to meet students' future career needs, including pre-medical, pre-dental, and pre-veterinary programs, preparation for graduate studies, or direct entry into careers such as environmental work. Minor and collateral programs in biology are offered, and courses are provided to support the collateral and minor in environmental studies. A two-semester lecture and laboratory sequence supports general education requirements. The department places a high value on the laboratory and field component of the education of all students. Superior students are encouraged to engage in research projects, directly supervised by members of the faculty. In cooperative programs with other universities, some students initiate study at Francis Marion University in forestry or wildlife biology and later transfer to Clemson University. A degree in biology with emphasis in Medical Technology is offered by Francis Marion University in which students supplement three years of study in the Department of Biology with one year of clinical studies in an approved program.

B. MODIFY career choices on page 87 of the current catalog

FROM:

Those students completing either of the two major tracks offered by the Department of Chemistry are prepared to enter into any number of career choices. These include science

education at the secondary level; work in local, regional, and national industries and with governmental agencies; and entrance into graduate or professional schools.

TO:

Those students completing either of the two major tracks offered by the Department of Chemistry are prepared to enter into any number of career choices. These include work in local, regional, and national industries and with governmental agencies; and entrance into graduate or professional schools.

C. DELETE conceptual framework explanation on page 90 of the current catalog

As they grow as professional educators, students must: (1) acquire knowledge about learners, pedagogy, and content; (2) use reflection as they integrate theory, planning, and practice; and (3) engage in collaboration as they develop and hone communication and leadership skills necessary to work with diverse populations of students, parents, colleagues, and community members. Interwoven in these components are critical thinking, assessment, and the effective use of technology.

D. DELETE program requirements on page 91 of the current catalog

Students seeking Social Science Certification are required to take Psychology 206/216.

E. MODIFY program requirements on page 106 of the current catalog

FROM:

TEACHER CERTIFICATION OPTION IN ART EDUCATION

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

As they grow as professional educators, students must (1) acquire knowledge about learners, pedagogy, and content; (2) use reflection as they integrate theory, planning, and practice; and (3) engage in collaboration as they develop and hone communication and leadership skills necessary to work with diverse populations of students, parents, colleagues, and community members. Interwoven in these components are critical thinking, assessment, and the effective use of technology.

The Department of Fine Arts provides the knowledge base for students certifying to teach art in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education: critical thinking, collaboration, and reflection.

General Education	48 hours
Communications	9 hours
ENG 112.....	3

ENG 200.....	3
SPCO 101.....	3
Social Sciences	9 hours
No more than six hours may be taken in any one discipline)	
ANTH 200 or GEOG 101.....	3
POL 101 or 103.....	3
Additional 3 hours to be chosen from economics, geography, political science, or sociology.....	3
Humanities.....	12 hours
Literature (in any language).....	3
History.....	3
Art History 220.....	3
Music 101 or Theatre 101.....	3
Mathematics.....	6 hours
Math 121 or higher.....	6
Natural Sciences.....	12 hours
Biological Science with lab.....	4
Physical Science with lab.....	4
PSY 206 and 216.....	4
Professional Education.....	30 hours
EDUC 290.....	2
EDUC 299.....	2
(taken in the same semester)	
EDUC 305.....	3
(Must be fully admitted to the Professional Education Program and pass Praxis I to take EDUC courses above 305)	
EDUC 310.....	3
EDUC 311.....	3
(taken with EDUC 313)	
EDUC 313.....	1
(taken with EDUC 311)	
EDUC 380.....	2
EDUC 391, or 392 or 393.....	2
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12
(taken in the same semester)	
Teaching Area	51 hours
Design/Technology Courses	12 hours
ART 203.....	3
ART 204.....	3
ART 205.....	3
ART 206.....	3
Studio Courses	15 hours
Select nine hours from ART 207, 208, 210, 215, 218, 230, 231.....	9

Select six hours above the 299 level.....	6
Art History Courses	12 hours
Art History 220.....	3
Art History 221.....	3
Select three hours from Art History 350, 360, 370.....	3
Select three hours from Art History 340, 380, 390, 400.....	3
Art Education Courses	12 hours
Art Education 312.....	3
Art Education 415.....	3
Art Education 416.....	3
Art Education 501	3

ADMISSION TO THE ART EDUCATION PROGRAM IN THE DEPARTMENT OF FINE ARTS

A student must make application for admission to the Art Education Program in the Department of Fine Arts upon successful completion of 30 semester hours to include the following:

- 1) have a cumulative grade point average of at least 2.5 in all undergraduate courses taken at FMU.
- 2) have completed ARTE 312.
- 3) have completed one beginning level studio course from ART 207, 208, 210, 230.
- 4) have completed one foundation art history course from ARTH 220, 221.
- 5) have at least a 2.75 grade point average in all ART, ARTH, and ARTE courses attempted.
- 6) have passed the Praxis I: Reading, Writing, and Math assessment.
- 7) have positive recommendations from the Art Education faculty.

NOTE: Students must schedule a conference in the School of Education to discuss the Professional Certification program.

TO:

TEACHER LICENSURE OPTION IN ART EDUCATION

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

The Department of Fine Arts provides the knowledge base for students seeking licensure to teach art in the state of South Carolina.

General Education	48 hours
Communications	9 hours
ENG 112.....	3
ENG 200.....	3
SPCO 101.....	3
Social Sciences	9 hours
ANTH 200 or GEOG 101.....	3
POL 101 or 103.....	3
Additional 3 hours to be chosen from economics, geography, political science, sociology, or Honors 250-269.....	3

Humanities.....	12 hours
Literature (in any language).....	3
History.....	3
Art History 220.....	3
Music 101 or Theatre 101.....	3
Mathematics.....	6 hours
Math 121 or higher.....	6
Natural Sciences.....	12 hours
Biological Science with lab.....	4
Physical Science with lab.....	4
PSY 206 and 216.....	4
Professional Education.....	33 hours
EDUC 190.....	3
EDUC 191.....	1
(taken in the same semester)	
EDUC 305.....	3
(Must be fully admitted to the Professional Education Program and pass Praxis I/Praxis CORE to take EDUC courses above 305)	
EDUC 310.....	3
EDUC 311.....	3
(taken with EDUC 313)	
EDUC 313.....	1
(taken with EDUC 311)	
EDUC 380.....	2
EDUC 391 or 392 or 393.....	2
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12
(487, 489, and 490 to be taken in the same semester)	
Teaching Area	51 hours
Design/Technology Courses	12 hours
ART 203.....	3
ART 204.....	3
ART 205.....	3
ART 206.....	3
Studio Courses	15 hours
Select nine hours from ART 207, 208, 210, 215, 218, 230, 231.....	9
Select six hours above the 299 level.....	6
Art History Courses	12 hours
Art History 220.....	3
Art History 221.....	3
Select three hours from Art History 350, 360, 370.....	3
Select three hours from Art History 340, 380, 390, 400.....	3
Art Education Courses	12 hours
Art Education 312.....	3

Art Education 415.....	3
Art Education 416.....	3
Art Education 501	3

ADMISSION TO THE ART EDUCATION PROGRAM IN THE DEPARTMENT OF FINE ARTS

A student must make application for admission to the Art Education Program in the Department of Fine Arts upon successful completion of 30 semester hours to include the following:

1) have a cumulative grade point average of at least 2.5* in all undergraduate courses taken at FMU.

* Freshmen and transfer students entering the institution in the Fall of 2014 or the Spring of 2015 must achieve a cumulative 2.6 GPA in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2015 and beyond must achieve a cumulative 2.75 GPA for admission to teacher education.

2) have completed ARTE 312.

3) have completed one beginning level studio course from ART 207, 208, 210, 230.

4) have completed one foundation art history course from ARTH 220, 221.

5) have at least a 2.75 grade point average in all ART, ARTH, and ARTE courses attempted.

6) have passed the Praxis I/Praxis CORE: Reading, Writing, and Math assessment.

7) have positive recommendations from the Art Education faculty.

NOTE: Students must schedule a conference in the School of Education to discuss the Professional Licensure program.

F. MODIFY requirements for admission to professional education program on page 174 of the current catalog

FROM:

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECK POINT I)

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching certificate. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible.

Admission to the professional education program is a prerequisite for enrollment in any education course (ECE, ELEM, MLE, EDUC) beyond EDUC 305.

1. Completion of Education 190/191 and Education 305 with a grade of C or better.

2. A cumulative grade point average of at least 2.5* on all undergraduate courses taken at FMU.

3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.

4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Approval by the appropriate program committee.

TO:

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECK POINT I)

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education as early as possible. For more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" webpage located at <http://www.fmarion.edu/academics/article324714.htm>.

Admission to the professional education program is a prerequisite for enrollment in any education course (ECE, ELEM, MLE, EDUC) beyond EDUC 305.

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.5* in all undergraduate courses taken at FMU.

* Freshmen and transfer students entering the institution in the Fall of 2014 or the Spring of 2015 must achieve a cumulative 2.6 GPA in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2015 and beyond must achieve a cumulative 2.75 GPA for admission to teacher education.

3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Approval by the appropriate program committee.

G. **MODIFY** requirements for admission to student teaching on page 174-5 of the current catalog

FROM:

Admission to Student Teaching (Check Point II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester.

2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A grade of C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching).
7. Attendance at a **mandatory** meeting held the semester prior to Student Teaching. (Dates & Times will be posted).
8. All student packets (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than the Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator Certificate (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina.

TO:

Admission to Student Teaching (Check Point II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester.
 2. A cumulative grade point average of at least 2.50* at the end of the semester prior to student teaching.
- *Freshmen and transfer students entering the institution in the Fall of 2014 or the Spring of 2015 must achieve a cumulative 2.6 GPA in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2015 and beyond must achieve a cumulative 2.75 GPA for admission to teacher education.
3. Successful completion of ALL education courses with a grade of C or better, except for the Clinical Practice Block of Education 487 (a two-hour course) and Education 489 (a one hour course).
 4. Positive recommendations from public school personnel, practica course instructors, and the appropriate program committee.
 5. Acceptable dispositions ratings from practica course instructors and supervisors.
 6. A passing score (EXAMINEE copy) on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching).
 7. Attendance at a **mandatory** meeting conducted by the Coordinator of Clinical Experiences; held the semester prior to Student Teaching. (Dates and times will be posted on the “News and Announcements” webpage).
 8. All student packets (content of packet is listed on the “News and Announcements” webpage and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than the Reading Day the semester prior to Student Teaching.
 9. Complete the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina.

H. **MODIFY** the course description of EDUC 380 on page 182 of the current catalog

FROM:

380 Introduction to Exceptional Students (2) (Prerequisite: Admission to Professional Education Program) (Early Childhood: Block A, secondary corequisites: EDUC 393 and the appropriate methods courses in the major field – either EDUC 434, 435, 436, 437, or 438) F,S. This course is designed to provide preservice teachers with the theoretical bases and practical experiences to work with exceptional needs students who are mainstreamed into regular classrooms. Experiences will include exposure to, discussion of and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching.

TO:

380 Introduction to Exceptional Students (2) (Prerequisite: Admission to Professional Education Program) [Early Childhood corequisite: ECE 314, 319, and 321; Art Education corequisite: EDUC 391, 392, or 393; secondary corequisites: EDUC 393 and either EDUC 434 (English) or 436 (Math)] F, S. This course is designed to provide preservice teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage (http://www.fmarion.edu/academics/news_and_announcements) for specific SLED Background Check deadlines.

I. **MODIFY** the course description of EDUC 393 on page 182 of the current catalog

FROM:

393 Clinical Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching.) F. Designed to provide all secondary certification students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching. Requires a minimum of 40 hours in clinical experience in public schools.

TO:

393 Clinical Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisite EDUC 380 to be taken in the semester prior to student teaching.) F. This course is designed to provide all secondary licensure students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. This course requires a minimum of 40 hours in clinical experience in a local public school setting.

- J. **MODIFY** the course description of EDUC 434 on page 182 of the current catalog

FROM:

434 Teaching English in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching) F. Emphasizes the development of instructional practices, curricular materials, and technology appropriate for teaching English in secondary schools. Special attention will be placed on teaching language, reading, literature, and composition. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken simultaneously in the semester prior to student teaching.

TO:

434 Teaching English in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching) F. This course emphasizes the development of instructional practices, curricular materials, and technology appropriate for teaching English in secondary schools. Special attention will be placed on teaching language, reading, literature, and composition.

- K. **MODIFY** the course description of EDUC 436 on page 182 of the current catalog

FROM:

436 Teaching Mathematics in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching) F. Designed for mathematics majors who are pursuing certification in secondary mathematics. Student will investigate mathematics curriculum, teaching strategies, and evaluation techniques. Mathematics concepts, geometry, real world applications, the use of technology, and problem solving strategies will be emphasized. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching.

TO:

436 Teaching Mathematics in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching) F. This course is designed for mathematics majors who are pursuing licensure in secondary mathematics. Students will investigate mathematics curriculum, teaching strategies, and evaluation techniques. Mathematics concepts, geometry, real world applications, the use of technology, and problem solving strategies will be emphasized.

L. **DELETE** the course EDUC 438 on page 183 of the current catalog

438 Teaching Foreign Language in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching) F, S. Introduces foreign language majors pursuing teacher certification to theories, methods, materials, and technology necessary for teaching speaking, writing, reading, and listening proficiencies. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching.

M. **MODIFY** the title of HLTH 301 on page 183 of the current catalog

FROM:

301 Contemporary Health Issues

TO:

301 Health Promotion in the 21st Century

N. **MODIFY** the course description of HLTH 301 on page 183 of the current catalog

FROM:

(3) F, S, SU. This course introduces the student to knowledge and competencies necessary for health promotion and disease prevention. Emphasis is placed on the physical, social, spiritual, emotional, environmental, and intellectual domains of health. Health disparities will be examined with particular attention to the intersections of gender, race, class, and sexuality. Subtopics will focus on the most prevalent risk factors and diseases in our diverse, global society and will include obesity, cardiovascular disease, cancers, and sexually transmitted diseases among others. Required for middle level education majors and secondary education majors seeking teacher certification in English or Mathematics.

TO:

(3) F, S, SU. This course is designed for middle-level and secondary education majors, gender study majors, and any student who is interested in the knowledge and skills essential for health promotion in the 21st century. Emphasis is placed on healthy behavior change through practice. Subtopics will include managing stress, improving sleep, promoting sexual health, and enhancing healthy eating. Technology and health,

environmental health, the Affordable Health Care Act, and healthy beverage consumption will also be discussed. This course is required for middle-level education majors and secondary education majors seeking teacher licensure in English or Mathematics.

- O. **MODIFY** the course description of HLTH 312 on page 183 of the current catalog

FROM:

312 Health of the Young Child: Family, School, Community (3) (Prerequisites: EDUC 191 or permission of the Dean of the School of Education) S, SU. This course allows students to learn and reflect about, discuss, and suggest strategies to address the health and safety of young children. Course content includes children’s “typical” and “atypical” physical and socioemotional development. Required for Early Childhood Education majors.

TO:

312 Health of the Young Child: Family, School, Community (3) (Prerequisites: EDUC 191 or permission of the Dean of the School of Education) F, S, SU. This course is required for early childhood education majors. The course will consist of both educational methods and health content for young children. Specific topics include the importance of health education, procedures of developing health lessons, strategies for implementing health information, and the role of teachers in promoting young children’s health. Health content includes preventing childhood obesity, managing childhood stress, improving children’s eating habits, promoting physical activity and healthy beverage consumption, the importance of a healthy environment, and internet safety. This course could require up to five (5) field experience hours in a local public school setting. To complete the field experience hours, a current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage (http://www.fmarion.edu/academics/news_and_announcements) for specific SLED Background Check deadlines.

- P. **MODIFY** the title of HLTH 315 on page 184 of the current catalog

FROM:

315 Health Education

TO:

315 School Health Education

- Q. **MODIFY** the course description of HLTH 315 on page 184 of the current catalog

FROM:

(3) (Prerequisite: EDUC 191 or permission of the Dean of the School of Education) F, S, SU. A course designed to acquaint students with the components of a modern coordinated

school health program. A study of principles, practices, and procedures in health including planning, applications, and evaluation of health instruction and programs. Required for elementary education majors.

TO:

(3) (Prerequisite: EDUC 191 or permission of the Dean of the School of Education) F, S, SU. This course provides essential components of teaching health at elementary schools. It will consist of both educational methods and health content. Specific topics include the importance of health education, procedures of developing health lessons, strategies for implementing health information, and the role of teachers in promoting children's health. Health content includes preventing childhood obesity, managing childhood stress, improving children's eating habits, promoting physical activity and healthy beverage consumption, the importance of a healthy environment, and internet safety. This course is required for elementary education majors and could require up to five (5) field experience hours in a local public school setting. To complete the field experience hours, a current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (http://www.fmarion.edu/academics/news_and_announcements) for specific SLED Background Check deadlines.

Rationale for A-E: Correcting inaccuracies related to School of Education which were listed in Chemistry, Art Education, & English programs.

Rationale for F-G: Adding the state of South Carolina admission requirements, proposed GPA increase, our "news and announcements" website, and other clarifications to checkpoints I & II.

Rationale for H: Modifying course descriptions to ensure that students are aware of the criminal background check requirements. Completing clinical hours in a local public school setting require that students comply with these requirements in order to participate in the course. Additional changes are corrections.

Rationale for I-K: Eliminating duplicate wording, changing terminology from certification to licensure, and clarifying requirements for these courses.

Rationale for L: Deleting course that is no longer offered.

Rationale for M-Q: Updating titles and course descriptions for HLTH 301, 312 & 315 and adding a field component and its requirements to 312 & 315.

3. Proposal from the Department of Gender Studies:

A. ADD, to the list of courses eligible for the Gender Studies minor and collateral, on page

195 of the current catalog after BIOL 213 Biology of Sex:

ENG 350N American Women Writers

B. CHANGE the course number of the following on page 195 of the current catalog

FROM:
ENG 369 Sex, Gender, and Literature
TO:
ENG 385 Sex, Gender, and Literature

Rationale: These reflect the new English Liberal Arts curriculum as approved by the faculty in 2013.

4. Proposal from International Programs

A. CHANGE, The description of the International Studies Minor on page 197 of the current

Catalog

FROM:

Area G. Elective Courses

ARTH 390 Twentieth Century Art
 ARTH 400 Contemporary Art since 1980
 ENG 314 World Literature
 ENG 455 Advanced Study in International Literature
 FOREIGN LANGUAGE: 3-6 hours above 299 level
 GEOG 101 Cultural Geography
 HIST 309 Europe, 1814-1914
 HIST 324 Traditional East Asia
 HIST 329 Europe in the Era of the World Wars
 INTS 298-299 International Studies: Travel Seminars
 INTS 400 International Studies: Senior Project
 INTS 497 International Studies: Special Studies
 SOCI 419 Population and Society

TO:

Area G. Elective Courses

ARTH 390 Twentieth Century Art
 ARTH 400 Contemporary Art since 1980
 ENG 363 Literature of the Ancient World OR ENG 364 Literature of the
 Medieval World
 ENG 466 Advanced Study in International Literature
 FOREIGN LANGUAGE: 3-6 hours above 299 level
 GEOG 101 Cultural Geography
 HIST 309 Europe, 1814-1914
 HIST 324 Traditional East Asia
 HIST 329 Europe in the Era of the World Wars
 INTS 298-299 International Studies: Travel Seminars
 INTS 400 International Studies: Senior Project
 INTS 497 International Studies: Special Studies
 SOCI 419 Population and Society

5. Proposal from the Department of Mathematics:

A. **CHANGE**, on page 123 of the current catalog, the course description for MATH 150

FROM:

150 Discrete Dynamical Modeling (3) (Prerequisite: Grade of C or higher in 111, 121, or a higher-numbered mathematics course than 121 or placement scores.) Students will use discrete dynamical systems to mathematically model and solve real-world problems.

TO:

131 Discrete Dynamical Modeling (3) (Prerequisite: Grade of C or higher in 111 or 121 or placement scores.) Students will use discrete dynamical systems to mathematically model and solve real-world problems. Computer applications will be used extensively.

Rationale: The course description has been updated to emphasize the use of computer applications in the course to better describe the current practices of the faculty. The course number has been changed from 150 to 131 to promote better enrollment. The department feels that having the course after 140 Applied Calculus has caused low enrollment from students seeking their second general education mathematics course. In addition, the numerical change puts the course in sequence with Math 111 and Math 121. This course is recommended for non-math and non-science majors. We do not include the previous statement since the course is well-suited for the general student body.

B. **CHANGE**, on page 121 of the current catalog, the paragraph under the Teacher Certification Option:

FROM:

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century. The Department of Mathematics provides the major knowledge base for students certifying to teach mathematics in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education through the acquisition of knowledge, and the process of reflection, assessment, collaboration, and critical thinking.

TO:

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century. The Department of Mathematics provides the major knowledge base for students certifying to teach mathematics in the state of South Carolina. The department supports and encourages the conceptual framework of the School of Education.

C. **CHANGE**, on page 121 of the current catalog, the required hours for Professional Education for B.S. and B.A. as follows:

FROM:

Professional Education	11 hours	11
hours		

TO:

Professional Education	14 hours	14
hours		

Rationale: The 3 hour requirement of “EDUC 310 or CS 190 or higher” is counted in this section instead of the Mathematics Major section for CS 190, 212, or 226.

D. **DELETE**, on page 126 of the current catalog, the course MATH 517 Abstract Algebra and Linear Algebra for Teachers.

E. **DELETE**, on page 220 of the current catalog, the course MATH 517 Abstract Algebra and Linear Algebra for Teachers.

F. **DELETE**, on page 220 of the current catalog, the course MATH 799 Mathematics: Seminar Practicum Capstone.

G. **DELETE**, on page 126 of the current catalog, the course MATH 519 Logic and Geometry for Teachers.

H. **DELETE**, on page 220 of the current catalog, the course MATH 519 Logic and Geometry for Teachers.

Rationale: These courses were offered through the Master of Education degree program which was suspended several years ago.

6. Proposal from the Department of Nursing:

A. **ADD**, on page 131 of the current catalog,

NURS 412 Senior Seminar in Nursing (3) (Prerequisite: 409 and 410)

This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as professional nurses. Computerized testing will be used to gauge learners’ mastery of professional nursing concepts and content. This course may be taken up to two times.

Rationale: The discipline of nursing has standardized comprehensive predictive examinations that are psychometrically stable and nationally normed. Up to this point, learners who did not reach 95% predictability to pass on the first standardized comprehensive predictive examination would have an unstructured remediation and retake a second format of the standardized comprehensive predictor examination within a week or two. Studies show that only the first time is predictive of success and longer remediation is needed before a second format of the standardized comprehensive predictor examination is administered. This is held true in our program also. In spring of 2013, 12% of FMU graduates who took the predictive test, and passed with 95% predictability to pass, failed NCLEX-RN; but out of those who retook and received 95% predictability to pass on their second try, 60% failed NCLEX-RN. Therefore, we are in need of a more comprehensive, organized remediation process before learners with lower than 95% predictability to pass NCLEX-RN on their first standardized comprehensive predictor examination take another format of the examination. The progression policy will be altered to reflect the change of instituting this course as follows:

NURSING STUDENT HANDBOOK AND SYLLABI POLICY:
Standardized Comprehensive Predictor Testing in NURS 411

The standardized comprehensive predictor examinations used at FMU are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN examination. The standardized comprehensive predictor examinations use the same test plan as is used by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN examination. The following is the senior II progression policy:

1. NURS 411 Adult Health III and Nursing Knowledge Synthesis
 - A. Learners must pass three components in NURS 411 Adult Health III and Nursing Knowledge Synthesis; 1) an earned course grade of 79.5 or above, 2) an earned satisfactory clinical evaluation, and 3) accomplish a predictive score set by the Department of Nursing Faculty on the standardized comprehensive predictor examination.
 - B. If a learner does not achieve a course grade of 79.5 or higher in NURS 411 Adult Health III and Nursing Knowledge Synthesis the learner will fail the course and it will be counted as a course failure regardless of the status achieved on the clinical evaluation component of the course. In the case of a course failure, the learner will not take the standardized comprehensive predictor examination during examination week.
 - C. If a learner does not achieve a satisfactory clinical evaluation in NURS 411 Adult Health III and Nursing Knowledge Synthesis the learner will fail the course, regardless of the course grade achieved, and the failure will be counted as a course failure. In the case of a clinical failure the learner will not

take the standardized comprehensive predictor examination during examination week.

- D. If the student passes the course and clinical components of NURS 411 they will be eligible to take the first standardized comprehensive predictor examination which will be administered once only during examination week.
 - E. A predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination will be published at the beginning of the semester and required to pass NURS 411 Adult Health III and Nursing Knowledge Synthesis.
 - F. If a learner does not achieve the predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination they will be given an incomplete (I) in NURS 411 Adult Health III and Nursing Knowledge Synthesis and be enrolled the following semester (Fall, Spring, or Summer I) into NURS 412 Senior Seminar in Nursing.
2. NURS 412 Senior Seminars in Nursing
- A. If a learner does achieve the predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination at the end of the semester and achieves the course grade of 79.5 in NURS 412 the incomplete (I) in NURS 411 will convert to the achieved course grade and they will be eligible to take NCLEX-RN.
 - B. If a learner does not achieve a predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination at the end of NURS 412 they will be assigned failing grade in NURS 412 and be reenrolled in NURS 412 the following semester (Fall, Spring, or Summer I).
 - C. Learners are allowed to enroll into NURS 412 two consecutive times. If the student does not achieve the set predictability score, the second time the student takes NURS 412 Senior Seminar in Nursing they will be assigned a failure in both NURS 411 and NURS 412 and be dismissed from the nursing program.

7. Proposal from the Department of Psychology:

- A. CHANGE, on page 146 of the current catalog, the major requirements FROM:

A major in psychology requires 38 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 319, 336, and 499

2. At least one course from the Developmental Core courses of Psychology 315, 316, 334
3. One course from the Integrative Experiences courses of Psychology 470 and 498
4. Nine hours of psychology electives at the 300-level or higher
5. Biology 105/115 or 104
6. 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

TO:

A major in psychology requires 38 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 319, 336, and 499
2. At least one course from the Developmental Core courses of Psychology 315, 316, 334
3. One course from the Integrative Experiences courses of Psychology 470 and 498
4. Nine hours of psychology electives, with a minimum of eight hours at the 300-level or higher
5. Biology 105/115 or 104
6. 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

Rationale: Students often take PSY 270 Beginning Supervised Research (1 credit hour) and PSY 370 Intermediate Supervised Research (2 credit hours) as “one class” (3 credit hours) of their psychology electives. The changes made to the major for the 2013-2014 catalog inadvertently eliminated this possibility for students by requiring all elective hours to be at the 300 level or higher. The changes proposed here correct that oversight and return PSY 270 to a 1 credit hour psychology elective, as it was always intended to be.

B. ADD, on page 149, of the current catalog

347 Advanced Applied Behavior Analysis (3) (Prerequisite: 317)

Continuation of PSY 317 covering advanced methods and applications of operant, respondent, and observational learning principles and procedures used to develop and implement therapeutic behavior modification strategies in a variety of clinical, educational, family, and community settings with various populations (child and adult) to reduce maladaptive behaviors and increase adaptive behaviors. Topics include advanced methods and applications, ethical considerations, behavioral systems support, selection of appropriate intervention strategies, and the measurement, display, and interpretation of behavioral data in the evaluation of behavioral research and intervention outcomes.

Rationale: To provide a second, more advanced course to follow PSY 317 which provides advanced training in Applied Behavior Analysis in order for interested psychology majors to develop skills and obtain course hours required for board certification as Board Certified Assistant Behavior Analyst through the national Behavior Analysis Certification Board.

IV. Graduate Council

1. Proposal from the School of Business:

Note: On pages 40 - 44 of the appendix, you will find the revised description of the MBA program, as it would appear (if approved) in the 2014-2015 course catalog.

A. **CHANGE**, from page 208 of the current catalog

FROM

To be considered for admission, the applicant must:

1. Submit the Graduate Application for Admission and pay the non-refundable application fee.
2. Submit official transcripts of all undergraduate and graduate work from accredited institutions.
3. Have earned a baccalaureate degree from a regionally-accredited institution as evidenced by the official transcript.
4. Submit an official Graduate Management Admissions Test (GMAT) or Graduate Records Examination (GRE) score. This GMAT/GRE requirement may be waived for applicants with advanced degrees and/or professional qualifications.
5. Submit at least one, but preferably two or more, letters of recommendation.

International applicants for whom English is not their native language must submit a Test on English as a Foreign Language (TOEFL) score. Personal interviews with the Director and/or the MBA Admissions Committee may also be required.

Application materials must be submitted to:
 Graduate Office
 Francis Marion University
 PO Box 100547
 Florence, SC 29502-0547

It is the applicant's responsibility to gather all materials to compete his/her application. Only those completed (with all materials) will be reviewed by the School of Business MBA Committee. To receive an application or for any questions, please call the Graduate Office at 843-661-1284.

TO

ADMISSION REQUIREMENTS

To be considered for admission, the applicant must submit the following materials to the FMU Graduate Office:

1. The Graduate Application for Admission and non-refundable graduate application fee.
2. Official transcript(s) of all undergraduate and graduate work from accredited institutions which indicates the candidate has earned a baccalaureate degree from a regionally-accredited institution.
3. An official Graduate Management Admissions Test (GMAT) or Graduate Records Examination (GRE) score. At the discretion of the MBA Admission Committee, the GMAT/GRE requirement may be waived for applicants with advanced degrees and/or professional qualifications.
4. At least one, but preferably two or more, letters of recommendation.
5. A 500 to 700 word personal statement indicating one's career goals and reasons for seeking admission to the MBA program.
6. Resume.
7. A Test on English as a Foreign Language (TOEFL) score for all international applicants for whom English is not their native language.

All application materials must be submitted to:

Graduate Office
Francis Marion University
PO Box 100547
Florence, SC 29502-0547

It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all materials) will be reviewed by the School of Business MBA Committee. The MBA Admission Committee reviews all application material for evidence of preparation for graduate education in business and for promise of success as a graduate student. The MBA Admission Committee will review each applicant's admission material for evidence of competency in the areas of foundational accounting, applied statistics, finance, and business software applications. Competency is typically demonstrated by academic course(s) or professional certificates. Upon review of the student's admission material, the MBA Admission Committee may require the graduate foundation course, BUS 605, or appropriate undergraduate course(s) to be completed. Personal interviews with the Director and/or the MBA Admission Committee may also be required.

To obtain an application or for more information, please visit <http://www.fmarion.edu/academics/mba/> or phone the Graduate Office at 843-

661-1284. To discuss the waiver option for the GMAT/GRE score, please contact the MBA Director.

Rationale:

After reviewing the current MBA admission requirement, the MBA Admission Committee concluded that the resume and a personal statement are needed. These two requirements are very common among schools which are considered our peer, aspirant or competitor. Additional changes were made to insure clarity.

B. **ADD**, on page 210 of the current catalog

700 Accounting Analysis (3) An integrated approach to the use of accounting information to support external and internal users' decision-making activities. Topics include financial statement format and content; the effects of operating, financing, and investing activities on a firm's income, financial position, and cash flows; and the use of accounting information for planning, control, and evaluation purposes. The focus is on understanding the differences between the needs of external and internal decision makers and determining what accounting information is appropriate in particular decision contexts.

Rationale:

The present two-course structure for accounting in the MBA program presents financial and managerial accounting as two distinct courses of study with only minimal overlap. In the current structure, ACTG 720 focuses on providing information to meet the needs of external stakeholders, while ACTG 721 focuses on providing information to meet the needs of internal users. The result is that our students fail to understand accounting as an *integrated* process designed to fulfill the needs of a wide variety of stakeholders—both internal and external—and fail to fully grasp the areas in which there is clear overlap as well as those areas in which there is minimal or no overlap. This course is taught from a business *process* perspective, allowing students to clearly see how various business activities are planned by internal stakeholders and then analyzed and evaluated by both internal and external stakeholders. This approach has the advantage of simultaneously demonstrating to students the different uses of accounting information from both perspectives as opposed to presenting the uses in a completely disjointed or detached approach. A proposed syllabus is provided.

C. **ADD**, on page 210 of the current catalog

705 Economic Analysis (3) This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

Rationale:

This course integrates microeconomics and macroeconomics which has the advantage of simultaneously demonstrating to students the economic impact upon the business process. The proposed course, Economics 705, Economics Analysis has been approved by the MBA Committee and the faculty of the School of Business. In addition, the course content is both appropriately rigorous and relevant. A proposed syllabus is provided.

D. **ADD**, on page 210 of the current catalog

720 Contemporary Issues in Business (3), (2), or (1) This course provides students with the opportunity to study issues relevant to the changing business environment. Topics will vary. This course may be taken more than once for credit. Three credit hours are required for graduation.

Rationale:

After careful assessment of the content within the MBA curriculum, the MBA faculty concluded there is a need for students to study the current issues of business. The topics of the course will vary with the semester to reflect the ever changing business environment. The course can also be used to present topics which reflect the MBA learning goals. A proposed syllabus is provided.

E. **DELETE** from page 210 of the current catalog the following courses:

720 Financial Accounting Concepts and Problems (3) S. Covers objectives of accounting and the concepts and principles designed to deal with these objectives. Balance sheet and income statement accounts as well as statement of changes in financial position are studied. Covers discussion and solution of more complex accounting problems in international as well as domestic accounting.

721 Accounting for Management Control (3) F. Emphasis on the planning and evaluation aspects of accounting for management. Study of decision analysis, budgeting, variance analysis, and application of quantitative methods of decision-making and evaluation.

600 Survey of Contemporary Economics (3) (Prerequisite: Eligibility for certification in social studies and bachelor's degree or permission of school) As Needed. Study of microeconomic and macroeconomic concepts. Topics include market function; price determination; income distribution; and the roles of individuals, firms, and government in market economy. Also included are concepts dealing with economic growth, inflation, unemployment, and banking

with the impact of governmental policy on the overall economy. Current issues are discussed in terms of these concepts. Economics 505 and 600 are not part of the M.B.A. curriculum.

710 Managerial Economics (3) S. Practical application of supply, demand, costs, capital, and profit analysis to decision-making in a business enterprise. Covers such topics as price policies, investment decisions, location analysis, and forecasting.

720 The International Business Environment (3) SU. Covers major economic policy issues as they pertain to business decision-making. Includes such topics as monetary and fiscal policy, price-wage controls, economic growth, governmental regulations and taxation, and multinational corporations.

Rationale:

With the addition of the new accounting and economic courses, the ACTG 720, ACTG 721, ECON 600, ECON 710, ECON 720 are no longer needed. There has not been any demand for ECON 600 in more than 15 years.

The reduction in hours from 36 to 30 in the MBA program is part of a larger strategy to make our MBA degree both more attractive to students and more competitive with our major competitors. The reduction places us more in line with schools considered as our peer, aspirant or competitor. Other programs which require 30 hours include:

- Columbus State University (peer)
- Henderson State University (peer)
- Georgia Southern University (aspirant)
- University of West Georgia (aspirant)
- Eastern Kentucky (aspirant)
- Coastal Carolina (competitor)

The College of Charleston, Winthrop University, Clemson University, and South Carolina State University all require only one Economics class in their MBA curricula. The Citadel offers one Seminar in Economics as an elective, and Coastal Carolina University requires no Economics classes for their MBA.

F. **DELETE** from page 210 of the current catalog

508 Special Topics in Business (1, 2, or 3) As Needed. An introduction and treatment of the current research finding and management practices in a specific area of business administration. Topics include developments in the business-related disciplines and in the practice of business administration.

Rationale: No demand for this course.

G. **DELETE** from page 211 of current catalog

758 Business Initiation and Entrepreneurship (3) F. Identifying economic needs and markets, establishing enterprises to meet these needs, and strategies and tactics for competing in both domestic and foreign markets.

Rationale:

After careful assessment of the content within the MBA curriculum, the MBA faculty concluded that this required course is not needed.

H. **DELETE** from pages 210 – 211 of the current catalog

**ACCOUNTING COURSES (ACTG)
ECONOMICS COURSES (ECON)
FINANCE COURSE (FIN)
MANAGEMENT COURSES (MGT)
MANAGEMENT INFORMATION SYSTEMS COURSES (MIS)
MARKETING COURSES (MKT)**

Rationale:

After extensive discussion, the MBA faculty concluded that all graduate courses should have the same discipline title. The use of MBA clearly separates the courses from the FMU undergraduate program. MBA reflects the integration of business functions.

I. **CHANGE** on page 210 of the current catalog

**FROM:
GRADUATE COURSES FOR THE
SCHOOL OF BUSINESS**

TO:

GRADUATE COURSES FOR THE SCHOOL OF BUSINESS (MBA)

Rationale:

After extensive discussion, the MBA faculty concluded that all graduate courses should have the same discipline title. The use of MBA clearly separates the courses from the FMU undergraduate program. MBA reflects the integration of business functions.

J. **CHANGE** on page 210 of current catalog

FROM:

740 Financial Theory and Applications (3) F. Financial theory and application by case study. Policies and problems in working capital, capital budgeting, operating and financial leverage, investment in assets, obtaining funds from capital markets, and the cost of capital and international financing are studied.

TO:

740 Applied Corporate Finance (3) Corporate financial theory and application are studied and then applied in competitive team projects. The corporate investment decision is addressed, along with working capital management, financial security valuation, costs of raising capital, capital structure decisions, and dividend policy. Contemporary financial matters and the economic environment, both from domestic and international perspectives, are also addressed.

Rationale:

Modification of the course title and content is needed to reflect the currency of the course.

K. **CHANGE** on page 211 of the current catalog

FROM:

750 Management Theory and Applications (3) SU. Covers the development of critical thinking related to planning, implementing, and evaluating programs to utilize human and material resources of the firm. Emphasis on application of ideas through case studies, research papers, in-class exercises, and field projects. International management strategies are reviewed.

TO:

730 Leadership and Management (3) Examines the philosophy and practice of managing organizations and their people in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies to managing oneself, others, and groups or organizations. Critical thinking skills will be engaged to determine when to employ different strategies based on common situation and personality types. Emphasis is on application of ideas through case studies, research papers, and in-class or online exercises. International management strategies are reviewed.

Rationale:

Modification of the course title and content is needed to reflect the currency of the course. Change in the course number is needed to indicate sequencing of courses.

L. **CHANGE** on page 211 of the current catalog

FROM:

755 Production Management (3) S. Covers application of systems analysis, statistics, and management science techniques to the production operations functions of business. Topics include forecasting, capacity planning and location, aggregate planning, product design, inventory management, scheduling of tasks and projects, quality assurance, and simulation of productive systems. The course uses a combination of exercise solving, term papers, and field projects.

TO:

735 Operations Management (3) All organizations have operations where inputs are transformed into outputs. Topics typically include the following: forecasting; aggregate planning; inventory management; scheduling of workers, jobs, tasks, or projects; and quality assurance. Managerial problems are solved through the use of quantitative methods and models. A manufacturing setting is used for illustrative purposes.

Rationale:

Modification of the course title and content is needed to reflect the currency of the course. Change in the course number is needed to indicate sequencing of courses.

M. **CHANGE** on page 211 of the current catalog

FROM:

759 Strategic Management (3) F. Applying concepts learned in accounting, economics, marketing, finance, management, management science, and statistics through case analysis. Focus on increasing analytical, synthesizing, communicative, and evaluative skills in both individual and group problem-solving contexts. Several cases on multinational firms introduce the international dimension.

TO:

745 Strategic Planning (3) Applying concepts learned in accounting, economics, marketing, finance, management, management science, and statistics through case analysis. Focus on increasing analytical, synthesizing, communicative, and evaluative skills in both individual and group problem-solving contexts. Several cases on multinational firms introduce the international dimension.

Rationale:

Modification of the course numbering is needed to reflect the course as a capstone course.

N. **CHANGE** on page 211 of the current catalog

FROM:

773 Management Science and Statistics for Business (3) F. Theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression. Application of models and techniques of management science, with emphasis on linear programming and related topics. Use of computer software to solve problems.

TO:

710 Business Analytics (3) This course will enable decision makers to construct models and analyze decisions using data in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision-making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and simulation. The course will be spreadsheet-based.

Rationale:

Modification of the course title and content is needed to reflect the currency of the course. Change in the course number is needed to indicate sequencing of courses.

O. **CHANGE** on page 211 of the current catalog

FROM:

777 Information Systems Management (3) F. Study of problems and issues encountered in managing information systems technology within the firm. Uses a variety of cases including some on multinational organizations to emphasize the analysis and decision-making required to plan and control the information resources in a modern business.

TO:

715 Systems Design (3) Study of problems and issues encountered in managing information systems technology within the firm, including data base management, networking and telecommunications, project management, and systems design and development.

Rationale:

Modification of the course title and content is needed to reflect the currency of the course. Change in the course number is needed to indicate sequencing of courses.

P. **CHANGE** on page 211 of the current catalog

FROM:

730 Marketing Theory and Applications (3) S. The development of critical thinking related to identifying target markets and creating marketing mixes to exploit those markets. The increasing importance of marketing in today's global economy is also emphasized. Focus is on the application of ideas through case studies, problem-solving activities, research papers, and field projects.

TO:

725 Applied Marketing (3) This course examines the marketing management decision-making process. Focus is upon the critical thinking related to the role of marketing within an organization. Topics include customer research, segmentation, target marketing, positioning, the marketing mix, and marketing metrics.

Rationale: Modification of the course title and content is needed to reflect the currency of the course. Change in the course number is needed to indicate sequencing of courses.

Q. **Change** on page 209 of the current catalog

FROM**REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE**

Each student seeking the M.B.A. degree must adhere to the stated policies and must;

1. Complete the foundation course Bus 605 (or Finance 341) with a grade of C or higher.

This requirement may be waived depending upon review of academic history.

2. Complete the required 36 semester hour M.B.A. program:

a. Master of Business Administration degree:

COURSE TITLE (SEMESTER OFFERED)

ACTG 720 Financial Accounting Concepts and Problems (Spring)

ACTG 721 Accounting for Management Control (Fall)

MIS 777 Information Systems Management (Fall)

ECON 710 Managerial Economics (Spring)

ECON 720 The International Business Environment (Summer)

FIN 740 Financial Theory and Applications (Fall)

MGT 750 Management Theory and Applications (Summer)

MGT 755 Production Management (Spring)

MGT 758 Business Initiation and

Entrepreneurship (Fall)
 MGT 759 Strategic Management (Fall)
 MGT 773 Management Science and
 Statistics for Business (Fall)
 MKT 730 Marketing Theory and
 Applications (Spring)

TO
REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

To receive a Master of Business Administration Degree from FMU, a student must fulfill the following requirements:

- A. Complete the foundation course, BUS 605, or appropriate undergraduate course(s) with a grade of C or better. This requirement may be waived at the discretion of the MBA Admission Committee.
2. Complete the required 30 semester hour MBA program:

Course Title	Hours
700 Accounting Analysis	3
705 Economic Analysis	3
710 Business Analytics	3
715 Systems Design	3
720 Contemporary Issues in Business	3
725 Applied Marketing	3
730 Leadership and Management	3
735 Operations Management	3
740 Applied Corporate Finance	3
745 Strategic Planning	<u>3</u>
Total	30

Although there is no specified order for these courses, there is a strongly recommended course sequence that students should follow to ensure that they possess the entry-level knowledge and understanding assumed by certain MBA courses. For more detail, students should consult the MBA website and/or the Director of the MBA program.

3. The student must maintain a 3.0 cumulative grade point average on all graduate courses applicable to the particular program and a 3.0 grade point average for all graduate courses (see the exceptions under Course Repetition and under Time Limit).
4. The student must successfully complete all steps and meet all requirements as outlined for graduate students.

5. The student should make application for graduation at the beginning of the semester in which the last course(s) will be taken.

Rationale: This change reflects the changes in credit hours required, the new courses, and the modification of course titles.

- R. **DELETE** from page 209 of current catalog

UNDERGRADUATE FOUNDATION COURSES

FINANCE COURSES (FIN)

341 Financial Management (3) F, S, SU. Covers the financial functions of economic entities including financial analysis, financial planning, current assets management, capital budgeting, obtaining funds from the capital markets, and international finance. Computer applications.

MANAGEMENT INFORMATION SYSTEMS

COURSES (MIS)

327 Information Systems Fundamentals (3) (Prerequisite: Computer Science 150) F, S, SU. Study of basic systems issues that concern the introduction of technology into the firm and the management of technology-based systems in business organizations.

MARKETING COURSES (MKT)

331 Principles of Marketing (3) F, S, SU. Basic principles of marketing. Emphasis is placed on consumer's role in marketing and on marketing environment. The basic product, place, price, and promotion decisions are examined.

Rationale: These courses are no longer required foundation courses.

2. Proposal from School of Education

- A. **MODIFY** on page 214 of the current catalog under MAT

FROM:

Learning Disabilities Professional Preparation 30 hours

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)

PSY 664 Practicum: Formal and Informal Assessment (1)

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)

EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)

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

EDUC 763 Methods for Teaching Students with Learning Disabilities (3)

EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
 EDUC 769 Case Study, Small Group, and Action Research (3)
 EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives **6 hours**

Candidates may select from among the following courses a combination totaling six graduate hours.

Course selection must be made after consultation with program coordinator.

EDUC 616 Public School Curriculum and Organization K-12 (3)
 EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 742 Procedures for the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)
 EDUC 771 Introduction to Early Childhood Special Education (3)
 EDUC 780 Assessment of Young Children with Disabilities (3)
 EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

TO:

Learning Disabilities Professional Preparation 33 hours

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)
 PSY 664 Practicum: Formal and Informal Assessment (1)
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
 EDUC 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)
 EDUC 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
 EDUC 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
 EDUC 763 Methods for Teaching Students with Learning Disabilities (3)
 EDUC 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
 EDUC 769 Case Study, Small Group, and Action Research (3)
 EDUC 770 Learning Disabilities: Supervised Internship (9)

Electives **3 hours**

Candidates may select one course from among the following courses. Course selection must be made after consultation with program coordinator.

EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)
 EDUC 771 Introduction to Early Childhood Special Education (3)
 EDUC 780 Assessment of Young Children with Disabilities (3)

EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

B. **MODIFY** on page 218 of the current catalog

FROM:

769 Case Study, Small-Group, and Action Research in Special Education (3)
 (Prerequisites: EDUC 611, EDUC 623 and EDUC 761; and PSY 663; or permission of the school) F, S. This course will address research paradigms for studying students with learning disabilities, and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities.

TO:

769 Case Study, Small-Group, and Action Research in Special Education (3)
 (Prerequisites: All required courses at or below the 764 level for the M.Ed. Program; all required courses at or below the 764 level for the M.A.T.-LD Program with the exception of electives; Corequisite for M.A.T.-LD only: EDUC 770) F, S. This course will address research paradigms for studying students with learning disabilities and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities.

C. **MODIFY** on page 218 of the current catalog

FROM:

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

TO:

770 Learning Disabilities: Supervised Internship (9) (Prerequisites: All required courses at or below the 764 level for the M.A.T.-LD program with the exception of electives; Corequisite: EDUC 769) F, S. This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments include making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

Rationale for A:

Based on the review of the M.A.T.-LD assessment data in LiveText, the LD committee determined that the teacher candidates needed a course that was specific to writing lesson plans, unit plans, and IEP's. The data collected over the past two years indicated that this is a significant area of need for teacher candidates, therefore it was decided that this course would be a program requirement. The committee also made the decision to limit the program electives to courses that would better align to the M.A.T.-LD program.

Rationale for B-C: The LD Committee also determined that M.A.T.-LD teacher candidates must take EDUC 769 & EDUC 770 in the same semester, so 769 & 770 must be corequisites. In addition, 769 has always been considered the culminating course of the M.Ed. program, now the prerequisites will reflect this.

3. Proposal from the Office of the Provost:

Add to the catalog (before Graduate Psychology Program)

GRADUATE PHYSICIAN ASSISTANT PROGRAM

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Coordinator of Physician Assistant Studies: TBA

MISSION STATEMENT

The Francis Marion University Physician Assistant Program seeks to educate excellent primary care physician assistants by providing outstanding instruction, state-of-the-art facilities and technology, and an atmosphere of collegial academic inquiry.

The Master of Science in Physician Assistant Studies at FMU is offered to fulfill a need in the region for qualified primary healthcare providers. Students will undertake a rigorous program to gain the knowledge and skills necessary for the profession. The program will incorporate interprofessional education that reflects the teamwork required in modern healthcare and will include courses with Family Nurse Practitioner (FNP) students. The Physician Assistant (PA) program will have an emphasis on primary care, particularly as it is provided in rural communities.

The program is designed in two stages. In the first stage, students will develop the required knowledge base during four semesters. The second stage involves three semesters of clinical rotations in different medical practices so students will gain the practical application of knowledge and skills under supervision of qualified practitioners.

There are a limited number of spaces in the PA program and minimally qualified applicants may not be accepted.

ADMISSION REQUIREMENTS

To be considered for admission as a graduate student in the PA program, an applicant must submit the following to the FMU Graduate Office:

1. A graduate application for admission and the nonrefundable application fee;
2. Official transcripts of all undergraduate and graduate work from accredited institutions. Students should have a four-year degree with a minimum GPA of 3.0. The transcripts should detail grades in required prerequisite subjects: four semester hours in each of these course areas: anatomy, physiology, and organic chemistry.
3. Scores from the Graduate Record Examination taken within the last five years. Only the General Test is required. On the original GRE, combined scores above 850 with a minimum of 400 on both the Verbal Reasoning and Quantitative Reasoning sections are recommended. On the revised GRE, combined scores

- above 290 with a minimum of 140 on both of the Verbal Reasoning and Quantitative Reasoning sections are recommended.
4. 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. A personal statement of 400-750 words explaining the student's reasons for applying to the program and describing his/her clinical experiences.
 6. Some clinical experience is required. Applicants should aim for at least 250 hours of clinical work. The clinical experience can be voluntary work, shadowing experiences provided through employment, or a combination of these. The student should describe these experiences in sufficient detail for the reviewer to get an idea of the healthcare environments the student experienced.

All of the above materials must be submitted in one packet to:

Graduate Office
Francis Marion University
PO Box 100547
Florence, SC 29502-0547

Completed applications are reviewed for merit by the PA Admissions Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received and the number of places 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. Top applicants will be invited for an interview before any final decision of acceptance is made.

Applications should be submitted by March 1 of each year for a start in the fall semester of that year. Application materials received after the application deadline 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.

REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN PHYSICIAN ASSISTANT STUDIES

To receive a Master of Science Degree in Physician Assistant Studies from FMU, a student must fulfill the following requirements:

Preclinical courses

Semester I	16 hours
PA 501 Anatomy and Physical Assessment Basics	
PA 508 Physiology and Pharmacology Basics	
PA 510 Fundamentals of Medicine and Role of the Physician Assistant	
PA 513 Interpersonal Communication and History Taking	

PA 505/APRN 505 Population Health and Epidemiology

Semester II	15 hours
PA 521 Integrative Pathophysiology and Pharmacotherapeutics I	
PA 523 Clinical Assessment, Diagnosis, and Application I	
PA 525 Clinical Interventions and Diagnostics I	
PA 506/APRN 506 Health Systems and Risk Management	

Semester III	15 hours
PA 631 Integrative Pathophysiology and Pharmacotherapeutics II	
PA 633 Clinical Assessment, Diagnosis, and Application II	
PA 635 Clinical Interventions and Diagnostics II	
PA 603/APRN 503 Advanced Research and Evidence-based Practice	

Semester IV	15 hours
PA 641 Integrative Pathophysiology and Pharmacotherapeutics III	
PA 643 Clinical Assessment, Diagnosis, and Application III	
PA 645 Clinical Interventions and Diagnostics III	
PA 607/APRN 707 Clinical Decision-Making and Ethics	

Clinical Year

Semester V	12 hours
PA *Clinical Rotations (3)	

Semester VI	12 hours
PA *Clinical Rotations (3)	

Semester VII	15 hours
PA *Clinical Rotations (3)	
PA 720 Physician Assistant Capstone	

*Rotations will cover PA 710 Family Medicine, PA 711 Obstetrics and Gynecology, PA 712 Pediatrics, PA 713 Psychiatry, PA 714 Emergency Medicine, PA 715 Internal Medicine - Inpatient, PA 716 Internal Medicine - Outpatient, PA 717 General Surgery, and PA 718 Clinical Elective.

Policies for progression through the program are those of the graduate academic programs in the FMU catalog. In order for a student to successfully progress through the PA program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average.

COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at FMU. A course may be repeated only once. PA students may repeat only one course. That one course may be

repeated only with written approval from the program director. Only the higher grade of the repeated course will be counted in the calculation of the grade point average. Clinical rotations may not be repeated.

An application for provisional accreditation has been submitted by FMU to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and provisional accreditation will be received before the program starts. Graduates will be eligible to take the Physician Assistant National Certifying Exam (PANCE) for certification by the National Commission on Certification of Physician Assistants (NCCPA).

GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)

501 Anatomy and Physical Assessment Basics (4) F. This course integrates the basic disciplines of human anatomy, developmental biology and embryology, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ, and system. Introductory clinical correlations to surface landmarks and physical examination basics are provided.

505 Population Health and Epidemiology (3) F. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in society. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

506 Health Systems and Risk Management (3) S. This course addresses quality assurance methodology and legal responsibilities of advanced practice patient care. Reporting systems, issues that affect advanced practice role, financing, coding, and credentialing criteria will be discussed. Best practice protocols, use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

508 Physiology and Pharmacology Basics (4) F. This course provides a comprehensive introduction to the physiologic functions and mechanisms of actions of the major organ systems within the human body. This foundation in human physiology is paired with introductory content in pharmacology and the correlation between these two sciences. A practical approach to pharmacology concepts will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration.

510 Fundamentals of Medicine and Role of the Physician Assistant (3) F. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The course begins with the essential elements of human structure and function and progresses through body systems. The student will learn to follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve an understanding of appropriate use of diagnostic and

therapeutic interventions for clinical care. As these foundational concepts are introduced, the role of the physician assistant (PA) is explored, including history of the profession, financing and delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

513 Interpersonal Communication and History Taking (2) F. This course provides an introduction to medical history taking and offers practical strategies for effective, patient-centered interpersonal communication. Special topics emphasize technical skills and attitudes of the learner which optimize interpersonal communication and rapport building with patients. Learners will be instructed in the appropriate formats for documentation of patient history as well as techniques to enhance the effectiveness of both history taking and patient education.

521 Integrative Pathophysiology and Pharmacotherapeutics I (4) (Prerequisite: 508) S. This course builds upon foundational material delivered in PA 508, Physiology and Pharmacology Basics, and builds the learner's capacity from identifying pathophysiologic alterations and disease to selecting appropriate pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 523 and 525, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention on mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered are cardiac, pulmonary, gastrointestinal, and genitourinary. This is consistent with the systems covered in PA 523 and 525.

523 Clinical Assessment, Diagnosis and Application I (5) (Prerequisites: 501, 508 and 510) S. This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students are instructed in physical examination and learn to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. An emphasis of the course is the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for interpretation of data and selection of interventions. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant.

525 Clinical Interventions and Diagnostics I (3) (Prerequisite: 510) S. This course builds upon foundational concepts underlying health and disease at both the individual and population levels. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic

interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Systems covered will coincide with 521 and 523 including the following; cardiac, pulmonary, gastrointestinal, and genitourinary.

603 Advanced Research and Evidence-based Practice (3) Su. This course explores quantitative and qualitative approaches to research problems in advanced patient care. Theories, methods, designs, measurements, ethical conduct, and skills in critical research appraisal are emphasized along with the use of research to improve practice and client outcomes.

607 Clinical Decision-Making and Ethics (3) (Prerequisite: 633 and 635 or permission of the department) F. This course focuses on care management related to algorithms, protocols, and best-practice. The learner will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective across the lifespan.

631 Integrative Pathophysiology and Pharmacotherapeutics II (4) (Prerequisite: 521) Su. This course builds upon foundational material delivered in PA 508 and 521, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses PA 633 and 635, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations Organ systems covered in 631 are hematology, endocrinology, and neurology. Aspects of psychiatry and infectious diseases will also be covered.

633 Clinical Assessment, Diagnosis, and Application II (5) (Prerequisite: 523) Su. This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient which the student first encountered in PA 523. Students are instructed in physical examination, as well as learn how to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. PA 633 is the second course in the 523, 633, 643 sequence, all of which cover advancing concepts with different organ systems. PA 633 along with PA 631 and 635 covers hematology, endocrinology, and neurology. Aspects of psychiatry and infectious diseases will also be covered.

635 Clinical Interventions and Diagnostics II (3) (Prerequisite: 525) Su. This course builds upon foundational concepts underlying health and disease at both the individual and population levels begun in PA 525. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. System covered will coincide with 631 and 633 including the following: hematology, endocrinology, and neurology.

641 Integrative Pathophysiology and Pharmacotherapeutics III (4) (Prerequisite: 631) F. This course builds upon foundational material delivered in PA 521 and PA 631, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 643 and 645, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. PA 641, along with PA 643 and 645, cover musculoskeletal and dermatologic systems; eyes, ears, nose, and throat (EENT); and obstetrics and gynecology (OB/GYN).

643 Clinical Assessment, Diagnosis and Application III (5) (Prerequisite: 633) F. This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students will apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students will synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. PA 643 is the third course in the 523, 633, 643 sequence, all of which cover similar concepts with different organ systems. PA 643, along with PA 641 and 645, cover musculoskeletal and dermatologic systems; eyes, ears, nose, and throat (EENT); and obstetrics and gynecology (OB/GYN).

645 Clinical Interventions and Diagnostics III (3) (Prerequisite: 635) F. This course builds upon foundational concepts underlying health and disease at both the individual and population levels as presented in PA 525 and PA 635. Students will advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying

common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. PA 645, along with PA 641 and 643, cover musculoskeletal and dermatologic systems; eyes, ears, nose, and throat (EENT); and obstetrics and gynecology (OB/GYN).

710 Family Medicine Clerkship (3) (Prerequisite: Permission of the department) F, S, Su. Under the supervision of experienced family medicine preceptors, this clerkship provides students with experience, primarily in the outpatient evaluation of pediatric and adult patients in a community setting, which emphasizes prevention, health maintenance and the management of acute and chronic illnesses,.

711 Obstetrics and Gynecology Clerkship (3) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with experience in managing common gynecologic issues and disorders. Obstetric experience will include labor and delivery plus routine prenatal and postpartum care under the supervision of experienced OB/GYN preceptors.

712 Pediatrics Clerkship (3) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to aspects of pediatrics under the supervision of experienced pediatric preceptors.

713 Psychiatry Clerkship (3) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of psychiatric care under the supervision of experienced preceptors.

714 Emergency Medicine Clerkship (3) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with experience in triage, evaluation, and management of patients in the emergency department under the supervision of experienced preceptors.

715 Internal Medicine – Inpatient Clerkship (3) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with extensive clinical exposure to the major aspects of inpatient internal medicine care under the supervision of experienced physician and PA preceptors.

716 Internal Medicine – Outpatient Clerkship (3) (Prerequisite: permission of the department) F, S, Su. Under the supervision of experienced physician and PA preceptors, this clerkship provides students with extensive clinical exposure to the major aspects of internal medicine in an outpatient setting,

717 General Surgery Clerkship (3) (Prerequisite: permission of the department) F, S, Su. This clerkship provides students with hands-on experience in general surgery through

exposure to the operating room, to pre- and post-operative management, and to out-patient surgical management and follow-up.

718 Elective Clerkship (3) (Prerequisite: Permission of the department) F, S, Su. Under the supervision of experienced preceptors, this clerkship provides students with extensive clinical exposure to the major aspects of an area of medicine selected in consultation with the clinical coordinator,.

720 Physician Assistant Capstone (3) (Prerequisite: Completion of 6 clerkships) F. This course will emphasize test-taking skills, testing practice, and critical thinking. Emphasis will be placed on prioritization and delegation. Learners will review critical medical concepts and content needed for their success as professional Physician Assistants.

Change on page 205

FROM

REPEATING COURSES

For information, see Course Repetition in the business, education, nursing, or psychology section. ...

TO

REPEATING COURSES

For information, see Course Repetition in the business, education, nursing, physician assistant, or psychology section. ...

Change on page 208

FROM

The maximum load for a graduate student during a regular fall or spring semester is 12 hours.

TO

The maximum load for a graduate student during a regular fall or spring semester is 12 hours, except for PA students who may take up to 18 hours in any semester with permission of the department.

4. Proposal from the Department of Psychology

- A. **MODIFY** on page 229 of the *2013-2014 Francis Marion University Catalog* the following course description

From:

644 Substance Abuse Counseling (3) S. A seminar course that covers major content areas relevant to substance abuse counseling. These include the diagnostics and psychopathology of substance abuse and the clinical assessment of drug and alcohol dependency. The course also covers major models of substance abuse treatment, as well as specific counseling skills for this clinical population. Additional coverage includes the needs of special populations (e.g., women, adolescents, dual-diagnosed). Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

To:

644 Substance Abuse Counseling (3) S. A seminar course that covers major content areas relevant to substance abuse counseling. These include the diagnostics and psychopathology of substance abuse and the clinical assessment of drug and alcohol dependency. The course also covers major models of substance abuse treatment, as well as specific counseling skills for this clinical population. Additional coverage includes the needs of special populations (e.g., women, adolescents, dual-diagnosed). Students must be concurrently enrolled in Psychology 600A, Professional Psychology Practicum.

RATIONALE

Changing the accompanying practicum from 600C to 600A is necessary to avoid students being enrolled in two 600C courses in the same semester. When students in the M.S. in Applied Psychology program are afforded the opportunity to take PSY 644, they will inevitably also be enrolled in a course that has an accompanying 600C practicum; however, the university's registration system cannot recognize a student has taken two courses with the same number in the same semester. Changing the practicum number from 600C to 600A circumvents this problem without altering the intended meaning and documentation of applied experience.