

**Minutes**  
**Faculty Senate Meeting**  
**February 10, 2015**

- I. Chair Flannagan called the meeting to order at 3:45 PM**  
**Senators Present:** Buck, Carpenter, Doucet, Engelhardt, Flowers, Fry, Gittings, Gourley, Gunther, Lasher, Meetze, Myers, Nagata, Newman, Ramey, Reynolds, Sargent, Varazo, Whitmire, Zaice  
**Also Present:** Flannagan (chair), Kennedy (parliamentarian)  
**Senators Absent:** Camper (excused), Dittman (excused), Hopla (excused), Lundberg (excused), Muller (excused)
- II. The minutes from the November 11, 2014 meeting were approved as posted.**
- III. Report from Executive Committee**  
Chair Flannagan announced and held discussion concerning the following items/issues: Construction of new Health Sciences complex is on target to begin late March or early April, with an additional 13 months to complete construction. The state legislature is currently considering FMU's request for funds (\$2 million non-recurring and \$750,000 recurring) to purchase new software; a consulting firm is currently gather data about the university's needs and processes as they relate to the new software that is being pursued. The accreditation process is ongoing for both SACS and for the School of Business. Memorial stones will be placed on campus to commemorate Cedric Worman and W. C. Stanton.
- IV. Proposal from the Faculty Life Committee passed without opposition.**  
Proposal to allow online course evaluations for online courses.
- V. Report from Academic Affairs Committee**
1. Office of the Provost – ***Passed without opposition***
    - Item A. Adds language regarding transient credit.
    - Item B. Allows additional courses to count toward the Bachelors of General Studies degree with a concentration in Health Studies.
  2. Department of Biology – ***Passed without opposition***
    - Item A. Adds text to the course description for BIOL 105 to describe who should be taking the course.
    - Item B. Adds text to the course description for BIOL 115 to describe who should be taking the course.
    - Item C. Renames BIOL 106.

- Item D. Changes the title, maximum number of credits, and course description for BIOL 494 to remove “ARCH”
3. Department of English, Modern Languages, and Philosophy – ***Passed without opposition***
- Item A. Modifies the course description of ENG 498 (English Internship) to allow for a second internship for course credit.
- Item B. Adds a new course, 250G.
4. Gender Studies Committee – ***Passed without opposition***
- Item A. Adds a course, ENG 250G, to the list of courses eligible for the Gender Studies minor and collateral.
5. Department of Mathematics – ***Passed without opposition***
- Item A. Changes the prerequisite for MATH 105.
- Item B. Changes the course title for MATH 131.
- Item C. Changes the prerequisite for MATH 311.
6. Department of Nursing – ***Passed without opposition***
- Item A. Adds a new honor society, Sigma Theta Tau.
- Item B. Adds text to the description of admission requirements for the Upper Division BSN Degree Program.
- Item C. Modifies the course description for NURS 333 (RN to BSN).
- Item D. Modifies the course description for NURS 445 (RN to BSN).
- Item E. Modifies the course description for NURS 449 (RN to BSN).
- Item F. Adds a new Interprofessional Healthcare course, IPHC 200.
- Item G. Adds a new Interprofessional Healthcare course, IPHC 302.
7. School of Education – ***Passed without opposition***
- Item A. Removes statement that all “Block I” and “Block II” courses must be taken at the same time.
- Item B. Changes the number of required field experience hours stated in the course description of EDUC 319.
- Item C. Modifies the course sequence for Elementary Education majors.
- Items D & E. Adds POL 103 as a general education option for Middle Level Education majors.
- Item F. Adds a new course, PE 220, Yoga for Beginners.
8. School of Business – ***All except Item F passed without opposition. Item F was referred back to the Academic Affairs Committee.***
- Item A. Changes the course requirements for Management.
- Item B. Adds a new course, MGT 359.
- Item C. Adds a new course, MGT 469.
- Item D. Changes the courses required for a major in MIS.

- Item E. Changes the courses required for a collateral in MIS.
- Item F. Changes the prerequisites and semester designations for two courses, MIS 337 and CS 225.
- Item G. Removes the semester designation for several courses.
- Item H. Changes the prerequisites for MIS 467
- Item I. Removes the semester designation for several courses.

## **VI. Report from the Graduate Council**

1. School of Business – ***Referred back to the Graduate Council***
  - Item A. Adds MBA degree with Concentration in Healthcare Executive Management.
  - Item B. Adds new concentration to the description of the MBA program.
2. School of Education – ***Passed without opposition***
  - Item A. Deletes four MAT-LD courses.
  - Item B. Changes the course requirements for the MAT-LD program.
  - Item C. Changes a course number under admission to student teaching.
  - Item D. Changes the course requirements for the M.Ed. degree.
  - Item E. Changes the graduate checkpoints for the M.Ed. degree.
  - Item F. Adds statement of non-revalidation of courses.
3. Department of Physician Assistant Studies – ***Passed without opposition***
  - Item A. Modifies the description of a physician assistant and the Coordinator of Physician Assistant Studies
  - Item B. Modifies the Mission Statement
  - Item C. Adds a statement of Accreditation Status.
  - Item D. Modifies the credit hours for clinical year.
  - Item E. Modifies the course repetition statement.
  - Item F. Modifies course credits and description for a course, 521.
  - Item G. Modifies course credits for a course, 523.
  - Item H. Modifies course credits and description for a course, 525.
  - Item I. Modifies course credits and description for a course, 631.
  - Item J. Modifies course credits and description for a course, 633.
  - Item K. Modifies course credits and description for a course, 635.
  - Item L. Modifies course credits and description for a course, 641.
  - Item M. Modifies course credits and description for a course, 643.
  - Item N. Modifies course credits and description for a course, 645.
  - Item O. Modifies course credits for a course, 710.
  - Item P. Modifies course credits for a course, 711.
  - Item Q. Modifies course credits for a course, 712.
  - Item R. Modifies course credits for a course, 713.
  - Item S. Modifies course credits for a course, 714.

- Item T. Modifies course credits for a course, 715.
- Item U. Modifies course credits for a course, 716.
- Item V. Modifies course credits for a course, 717.
- Item W. Modifies course credits for a course, 718.
- Item X. Modifies course credits for a course, 720.

**VII. Old Business – None**

**VIII. New Business – None**

**IX. Announcements - Various upcoming events were announced and discussed.**

**X. Adjournment – The meeting adjourned at 4:50 PM.**

## Attachment to the Senate Agenda – February 10, 2015

### IV. Proposal from the Faculty Life Committee

**ADD** on page 13 of the 2014 *FMU Faculty Handbook* following #7:

8. Course evaluations for online courses may be delivered in an online format if anonymity is protected.

**Rationale:** Since more and more courses are being offered online, the members of the Faculty Life Committee were all in agreement that this should be addressed, and we believe that allowing online evaluations would help support the faculty members teaching these online courses.

### V. Academic Affairs

#### 1. Proposal from the Office of the Provost:

**A. Change**, on page 68, of the current catalog in the first paragraph, under **TRANSIENT CREDIT**

**FROM:**

Only those students who are in good academic standing (those with cumulative grade point averages of 2.0 or above) can be approved to take courses at other institutions.

**TO:**

Only those students who are in good academic standing (those with cumulative grade point averages of 2.0 or above) and first semester transfer students in good academic standing (those transferring in with cumulative grade point averages of 2.0 or above from other institutions) can be approved to take courses at other institutions.

**Justification:** New transfer students do not have an FMU GPA and by the current wording cannot be authorized to take transient courses. Requests have come from transfer students particularly RN to BSN students that want to take a course at FDTC as they transfer to our degree program.

**B. Change**, on page 182 of the current catalog under 2.e,

**FROM:**

2.e. ... SOC 375, and Death and Dying in Social Contexts SOC 387.

**TO**

2.e. ...SOC 375, Death and Dying in Social Contexts SOC 387, or other appropriate courses approved by the coordinator of the B.G.S. program.

**Rationale:** All the other areas of concentration in the B.G.S. program give broad subject areas, whereas Health Studies has chosen certain relevant subjects in different majors. As departments add subjects such as Neuroscience or teach them as special topics, they should be allowed to count toward the B.G.S. degree before they are listed individually on page 182. In fact, special topics courses may never be listed but may be very valid for the degree program.

## 2. Proposal from the Department of Biology:

A. **Change**, on page 83 of the current catalog, the course title and descriptions

### **FROM:**

**105 Introduction to Biological Science** (3) F, S, SU. **Introduction to** the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization.

### **TO:**

**105 Biological Sciences I** (3) F, S, SU. **The content of this course covers broad concepts of** the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes the topics of cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization. **Required for majors, minors, and collaterals in biology, health physics majors, and pre-nursing majors. Recommended for other science majors and middle level education majors who have an emphasis in science.**

B. **Change**, on p. 83 of the current catalog, the course and title descriptions

### **FROM:**

**115 Introduction to Biological Science Laboratory** (1:3)  
(Prerequisite/Corequisite 105) F, S, SU Practical examination of life science topics through experimental procedure with instruction on laboratory equipment and techniques.

### **TO:**

**115 Laboratory for Biological Sciences I** (1:3) (Prerequisite/Corequisite 105) F, S, SU. This course is a practical examination of life science topics through experimental procedures with instruction on laboratory equipment and techniques. **Required for majors, minors, and collaterals in biology and health physics majors. Recommended for other science majors and middle level education majors who have an emphasis in science.**

C. **Change**, on p. 83 of the current catalog, the course and title descriptions

**FROM:**

**106 Organismal Biology** (4:3-3) (Prerequisite: 103 and 104, or 105 and 115, or permission of the department) F, S, SU. A survey of the domains of life in an evolutionary framework. Includes biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences.

**TO:**

**106 Biological Sciences II** (4:3-3) (Prerequisite: 103 and 104, or 105 and 115, or permission of the department) F, S, SU. A survey of the domains of life in an evolutionary framework. Includes biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences.

**Rationale:** These courses are designed for majors in biology, middle level education majors that have an emphasis in science, and other science majors. Currently, the number of students in these courses who do not meet those criteria is high. The changes in the title and course descriptions are being made to clarify the purpose and audience of these courses.

D. **Change**, on page 88, the course title and description

**FROM:**

**494 ARCH Program Internship** (1) or (2) (Prerequisite: Permission of department) Clinical experience in the Advancing Rural Community Health program under the supervision of a practicing health professional. A maximum of 2 semester hours may be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

**TO:**

**494 Pre-Health Program Internship** (1:3) (Prerequisite: Permission of department) Clinical experience under the supervision of a practicing health professional consistent with a student's career goals. Open only to juniors and seniors with a cumulative grade point average of 3.2 or higher. Interested students should register with the Coordinator of Pre-Health Programs. A maximum of 3 semester hours can be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

**Rationale:** BIO 494 was initially designed to assign credit to students participating in the ARCH program. The ARCH program was discontinued last year. The changes proposed in this item are to update the name of the BIO 494 course to reflect that fact. The course itself is relatively unchanged. Students are required to be on site 3-4 hours per week. Students keep a journal of the experiences and turn a final report at the end of the semester.

The changes to the credit structure of 494 are modeled after **BIO 498 Biology Internship**. Students previously earned 2 credits for the ARCH internship. Credits will now be earned one at a time and qualified students will now be allowed to participate in internships at different locations.

Maintaining these relationships with local health care facilities is critical in preparing our undergraduate students for the next step. Getting accepted into professional schools is always competitive, and “experience/shadowing in a professional setting” has become an increasingly important component of many applications. At the same time, these opportunities (in medical facilities, not so much in dental) are becoming scarce. The influx of 3-year medical students and the increasing need for clinical placements for FMU students in our own health programs have reduced the spaces available for undergraduates to get in the door. This course allows us to provide access to those experiences. Another benefit is it also legitimizes the experience since it shows up on a student’s transcript.

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

A. **Modify**, on page 96, of the current catalog,

**FROM:**

**498 English Internship** (3) (Prerequisite: permission of department and internship agency; overall grade point average of at least 2.33; grade point average in major or minor of at least 3.0; plus at least a B in 305 and 318) Directed internship in communications work for a business, public service agency, or industry.

**TO:**

**498 English Internship** (3) (Prerequisite: permission of department and internship agency; overall grade point average of at least 2.33; grade point average in major or minor of at least 3.0; plus at least a B in 305 and 318) Directed internship in communications work for a business, public service agency, or industry. **With permission of the department, the course may be repeated in a subsequent semester for an additional 3 credits.**

**Rationale:** Periodically our Professional Writing majors have opportunities to pursue more than one internship. In the past, second internships have been completed under the ENG 497 Special Studies designation when:

- Professional writing students have participated in the Washington semester and transferred three credits using the ENG 498-H designation, as stipulated by the catalog.
- A particularly good match develops between an employer’s documentation needs and a student’s career interests. In these instances, approvals have been granted



by the chair, and students have further broadened their skills through additional real-work challenges.

Allowing students to repeat ENG 498 for an additional 3 credits will:

1. Provide majors, when appropriate, with additional opportunities to enhance their professional writing skill set within an organizational setting.
2. Improve the accuracy of their transcripts and reflect current departmental practices.
3. Eliminate course number substitutions for internships.

Listing a second internship as another ENG 498 more accurately reflects the courses completed by these students and follows a practice already established in other programs.

**B. Add**, on page 96, of the current catalog,

**250G Introduction to Literature: Examining Depictions of Gender (3)**  
(Prerequisite: 200 with a C or better). Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us with a particular emphasis on gender issues. May be supplemented with multimedia and readings from other disciplines. A student cannot receive credit for both English 250 and English 250G.

**Rationale:** ENG 250G would provide students taking a 200-level literature course a portal for exploring issues of gender construction as they are revealed in literature (an important cultural topic today) and would likewise serve to provide Gender Studies minors an additional course to select from, as discussed in the Gender Studies rationale below.

#### **4. Proposal from the Gender Studies Committee**

**A. ADD**, to the list of courses eligible for the Gender Studies minor and collateral on page 188 of the current catalog

##### **ENG 250G Introduction to Literature: Examining Depictions of Gender**

**Rationale:** The Gender Studies Committee has approved the addition of this course after seeing from Dr. Catherine England's syllabus (attached to the course proposal) that consideration of gender related issues forms a substantial part of the course.

- This course would make a valuable addition to the Gender Studies Minor and Collateral for the following reasons:

1. Currently, there are more 300 and 400 level courses cross-listed than 200-level courses (3 200-level; 13 300-level, including HIST 346, approved for cross-listing in fall 2014; 3 400-level).
2. Several of those upper-division courses, particularly at the 400 level, are often too challenging for non-majors (indeed, AAC recently passed modifications for SOCI 407 and 419 which will make them even more rigorous, and therefore even less suited to an interdisciplinary minor/collateral).
3. We hope to attract more students into the minor/collateral. Currently, although Gender Studies 200 has filled up for three spring semesters in a row, many of the students are seniors looking for an interesting elective course. It is too late for them to consider the minor/collateral.

A cross-listed course like ENG 250G which also meets General Education requirements, and which students are likely to take earlier in their studies, should help attract students into the minor/collateral.

## 5. Proposal from the Department of Mathematics:

A. **Change**, on page 125, in the current catalog under Mathematics Courses (MATH)

### **FROM:**

**105 College Algebra with Analytic Geometry I (3)** (Prerequisite: Placement Scores. The grade of C or higher in Math 105 is required to advance to **Math 111 or Math 121.**)

### **TO:**

**105 College Algebra with Analytic Geometry I (3)** (Prerequisite: Placement Scores. A grade of C or higher in Math 105 is required to advance to **Math 111.**)

**Rationale:** Math 110/110L is a better course for students enrolling in Math 121. The prerequisite course for Math 121 as listed in the current catalog is a grade of C or higher in Math 110 and 110L or placement scores or permission of the department.

B. **Change**, the course title of Math 131 on page 126, in the current catalog under Mathematics Courses (MATH)

### **FROM:**

**131 Discrete Dynamical Modeling (3)**

### **TO:**

**131 Mathematical Modeling and Problem Solving (3)**

**Rationale:** Students should have a better understanding of the course content based upon the new title.

C. **Change**, on page 128 of the current catalog, the prerequisites for Math 311

**FROM:**

**311 Transition to Higher Mathematics (3)** (Prerequisites: Grade of C or higher in 203 or qualifying AP score and grade of C or higher in either 230 or 304) F,S. This course is principally devoted to understanding and writing mathematical proofs with correctness and style. Elements of mathematical logic such as Boolean logical operators, quantifiers, direct proof, proof by contrapositive, proof by contradiction, and proof by induction are presented. Other material consists of topics such as elementary set theory, elementary number theory, relations and equivalence relations, equivalence classes, the concept of a function in its full generality, and the cardinality of sets.

**TO:**

**311 Transition to Higher Mathematics (3)** (Prerequisites: Grade of C or higher in Math 203 or qualifying AP score; **Math 230 or 304 is recommended**) F,S. This course is principally devoted to understanding and writing mathematical proofs with correctness and style. Elements of mathematical logic such as Boolean logical operators, quantifiers, direct proof, proof by contrapositive, proof by contradiction, and proof by induction are presented. Other material consists of topics such as elementary set theory, elementary number theory, relations and equivalence relations, equivalence classes, the concept of a function in its full generality, and the cardinality of sets.

**Rationale:** The change will make it easier for the department to offer the course in the Spring rather than the Fall. This will ensure students take the course at least one year before the year they graduate. Too many students are taking Math 311 in the fall of their senior years. The content taught in Math 311 does not depend on the content in Math 230 or Math 304 but is augmented by having seen it (hence the “recommended” designation).

**6. Proposal from the Department of Nursing:**

A. **Add**, on page 54 of the current catalog, under Sigma Tau Delta,

**Sigma Theta Tau** – The International Honor Society for Nursing. The mission of the Honor Society of Nursing, Sigma Theta Tau International (STTI), is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. STTI membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Francis Marion University’s Chapter of STTI, Chi Lambda, was chartered October 16, 2014.

**Rationale:** This is a newly chartered honor society chapter and needs to be added into the catalog with the other honor societies.

**B. Change, on page 131, of the current catalog, under **ADMISSION REQUIREMENTS FOR THE UPPER DIVISION BSN DEGREE PROGRAM,****

**FROM:**

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses.

Graduates of the Bachelor of Science in Nursing degree program are eligible to take the **National Council Licensure Examination for Registered Nurses** (NCLEX-RN). The NCLEX-RN measures competencies required for safe practice as an **entry level** registered nurse. The courses in the BSN program prepare graduates for the NCLEX-RN. Nursing program graduates are required to apply for approval from the Board of Nursing to take the NCLEX-RN to become licensed as a registered nurse.

**TO:**

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. **In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).**

Graduates of the Bachelor of Science in Nursing degree program are eligible to take the NCLEX-RN. The NCLEX-RN measures competencies required for safe practice as an entry-level registered nurse. The courses in the BSN program prepare graduates for the NCLEX-RN. Nursing program graduates are required to apply for approval from the Board of Nursing to take the NCLEX-RN to become licensed as a registered nurse.

**Rationale:** High-stakes standardized testing is used in the Department of Nursing, and we are just indicating it in the catalog for transparency and public knowledge.

C. Change, on page 137, of the current catalog,

**FROM:**

**NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)** Provides the RN the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection services to patients across the lifespan. Additionally, the RN will learn to develop patient-focused nursing care plans and teaching plans based on appropriate nursing diagnosis using evidence-based interventions. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision making, and the delivery of evidence-based nursing care. Three hours per week of clinical learning is completed independently, and the experience is self-recorded and video-taped for evaluation.

**TO:**

**NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)** This course provides the RN to BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care. The practicum for this course is project-based and aims to strengthen the RN's clinical judgment through problem-based case studies. Each case study will present the RN student with a chief complaint and require the completion of a focused health history, assessment of pertinent systems, and the development of a patient-centered plan of care.

D. Change, on page 137, of the current catalog,

**FROM:**

**NRN 445 Population-Focused Nursing Care (6:4-6)** Designed to develop the RN's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People, ANA Scope and Standards of Public Health Nursing, and Association of Community Health Nursing Educators (ACHNE) Essentials of Baccalaureate Education for Community Health Nursing. Clinical hours are project-based and part of an individualized learning agreement. They include the application of theory in completing a community assessment, and the development of a community care plan and teaching project for a specific population within the community. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

**TO:**

**NRN 445 Population-Focused Nursing Care (6:4-6)** This course is designed to develop the RN to BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is project-based and will consist of the RN identifying a social determinant of health within a specific population and designing a plan of action aimed to alleviate the impact on the population. This project will challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

E. **Change**, on page 138, of the current catalog,

**FROM:**

**NRN 449 Leadership and Management in Nursing (5:4-3)** This course offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Clinical hours are Precepted and synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

**TO:**

**NRN 449 Leadership and Management in Nursing (5:4-3)** This course provides the RN to BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An emphasis is also placed on group process and change theory. The practicum of this course is project-based and the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

**Rationale for C, D, and E:** The above RN to BSN courses (Changes C, D, & E) are revising the clinical practicum criteria to clinical assignments. This is consistent with other RN to BSN programs throughout the nation and builds on adult-learning education.

F. **Add**, on page 190, under **INTERPROFESSIONAL HEALTHCARE**,

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

**Rationale:** This course is a one-credit online elective to introduce future and current healthcare students to the spiritual needs of patients in a variety of settings, including hospice, acute care facilities, long-term care facilities, out-patient, and the home. Spirituality is a neglected aspect of healthcare because it is many times not addressed in curricula for healthcare professionals. This course intends to make current and future healthcare students comfortable with addressing spirituality with patients and families.

G. **Add**, on page 190, under **INTERPROFESSIONAL HEALTHCARE**,

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

**Rationale:** Information provided in this course is needed by students who will enter a diverse workforce in which over 20 million veterans are returning from service.

## 7. Proposal from the School of Education:

A. **MODIFY** on pages 169-170 of the current catalog

**FROM:**

Professional Education (Requires Admission to the Program).....	26 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 312.....	3
EDUC 313.....	1
<b>Block 1*</b>	
ELEM 314 - Block I.....	3
ELEM 316 - Block I.....	3
EDUC 380 - Block I.....	2
<b>Block II*</b>	
EDUC 392 - Block II.....	2
ELEM 315 - Block II.....	3
ELEM 317 - Block II.....	3
Student Teaching Block*.....	15 hours
EDUC 487.....	2

EDUC 489.....	1
EDUC 490.....	12
Supporting Courses.....	18 hours
ART 217.....	3
ENG 315.....	3
ENG 341.....	3
HLTH 315.....	3
MATH 370.....	3
PSY 315.....	3

Concentration (Approved by academic adviser) 8-9 hours. This concentration requires 8 (2 four hour courses) or 9 (3 three hour courses) hours of additional coursework beyond general education requirements and support courses in one of the following areas of concentration:

- Science (2 courses) - Select from the physical sciences and/or biological science.
- Social Studies (3 courses) – Select from history, political science, geography and/or economics.
- Math (3 courses) – Select from above Mathematics 130 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.
- English (3 courses) – Select from above English 200 literature and/or writing courses.
- Foreign Language (3 courses)

Electives.....3

**\*All Block I courses must be taken together. All Block II courses must be taken together.**

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

### **TO:**

Professional Education (Requires Admission to the Program).....	26 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 312.....	3
EDUC 313.....	1
ELEM 314.....	3
ELEM 315.....	3
ELEM 316.....	3
ELEM 317.....	3
EDUC 380.....	2
EDUC 392.....	2
Student Teaching Block*.....	15 hours
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12



Supporting Courses.....	18 hours
ARTE 217.....	3
ENG 315.....	3
ENG 341.....	3
HLTH 315.....	3
MATH 370.....	3
PSY 315.....	3
Concentration (Approved by academic adviser) 8-9 hours. This concentration requires 8 (2 four-hour courses) or 9 (3 three-hour courses) hours of additional coursework beyond general education requirements and support courses in one of the following areas of concentration:	
a. Science (2 courses) - Select from the physical sciences and/or biological science.	
b. Social Studies (3 courses) – Select from history, political science, geography and/or economics.	
c. Math (3 courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.	
d. English (3 courses) – Select from above English 200 literature and/or writing courses.	
e. Foreign Language (3 courses)	
Electives.....	3
*All Student Teaching Block courses must be taken together.	
Minimum hours required for graduation.....	125 hours

B. **MODIFY** on page 172 of the current catalog

**FROM:**

**319 Clinical Experience A: Early Childhood Education – Block A (2)**  
F, S.

Students observe, record, and assess the behaviors of children in child care centers. This course **could require up to 15** field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines:

[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**TO:**

**319 Clinical Experience A: Early Childhood Education – Block A (2)**  
F, S.

Students observe, record, and assess the behaviors of children in child care centers. This course **will** require **a minimum of 25** field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED

Background Check deadlines:

[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Rationale for A & B:** The methods courses are intended to prepare students for student teaching; therefore, these schedule modifications should assist with this preparation.

C. **MODIFY** on page 179 of the current catalog

**FROM:**  
**COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 112	3	English 200	3
Math 170	3	Math 270	3
Art 101, Music 101 or Theatre 101	3	Science with lab	4
Political Science 101 or 103	3	Education 190	3
Geography Elective	3	Education 191	1
		Social Science	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Arte 217	3	Education 310	3
Math 370	3	Science and lab	4
Science and lab	4	English 341	3
Speech Communication 101	3	Education 312	3
Education 305	3	Education 311	3
		Education 313	1
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>17</b>
<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Art 101, Music 101, Theatre 101 Concentration	3 8 or 9	Block I: Elementary 314	3
Science concentration: Two 4- hour science courses		Block I: Elementary 316	3
All other concentrations: Three 3-hour courses		Block I: Elementary 380	2
Elective	3	Literature	3
		Health 315	3
<b>Total Credits</b>	<b>14-15</b>	English 315	3
		<b>Total Credits</b>	<b>17</b>

<b>Senior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course (Student Teaching)</b>	<b>Spring Sem. Hrs.</b>
Block II: Education 392	2	Education 487	2
Block II: Education 315	3	Education 489	1
Block II: Education 317	3	Education 490	12
Psychology 315	3		
History	3	<b>Total Credits</b>	<b>15</b>
<b>Total Credits</b>	<b>14</b>		

**Minimum Hours Required for Degree 125**

**TO:**  
**COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 112	3	English 200	3
Math 170	3	Math 270	3
Art 101, Music 101 or Theatre 101	3	Science with lab	4
Political Science 101 or 103	3	Education 190	3
Geography Elective	3	Education 191	1
		Social Science	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>

<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Art 101, Music 101, Theatre 101	3	Education 310	3
Math 370	3	Education 311	3
Science and lab	4	Education 312	3
Speech Communication 101	3	Education 313	1
Education 305	3	Science and lab	4
		English 341	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>17</b>

<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
ARTE 217	3	Concentration	8 or 9
English 315	3	Science: Two 4-hour science courses	
		All others: Three 3-hour courses	
Health 315	3	History	3

Psychology 315	3	Education 380	2
Literature	3	Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	
		<b>16-17</b>	
<b>Senior Year</b>			
	<b>Fall Sem.</b>		<b>Spring Sem.</b>
<b>Course</b>	<b>Hrs.</b>	<b>Course (Student Teaching)</b>	<b>Hrs.</b>
Elementary 314	3	Education 487	2
Elementary 315	3	Education 489	1
Elementary 316	3	Education 490	12
Elementary 317	3		
Education 392	2	<b>Total Credits</b>	<b>15</b>
<b>Total Credits</b>	<b>14</b>		
<b>Minimum Hours Required for Degree 125</b>			

D. **MODIFY** on page 171 of the current catalog

**FROM:**

**Middle Level Social Studies.....18 hours**

Relevant General Education choices

- GEOG 101
- POL 101
- POL 205
- HIST 202
- PSY 206/216

Specialty Courses

- ECON 203.....3
- ECON 204.....3
- HIST 203.....3
- HIST 204.....3
- HIST 316.....3
- HIST 300/400 level elective (optional to earn a minor in history)
- MLE 315.....3

**TO:**

**Middle Level Social Studies.....18 hours**

Relevant General Education choices

- GEOG 101

POL 101	
POL 103	
HIST 202	
PSY 206/216	
Specialty Courses	
ECON 203.....	3
ECON 204.....	3
HIST 203.....	3
HIST 204.....	3
HIST 316.....	3
HIST 300/400 level elective (optional to earn a minor in history)	
MLE 315.....	3

E. **MODIFY** on page 180 of the current catalog

<b>FROM:</b>			
<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 112	3	Math 134	3
Math 132 or higher (Math & Science)	3	Biology 103,104 or 105/115	4
Math 131 or higher (ELA & SS)	3	Education 190	3
Art 101, Music 101, or Theatre 101	3	Education 191	1
Political Science 101 or 103	3	Social Science elective	
Geography 101	3	Political Science 205 (SS)	3
		Education 305	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>

<b>TO:</b>			
<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 112	3	Math 134	3
Math 132 or higher (Math & Science)	3	Biology 103, 104, or 105/115	4
Math 131 or higher (ELA & SS)	3	Education 190	3
Art 101, Music 101, or Theatre 101	3	Education 191	1
Political Science 101 or 103	3	Social Science elective	3
		<b>Political Science 101 or 103 (SS)</b>	
Geography 101	3	Education 305	3

**Total Credits****15****Total Credits****17**

**Rationale for D & E:** Discussions with Political Science faculty determined that POL 103 (instead of POL 205) would better satisfy middle level social studies content requirements.

F. **ADD** on page 177 of the current catalog

**220 Yoga for Beginners (1)** This course is designed to introduce the student to the fundamental philosophies, skills, and terms of Hatha yoga. Emphasis is placed on yoga for health and how to correctly practice yoga including Asanas (yoga poses), Pranayama (breathing), and meditation in everyday life. Subtopics include yoga for stress reduction, yoga for neck and back pain, yoga for weight management, and yoga for relaxation.

**Rationale for F:** There is no yoga class offered at FMU although yoga has been proven as a great way to improve health and wellness worldwide. With the increasing need for a holistic approach to improve health, reduce stress, and prevent some other chronic health issues, offering a one credit hour practical class would be a benefit for our college students.

## 8. Proposal from the School of Business:

A. **CHANGE**, on page 157 of the current catalog, the requirement for **Management** as described below

### **FROM:**

b) Management .....18 hours  
 15 semester hours in one track option: General Management Track,  
 Supply Chain Management Track, Human Resource Management Track  
 School Elective.....3

**General Management Track.....15**

Nine hours from:

MGT 352 Organizational Behavior.....3  
 MGT 353 Human Resource Management.....3  
 MGT 356 Process Improvement and Quality Control.....3  
 MGT 357 Management of Service Operations.....3  
 MGT 358 The Nonprofit Sector: Structure and Dynamics.....3  
 MGT 373 Management Science.....3

Six hours from:

MGT 452 Advanced Human Resource Management.....3

MGT 453 Managing Non Profit Organizations.....	3
MGT 454 Entrepreneurship and Small Business Management....	3
MGT 460 International Management.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3
<b>Human Resource Management Track.....</b>	<b>15</b>
MGT 352 Organizational Behavior.....	3
MGT 353 Human Resource Management.....	3
MGT 452 Advanced Human Resource Management.....	3
MGT 454 Entrepreneurship and Small Business Management....	3
MGT 460 International Management.....	3
<b>Supply Chain Management Track.....</b>	<b>15</b>
MGT 356 Process Improvement and Quality Control.....	3
MGT 357 Management of Service Operations.....	3
MGT 373 Management Science.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3
<b><u>TO:</u></b>	
b) Management .....	18 hours
15 semester hours in one track option: General Management Track, Supply Chain Management Track, Human Resource Management Track School Elective.....	3
<b>General Management Track.....</b>	<b>15</b>
Nine hours from:	
MGT 352 Organizational Behavior.....	3
MGT 353 Human Resource Management.....	3
MGT 356 Process Improvement and Quality Control.....	3
MGT 357 Management of Service Operations.....	3
MGT 358 The Nonprofit Sector: Structure and Dynamics.....	3
MGT 359 Employment Law and Labor Relations.....	3
MGT 373 Management Science.....	3
Six hours from:	
MGT 452 Advanced Human Resource Management.....	3
MGT 453 Managing Non Profit Organizations.....	3
MGT 454 Entrepreneurship and Small Business Management....	3
MGT 460 International Management.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3
MGT 469 Strategic Human Resource Management.....	3
<b>Human Resource Management Track.....</b>	<b>15</b>

MGT 352 Organizational Behavior.....	3
MGT 353 Human Resource Management.....	3
<b>MGT 359 Employment Law and Labor Relations.....</b>	<b>3</b>
MGT 452 Advanced Human Resource Management.....	3
<b>MGT 469 Strategic Human Resource Management.....</b>	<b>3</b>
<b>Supply Chain Management Track.....</b>	<b>15</b>
MGT 356 Process Improvement and Quality Control.....	3
MGT 357 Management of Service Operations.....	3
MGT 373 Management Science.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3

**B. Add**, on page 162 of the current catalog, the new Management Courses (MGT) in Employment Law and Labor Relations

**MGT 359 Employment Law and Labor Relations (3)** (Prerequisite: MGT 351) A study of employment laws that have a substantial impact on business and the workplace. The course will cover laws that prohibit discrimination in the workplace such as those under Title VII of the Civil Rights Act and the Age Discrimination in Employment Act; protect employees under the Americans with Disabilities Act, the Family Medical Leave Act, and Occupational Safety and Health Act; and regulate the relationship between management and organized labor.

**C. Add**, on page 162 of the current catalog, the new Management Courses (MGT) in Management of Service Operations

**MGT 469 Strategic Human Resource Management (3)** (Prerequisite: MGT 353). A study of current topics and trends in strategic human resource management. The course will cover topics such as compensation and benefits, worker safety, and the role of human resource management as a strategic partner to the organization among others.

**Rationale for A, B, & C:** One of the learning goals for the School of Business in Francis Marion University is “Our students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems, and marketing.” In the field of management we have two areas, Human Resource Management and Supply Chain Management, which are offered as two separate tracks.

To strengthen the core concepts in the Human Resource Management track, we have conducted ad-hoc interviews with graduating students, alumni and companies around the region with respect to the requirements that are important for the Human Resource Management Track.



We also considered the recommendations issued by the Society for Human Resource Management (SHRM). Founded in 1948, the Society for Human Resource Management (SHRM) is the world's largest HR membership organization devoted to human resource management. Representing more than 275,000 members in over 160 countries, SHRM is the leading provider of resources to serve the needs of HR professionals and advance the professional practice of human resource management.

Based on the feedback from employers and the recommendations of SHRM, we have found that one of the areas that need strengthening is Employment Law and Labor Relations. We have also received feedback from students regarding Strategic Human Resource Management. This course was introduced as part of another course called Current Issues in Management. Current Issues in Management was used to test new courses and how well they are received. The Strategic Human Resource Management component was well received by students. SHRM also recommends a course in Strategic Human Resource Management as one of the core areas a school needs to cover for the Human Resource Management Track.

These two courses will strengthen the course syllabi and ensure that students in the Human Resource Management Track are competitive in the labor market when they graduate. SHRM Guidelines can be found at the link given below  
[http://www.shrm.org/Education/hrededucation/Documents/2013\\_SHRM%20HR%20Curriculum%20Guidelines%20and%20Templates\\_View%20Only\\_FINAL.pdf](http://www.shrm.org/Education/hrededucation/Documents/2013_SHRM%20HR%20Curriculum%20Guidelines%20and%20Templates_View%20Only_FINAL.pdf)  
 No new faculty or additional resources are needed.

**D. Change**, on page 157 of the 2014-15 Catalog the requirement for  
**Management Information Systems** as described below

**FROM:**

f) Management Information Systems .....	21 hours
MIS 225 Modern Programming.....	3
MIS 347 Business Data Communications.....	3
MIS 447 Data Base Management.....	3
MIS 373 Management Science.....	3
MIS 378 Business Decision Support Systems.....	3
MIS 467 E-Commerce or	
MGT 468 Supply Chain Management.....	3
MIS 477 Special Topics in Information Systems.....	3

**TO:**

f) Management Information Systems .....	18 hours
MIS 225 Modern Programming.....	3
MIS 337 Business Systems Analysis and Design.....	3
MIS 347 Business Data Communications.....	3

MIS 447 Data Base Management.....	3
MIS 467 E-Commerce.....	3
School or Computer Science Elective.....	3

**E. Change**, on page 158 of the current catalog, the requirement for collateral in Management Information Systems as described below

**FROM:**

CS 190 Programming Fundamentals  
 MIS 225 Modern Programming  
 MIS 347 Business Data Communications  
 MIS 378 Business Decision Support Systems  
 MIS 447 Data Base Management  
 MIS 467 E-Commerce

**TO:**

MIS 225 Modern Programming  
 MIS 337 Business Systems Analysis and Design  
 MIS 347 Business Data Communications  
 MIS 447 Data Base Management  
 MIS 467 E-Commerce

**F. Change**, on page 162 of the current catalog, the pre-requisite and semester designations of the following courses

**FROM:**

**225 Modern Programming (3)** (Prerequisite: A grade of C or better in CS 190 or permission of school) [Same as CS 225] **F, S, SU**

**TO**

**225 Modern Programming (3)** (Prerequisite: **CS150 or permission of school**) [Same as CS 225]

**FROM:**

**337 Business Systems Analysis and Design (3)** (Prerequisite: **225 and 327**) **S**

**TO**

**337 Business Systems Analysis and Design (3)** (Prerequisite: 327)

**G. Change**, on page 162 of the current catalog, the semester a particular course is offered

**FROM:**

**327 Information Systems Fundamentals (3)** (Prerequisite: CS 150) **F, S, SU**

TO  
**327 Information Systems Fundamentals (3)** (Prerequisite: CS 150)

FROM:

**347 Business Data Communications (3)** (Prerequisite: 327) **F, SU**

TO  
**347 Business Data Communications (3)** (Prerequisite: 327)

FROM:

**373 Management Science (3)** (Prerequisite: BUS 305) **S**

TO  
**373 Management Science (3)** (Prerequisite: BUS 305)

FROM:

**378 Business Decision Support Systems (3)** (Prerequisite: 225) **F**

TO  
**378 Business Decision Support Systems (3)** (Prerequisite: 225)

**H. Change**, on page 163 of the current catalog, the pre-requisite of the following courses

FROM:

**467 E-Commerce – Data Driven Web Application Design (3)**  
 (Prerequisite: **MIS 447, Management 351, Marketing 331, and Finance 341**) **F**.

TO  
**467 E-Commerce – Data Driven Web Application Design (3)**  
 (Prerequisite: **327**).

**I. Change**, on page 163 of the current catalog, the semester a particular course is offered

FROM:

**447 Data Base Management (3)** (Prerequisite: 327) **F**

TO  
**447 Data Base Management (3)** (Prerequisite: 327)

FROM:

351, **457 Management Information Systems (3)** (Prerequisite: 327, MGT 351, MKT 331, and FIN 341) **F, S, SU**.

**TO**

**457 Management Information Systems (3)** (Prerequisite: 327, MGT 351, MKT 331, and FIN 341)

**FROM:**

**477 Special Topics in Information Systems (3)** (Prerequisites: 337, 347, 447, 467) **S**

**TO**

**477 Special Topics in Information Systems (3)** (Prerequisites: 337, 347, 447, 467)

**FROM:**

**497 Special Studies (3) (2) (1)** (Prerequisite: 377, 467, 477) **S**

**TO**

**497 Special Studies (3) (2) (1)** (Prerequisite: 377, 467, 477)

**Rationale:**

These proposed changes have been recommended by the *Ad Hoc Committee to Evaluate the Future of the Major in Management Information Systems (MIS)*. This committee was convened to address the issue of falling enrollment in MIS. A detailed report from this committee is provided on pages 55-64 of the Appendix.

## VI. Graduate Council

### 1. Proposal from the School of Business:

A. CHANGE, from page 203 of the current catalog

#### FROM

A. Master of Business Administration degree with Concentration in Health Management:  
(Program currently suspended)

#### TO

### **Masters of Business Administration degree with Concentration in Healthcare Executive Management**

Course Hours	Title	
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 710	Business Analytics	3
MBA 720	Contemporary Issues in Business	3
MBA 730	Leadership and Management	3
MBA 740	Applied Corporate Finance	3
APRN 503	Advanced Research and Evidence-based Practice	3
APRN 504	Health Policy and Leadership	3
APRN 506	Health Systems and Risk Management	3
APRN 713	Nurse Executive Practicum	3

#### **Rationale:**

After extensive discussions with faculty, community leaders and a review of graduate programs at other universities, the School of Business and Department of Nursing faculty representatives have collaborated to develop this program. It should be noted that this program does not require additional faculty, and it is expected to meet a presently unfulfilled demand from students. The combination of courses is similar to a previously offered concentration, which was in partnership with the Medical University of South Carolina. This program does require the development of one new course (APRN 713), which will be offered by the Nursing Department. APRN 713 is also submitted for approval at this time. A review of the times and availability of courses indicates that the typical student could complete this program in as little as two years. In addition, APRN courses will specify that permission to enroll in these courses must be approved prior to registration by the Department of Nursing, this will allow the nursing program to accept MBA students. No Additional resources are needed.

B. **Change**, on page 203 of the current catalog

**FROM**

The Master of Business Administration (MBA) degree program is designed to prepare students for careers in business, non - profit institutions, and government. Students with diverse undergraduate degrees including nursing, biology, history, sociology, engineering, and business are accepted. Nationally accredited by the Association to Advance Collegiate Schools of Business (AACSB) the program is taught by a faculty committed to excellence in teaching and research. Students may start the program in the spring, fall, or summer.

**TO**

The Master of Business Administration (MBA) degree program is designed to prepare students for careers in business, non-profit, and government institutions. Students with diverse undergraduate degrees including nursing, biology, history, sociology, engineering, and business are eligible. Francis Marion University's School of Business MBA program is nationally accredited by the Association to Advance Collegiate Schools of Business (AACSB), which further proves that the program is taught by faculty committed to excellence in teaching and research. Students may start the program in the **Spring, Fall, or Summer semesters.**

**The Master of Business Administration degree program offers a Concentration in Healthcare Executive Management. This program has the same admissions requirements as the regular Masters of Business Administration program. The 18 required MBA hours cover a variety of business areas and are taught by graduate school faculty members of the FMU School of Business. The 12 hours of healthcare courses are taught by the graduate school faculty members of the FMU Masters of Science in Nursing. The Master of Business Administration degree with a Concentration in Healthcare Executive Management program is designed both for individuals who are currently working in the health care field, as well as those who would like to acquire the background necessary for them to enter the health care field.**

**Rationale:**

To provide a description of the program in the catalog.

**2. Proposal from the School of Education:**

A. **Delete** from page 212 of the current catalog

765 Learning Disabilities: Intervention for Elementary and Middle School (3) (Prerequisites: EDUC 611, EDUC 761 and PSY 663, or permission of the school) S. This course will focus on intervention techniques and strategies, validated by research and based on sound theory, appropriate for elementary and middle school students who have learning disabilities in the following areas: reading, spoken and written language, math, interpersonal and organizational skills. Techniques for

supporting students in regular classrooms and appropriate use of technology to optimize students' learning and independence will also be addressed.

766 Practicum: Intervention for Elementary and Middle School (1) (Prerequisites: EDUC 611, EDUC 761 and PSY 663; or permission of the school. Prerequisite/corequisite: EDUC 765) S. This course provides practical experience with application of age-appropriate teaching methods and strategies for elementary and middle school students with learning disabilities. In collaboration with cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

767 Learning Disabilities: Intervention for Adolescents and Young Adults (1) (Prerequisites: EDUC 611, EDUC 761 and PSY 663; or permission of the school.) F. This course will focus on intervention techniques and strategies appropriate for secondary students who have learning disabilities. Models of service delivery and strategies to assist students with organization, study skills, test-taking, and handling content information will be addressed. Appropriate use of technology to support learners and optimize independence and planning for transitions to other settings will also be examined.

768 Practicum: Interventions for Adolescents and Young Adults (1) (Prerequisites: EDUC 611, EDUC 761 and PSY 663; or permission of the school. Prerequisite/corequisite: EDUC 767) F. This course provides practical experience with application of age-appropriate teaching methods and strategies for students for students with learning disabilities at the secondary level. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable adolescents with learning disabilities to cope with classroom demands. Participants will also plan for the incorporation of appropriate technological supports to enhance students' achievement.

**B. CHANGE** on page 208 of the current catalog

**FROM:**

Students must complete 48 graduate hours.

Education Foundation Core	15 hours
EDUC 611 Solving Instructional Problems Using Technology (3)	
<b>EDUC 621 Understanding Learning Differences (3)</b>	
EDUC 622 Assessment of Learning and Behavior (3)	
<b>EDUC 623 Quantitative Research Methods in Education (3)</b>	
EDUC 624 Behavior Management of Students with Disabilities (3)	

**TO:**

Students must complete 42 graduate hours.

Education Foundation Core

9 hours

- EDUC 611 Solving Instructional Problems Using Technology (3)  
 EDUC 622 Assessment of Learning and Behavior (3)  
 EDUC 624 Behavior Management of Students with Disabilities (3)

C. **CHANGE** on page 206 of the current catalog

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

**FROM:**

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 grade point average or higher
2. Passing scores on all required parts of PRAXIS II (a) PLT (Principles of Learning and Teaching), (b) Special Education: Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities
3. Completion of 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
4. Attendance at a mandatory meeting held the semester prior to Student Teaching (Date & Time will be posted)
5. Submission of student packet (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores no later than Reading Day of the semester prior to Student Teaching
6. Positive recommendations from EDUC 746 & EDUC 764 (practicum) course instructors
7. Acceptable dispositions rating in EDUC 621 and recommendation from course professor to continue in program
8. Approval by the Learning Disabilities Program Committee

**TO:**

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 grade point average or higher
2. Passing scores on all required parts of PRAXIS II (a) PLT (Principles of Learning and Teaching), (b) Special Education: Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities
3. Completion of 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
4. Attendance at a mandatory meeting held the semester prior to Student Teaching (Date & Time will be posted)
5. Submission of student packet (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores no later than Reading Day of the semester prior to Student Teaching



6. Positive recommendations from EDUC 746 & EDUC 764 (practicum) course instructors
7. Acceptable dispositions rating in EDUC 611 and recommendation from course professor to continue in program
8. Approval by the Learning Disabilities Program Committee

D. **CHANGE** on page 207 and 208 on the current catalogue:

**FROM:**

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN  
LEARNING DISABILITIES

Coordinator: **Dr. Kathryn Haselden**

Students must complete **36** graduate hours

Education Foundation Core 15 hours

EDUC 611 Solving Instructional Problems Using Technology (3)

**EDUC 621 Understanding Learning Differences (3)**

EDUC 622 Assessment of Learning and Behavior (3)

**EDUC 623 Quantitative Research Methods in Education (3)**

EDUC 624 Behavior Management of Students with Disabilities (3)

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 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)

**TO:**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN  
LEARNING DISABILITIESCoordinator: **Dr. Karen M. Fries**Students must complete **30** graduate hoursEducation Foundation Core 9 hours

EDUC 611 Solving Instructional Problems Using Technology (3)

EDUC 622 Assessment of Learning and Behavior (3)

EDUC 624 Behavior Management of Students with Disabilities (3)

Learning Disabilities Professional Preparation 21 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)

E. **CHANGE** from page 206 of the current catalogue:**FROM:**

GRADUATE CHECK POINTS: M.ED.

ADMISSION TO M.ED. PROGRAMS (CHECK POINT I)

1. Acceptable Graduate Record Examination (GRE) scores, Miller Analogies Test scores, a copy of a valid South Carolina Teaching License, or a passing South Carolina score on the PRAXIS II specialty area (PLT) exam
2. Two appropriate letters of recommendation

3. A score of 3 (0-4 scale) on the written statement of the applicant's personal philosophy of education
4. Acceptance by the School of Education Graduate Committee

#### COMPLETION OF 18 SEMESTER HOURS (CHECK POINT II)

1. Successful completion of 18 semester hours of required program coursework with a minimum grade point average of 3.0
2. Approval by the Learning Disabilities Program Committee for LD or approval by the Instructional Accommodation Program Committee
3. Acceptable dispositions rating in EDUC 621 and recommendation from course professor to continue in program

#### PROGRAM COMPLETION (CHECK POINT III)

1. Completion of all coursework with a grade point average of at least 3.0
2. Successful completion of Capstone Project(s) of Final Case Study
3. Completion of Mastery Test (Learning Disabilities only)
4. Acceptable dispositions rating from EDUC 769 or 795 instructors

### TO

#### GRADUATE CHECK POINTS: M.ED.

#### ADMISSION TO M.ED. PROGRAMS (CHECK POINT I)

1. Acceptable Graduate Record Examination (GRE) scores, Miller Analogies Test scores, a copy of a valid South Carolina Teaching License, or a passing South Carolina score on the PRAXIS II specialty area (PLT) exam
2. Two appropriate letters of recommendation
3. A score of 3 (0-4 scale) on the written statement of the applicant's personal philosophy of education
4. Acceptance by the School of Education Graduate Committee

#### COMPLETION OF 18 SEMESTER HOURS (CHECK POINT II)

1. Successful completion of 18 semester hours of required program coursework with a minimum grade point average of 3.0
2. Approval by the Learning Disabilities Program Committee for LD or approval by the Instructional Accommodation Program Committee
3. Acceptable dispositions rating in EDUC 746 and recommendation from course professor to continue in program

#### PROGRAM COMPLETION (CHECK POINT III)

1. Completion of all coursework with a grade point average of at least 3.0
2. Successful completion of Final Case Study
3. Completion of Mastery Test (Learning Disabilities only)
4. Acceptable dispositions rating from EDUC 769

Rationale: Courses in the M.Ed. and MAT Learning Disabilities programs are being collapsed, modified, and deleted in order to prepare for the new Read to Succeed legislation. Hours have to be freed in order to make room for the new course requirements being determined by the State Department of Education.

F. **ADD**, on Page 207 after COURSE REPETITION:

### **COURSE REVALIDATION**

The FMU School of Education will not revalidate courses for the purpose of state licensure renewal.

Rationale: Students often petition the School of Education to revalidate old courses for the purposes of add-on licensure or credential advancement. This is often done because the course is more than seven years old. We do not feel that we can, in good faith, sign off that these courses are current and relevant to today's educational practice. Therefore, we wish to implement a policy denying revalidating old coursework. This is being added to the catalog to add a policy congruent to that of the State Department of Education.

### **3. Proposal from the Department of Physician Assistant Studies:**

- A. **MODIFY** the description of a physician assistant and the Coordinator of Physician Assistant Studies

#### **FROM:**

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Coordinator of Physician Assistant Studies: TBA

#### **TO:**

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Physician Assistants (PAs) are skilled members of the healthcare team qualified by academic and clinical experience to provide a broad range of healthcare services in the physician/PA team. The healthcare services PAs provide include performing appropriate medical interviews and physical examinations, identifying healthcare problems in need of evaluation and management, screening results of laboratory and diagnostic studies, implementing treatment plans, counseling patients regarding illness and health-risk behaviors, monitoring responses to a program of therapy, and facilitating access to appropriate healthcare resources.

Coordinator of Physician Assistant Studies: James F. Hull, Jr., MPAS, DFAAPA, PA-C

**B. MODIFY** Mission Statement**FROM:**

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.

**TO:**

The Francis Marion University Physician Assistant Program seeks to educate excellent primary care physician assistants to become compassionate, ethical, and clinically skillful graduates who are ready to provide healthcare services with personal and professional integrity.

**C. ADD** Accreditation Status

Francis Marion University Physician Assistant Program FMUPAP has submitted an application for provisional accreditation to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). FMUPAP anticipates matriculating its first class in August 2016, pending achieving accreditation-provisional in March 2016. Accreditation-provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appears to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. FMUPAP will not commence in the event that accreditation-provisional is not received.

**D. MODIFY** CREDIT HOURS IN CLINICAL YEAR**FROM:**

<u>Clinical Year</u>	
Semester V	9 hours
PA *Clinical Rotations (3)	
Semester VI	9 hours
PA *Clinical Rotations (3)	
Semester VII	12
hours	

PA \*Clinical Rotations (3)  
 PA 720 PA Capstone

**TO:**

<u>Clinical Year</u>	
Semester V	12
hours	
PA *Clinical Rotations (3) (4 credits each)	
Semester VI	12
hours	
PA *Clinical Rotations (3) (4 credits each)	
Semester VII	13
hours	
PA *Clinical Rotations (3) (4 credits each)	
PA 720 PA Capstone 1 credit	

**E. MODIFY COURSE REPETITION**

**FROM:**

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).

**TO:**

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 over the entire curriculum. 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.

**F. MODIFY the course credits and description for Integrative Pathophysiology and Pharmacotherapeutics I 521**

**FROM:**

**521 Integrative Pathophysiology and Pharmacotherapeutics I (4) S.** (Prerequisite: 508) This course builds upon foundational material delivered in PA 508, Physiology and Pharmacology Basics, and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of 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 in PA 521 are cardiac, pulmonary, gastrointestinal and genitourinary. This is consistent with the systems covered in PA 523 and 525.

**TO:**

**521 Integrative Pathophysiology and Pharmacotherapeutics I (5) S.** (Prerequisite: 508) This course builds upon foundational material delivered in PA 508, Physiology and Pharmacology Basics, and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of 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 in PA 521 are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology. This is consistent with the systems covered in PA 523 and 525.

**G. MODIFY course credits and course description for Clinical Assessment, Diagnosis, and Application I 523**

**FROM:**

**523 Clinical Assessment, Diagnosis and Application I (5:3-6) S.**

(Prerequisites: 501, 508 and 510) 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.

**TO:****523 Clinical Assessment, Diagnosis and Application I (4:2-6) S.**

(Prerequisites: 501, 508 and 510) 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. Organ systems covered in PA 521 are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology. This is consistent with the systems covered in PA 521 and 525.

**H. MODIFY course credits and description for Clinical Interventions and Diagnostics I 525**

**FROM:****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. System covered will coincide with 521 and 523 including the following; cardiac, pulmonary, gastrointestinal, and genitourinary.

**TO:**

**525 Clinical Interventions and Diagnostics I (3:2-3)** (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 and include the following: gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology.

- I. **MODIFY** course credits and description for 631, Integrative Pathophysiology and Pharmacotherapeutics II

**FROM:**

**631 Integrative Pathophysiology and Pharmacotherapeutics II (4)** Su. (Prerequisite: 521) 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. Aspect of psychiatry and infectious diseases will also be covered.

**TO:**

**631 Integrative Pathophysiology and Pharmacotherapeutics II** (4) Su. (Prerequisite: 521) 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 pulmonology, musculoskeletal, and genitourinary. Aspects of psychiatry will also be covered.

- J. **MODIFY** course credits and description Clinical Assessment, Diagnosis, and Application II 633

**FROM:**

**633 Clinical Assessment, Diagnosis and Application II** (4) Su. (Prerequisite: 523) 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. Aspect of psychiatry and infectious diseases will also be covered.

**TO:**

**633 Clinical Assessment, Diagnosis and Application II** (4: 2-6) Su. (Prerequisite: 523) 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 the application of 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 pulmonology, musculoskeletal, and genitourinary organ systems. Aspects of psychiatry will also be covered.

**K. MODIFY course credits and description Clinical Interventions and Diagnostics II 635**

**FROM:**

**635 Clinical Interventions and Diagnostics II (3) Su.** (Prerequisite: 525) 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 521 and 523 including the following; cardiac, pulmonary, gastrointestinal, and genitourinary.

**TO:**

**635 Clinical Interventions and Diagnostics II (3:2-3) Su.** (Prerequisite: 525) 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. Systems covered will coincide with 631 and 633 including the following: pulmonology, musculoskeletal, and genitourinary. Aspects of psychiatry will also be covered.

- L. MODIFY course credits and description Integrative Pathophysiology and Pharmacotherapeutics III 641**

**FROM:**

**641 Integrative Pathophysiology and Pharmacotherapeutics III (4) F.** (Prerequisite: 631) 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. Organ systems covered in 641 are musculoskeletal, dermatologic, eyes, ears nose and throat (EENT) and obstetrics and gynecology (OB/GYN).

**TO:**

**641 Integrative Pathophysiology and Pharmacotherapeutics III (5) F.** (Prerequisite: 631) 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. Organ systems covered in 641 are cardiovascular, obstetrics and gynecology (OB/GYN), and neurology. Aspects of infectious disease will also be covered.

- M. MODIFY course credits and description Clinical Assessment, Diagnosis, and Application III 643**

**FROM:**

**643 Clinical Assessment, Diagnosis and Application III (5) F.**  
 (Prerequisite: 633) 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).

**TO:**

**643 Clinical Assessment, Diagnosis and Application III (4: 2-6) F.**  
 (Prerequisite: 633) 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, covers cardiovascular, obstetrics and gynecology (OB/GYN), and neurology organ systems. Aspects of infectious disease will also be covered.

N. **MODIFY** course credit and description Clinical Interventions and Diagnostics III 645

**FROM:**

**645 Clinical Interventions and Diagnostics III (3) F.** (Prerequisite: 635)

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. Subjects covered will coincide with 641 and 643, i.e. musculoskeletal, dermatology, eyes, ears, nose and throat (EENT), obstetrics, and gynecology (OB/GYN).

**TO:****645 Clinical Interventions and Diagnostics III (3:2-3) F.** (Prerequisite:

635) 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. Subjects covered will coincide with 641 and 643 i.e. cardiovascular, obstetrics and gynecology (OB/GYN), and neurology. Aspects of infectious disease will also be covered.

**O. MODIFY course credits for Family Medicine Clerkship 710****FROM:**

**710 Family Medicine Clerkship (3)** (135 clinical hours)

**TO:**

**710 Family Medicine Clerkship (4:1-3)** (135 clinical hours)

P. **MODIFY** course credits for Obstetrics and Gynecology Clerkship 711

**FROM:**

**711 Obstetrics and Gynecology Clerkship** (3) (135 clinical hours)

**TO:**

**711 Obstetrics and Gynecology Clerkship** (4:1-3) (135 clinical hours)

Q. **MODIFY** course credits for Pediatrics Clerkship 712

**FROM:**

**712 Pediatrics Clerkship** (3) (135 clinical hours)

**TO:**

**712 Pediatrics Clerkship** (4:1-3) (135 clinical hours)

R. **MODIFY** course credits for Psychiatry Clerkship 713

**FROM:**

**713 Psychiatry Clerkship** (3) (135 clinical hours)

**TO:**

**713 Psychiatry Clerkship** (4:1-3) (135 clinical hours)

S. **MODIFY** course credits for Emergency Medicine Clerkship 714

**FROM:**

**714 Emergency Medicine Clerkship** (3) (135 clinical hours)

**TO:**

**714 Emergency Medicine Clerkship** (4:1-3) (135 clinical hours)

T. **MODIFY** course credits for Internal Medicine - Inpatient Clerkship 715

**FROM:**

**715 Internal Medicine – Inpatient Clerkship (3) (135 clinical hours)**

**TO:**

**715 Internal Medicine – Inpatient Clerkship (4:1-3) (135 clinical hours)**

**U. MODIFY course credits for Internal Medicine - Outpatient Clerkship 716**

**FROM:**

**716 Internal Medicine – Outpatient Clerkship (3) (135 clinical hours)**

**TO:**

**716 Internal Medicine – Outpatient Clerkship (4:1-3) (135 clinical hours)**

**V. MODIFY course credits for General Surgery Clerkship 717**

**FROM:**

**717 General Surgery Clerkship (3) (135 clinical hours)**

**TO:**

**717 General Surgery Clerkship (4:1-3) (135 clinical hours)**

**W. MODIFY course credits for Elective Clerkship 718**

**FROM:**

**718 Elective Clerkship (3) (135 clinical hours)**

**TO:**

**718 Elective Clerkship (4:1-3) (135 clinical hours)**

**X. MODIFY course credits for Physician Assistant Capstone 720**

**FROM:**

**720 PA Capstone (3)**

**TO:**

**720 PA Capstone (1)**



**RATIONALE for CHANGES:**

1. To better define our mission as to what type of Physician Assistant we expect to graduate.
2. To better define what a Physician Assistant is and enhance our requirements so as to attract the most qualified applicants to interview for our program.
3. To maximize the teaching time for the various organ systems and sequencing to satisfy the Standards of the ARC-PA. To bring our clinical rotations in compliance with proper awarding of credits to justify full-time status for our students.