

Agenda
General Faculty Meeting
April 7, 2015 – Lowrimore Auditorium

- I. Call to Order**
- II. Approval of Minutes from the February 17, 2015 meeting**
- III. Elections**
- IV. Executive Report**
- V. Report from the Senate (*See the attachment for complete proposals.*)**
 - 1. Department of Biology
 - Item A. Changes several Medical Technology (MT) courses.
 - Item B. Changes the coordinator of the Medical Technology option.
 - Item C. Changes the description of the Medical Technology option.
 - Item D. Changes the coordinator of the Medical Technology option (as listed under “Cooperative Programs”.
 - Item E. Changes the chemistry course requirements for the MT option.
 - Item F. Changes the wording of the McLeod affiliation.
 - 2. School of Education
 - Item A. Changes course requirements related to EDUC 487 and 489.
 - Item B. Changes prerequisites for EDUC 487 and 490, and changes the number of credits for EDUC 487.
 - 3. Department of Fine Arts
 - Item A. Changes Art Ed. requirements related to EDUC 487 and 489.
 - Item B. Removes obsolete text related to SPCO 203.
 - Item C. Fixes errors.
 - Item D. Adds a course, THEA 328, Acting for Professional Simulations.
 - 4. Department of Mathematics
 - Item A. Changes the requirements related to EDUC 487 and 489 for the Teacher Licensure option of the major in mathematics.
 - Item B. Changes the course title of Math 105.
 - Item C. Changes the course title of Math 111.
 - 5. Department of Nursing
 - Item A. Changes the plan of study.
 - Item B. Deletes a course, NURS 401.
 - Item C. Deletes a course, NURS 403.
 - Item D. Adds a course, NURS 415.
 - Item E. Adds a course, NURS 315.

- Item F. Adds a new program in Healthcare Administration including several new courses.
 - Item G. Changes the title and prerequisites for NRN 334.
 - Item H. Changes the title and prerequisites for NRN 448.
 - Item I. Adds text regarding general education requirements for Healthcare Administration.
 - Item J. Adds Healthcare Administration to the list of majors that can earn a Bachelor of Science degree.
 - Item K. Adds Healthcare Administration to the list of programs (under “majors”) that do not require a minor or collaterals.
 - Item L. Adds Healthcare Administration to the list of programs (under “minors”) that do not require a minor or collaterals.
 - Item M. Adds Healthcare Administration to the list of majors.
 - Item N. Adds Healthcare Administration to the list of Interdisciplinary Programs.
 - Item O. Changes the course descriptions of APRN 503, 504, and 506.
 - Item P. Adds a new course, APRN 713.
6. School of Business
 - Item A. Changes the description of the B.B.A. program.
 - Item B. Adds a new course, MGT 456 Leadership in the Healthcare Environment.
 - Item C. Adds a new course, FIN 451 Healthcare Finance.
 - Item D. Starts the MBA with Concentration in Healthcare Executive Management.
 - Item E. Changes the description of the MBA degree program.
 7. Department of Political Science and Geography
 - Item A. Adds text to the course description of POL 215 related to IPHC 215.
 8. Department of Psychology
 - Item A. Adds text to the course description of PSY 314 related to IPHC 314.
 9. Department of Sociology
 - Item A. Adds text to the course description of SOC 375 related to IPHC 375.
 10. Physician Assistant Studies program – ***Passed without opposition***
 - Item A. Changes the admission requirements

VI. Approval of Candidates for Graduation

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

VII. Old Business**VIII. New Business****IX. Announcements****X. Adjournment**

Attachment to the Faculty Agenda – April 7, 2014

1. Proposal from the Department of Biology:

A. **Change**, on page 88, of the current catalog, the following changes for the Medical Technology Program

FROM:

495/496 Medical Technology Internship (15/15) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Internship for a minimum of twelve months under the direction of hospital instructional staff. Course work will include 4 hours Clinical Hematology, 2 hours Clinical Hemostasis, 2 hours Instrumentation and Methods, 4 hours Clinical Chemistry, 4 hours Clinical Microbiology, 3 hours Mycology, Parasitology, Virology, 2 hours Clinical Microscopy, 4 hours Immunohematology, 3 hours Clinical Immunology, 2 hours Medical Laboratory Systems.

TO:

430 (MT 405) Clinical Hematology (4) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of blood cell formation, function, and disorders.

431 (MT 425) Clinical Microbiology (4) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of the bacterial agents of human infections.

432 (MT 450) Immunohematology (4) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of blood banking principles and practice.

433 (MT 455) Clinical Immunology (3) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of human immune system and deficiencies.

434 (MT 410) Clinical Hemostasis (2) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of hemostasis and disorders.

435 (MT 415) Instrumentation and Methods (2) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of methodologies and principles of instrumentation used in clinical laboratory.

436 (MT 420) Clinical Chemistry (4) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent)
Study of chemical analytes assayed in medical settings and related disease states.

437 (MT 430) Mycology, Parasitology, and Virology (3) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of clinically significant parasites, viruses, and fungi.

438 (MT 440) Clinical Microscopy (2) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent)
Study of urine/body fluids and disorders.

439 (MT 460) Medical Laboratory Systems (2) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent)
Topics in management, medical terminology, education, and phlebotomy.

Rationale: Through a collaborative relationship with McLeod Regional Medical Center, the Med Tech 3+1 program allows students to complete their clinical studies during their senior year and earn a Bachelor of Science Degree in Biology with emphasis in medical technology. Students at McLeod complete the following courses:

Fall semester	Semester Hours
MT 405 – Clinical Hematology	4
MT 425 – Clinical Microbiology	4
MT 450 – Immunohematology	4
MT 455 – Clinical Immunology	3
Spring semester	
MT 410 – Clinical Hemostasis	2
MT 415 – Instrumentation and Methods	2
MT 420 – Clinical Chemistry	4
MT 430 – Mycology, Parasitology, and Virology	3
MT 440 – Clinical Microscopy	2
MT 460 – Medical Laboratory Systems	2

These courses are currently bundled in the FMU catalog as Bio 495 and Bio 496. For the Fall semester during the clinical study year the student is registered for Bio 495 for 15 credit hours (split into 495A for 9 credit hours and 495B for 6 credit hours), and during the Spring semester the student is registered for Bio 496 for 15 credit hours (split into 496A for 9 credit hours and 496B for 6 credit hours). The issue with this set up is that a student in the Med Tech program must pass all of their courses with a grade of C or better on the first attempt in order to continue in the program; therefore if a student fails any

one course, they will have a recorded grade of F on their FMU transcript for either 6 or 9 hours for which they have no opportunity to repeat.

The director of the MRMC Med Tech program has requested a course change in our catalog so the correct grade for each individual course can be recorded separately on the FMU transcript.

B. Change, on page 82 of the current catalog,

FROM:

MEDICAL TECHNOLOGY OPTION

Coordinator: Dr. Larry J. McCumber

TO:

MEDICAL TECHNOLOGY OPTION

Coordinators: **Dr. Greg Pryor and Dr. Lorianne Turner**

C. Change, under Medical Technology Option, 1st paragraph

FROM:

... A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of **124 hours** (See **page 82** and 185). A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the senior year (3+1 program). Application to this program must be **made during the junior year**. Acceptance is on a competitive basis.

TO:

... A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of **120 hours** (See **pages 87** and 185).

A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the senior year (3+1 program). Applicants to this program must be **at least in their junior year**. Acceptance is on a competitive basis.

Rationale: Change in credit hours: A Bachelor of Science in Biology only requires 120 credit hours for the degree. The total credit hours earned in pre-requisites for application to the Medical Technology program total 84 hours, and the credits earned during the clinical year total 30 hours, for a grand total of 114 hours. The completion of a 3-credit chemistry course would complete a minor, bringing the total to 117 hours. It is unclear how 124 hours was determined as a requirement, so it makes sense to keep this degree in line with the requirements for the Bachelor of Science in Biology.

- One of the listed page numbers was incorrect
- A student must be at least a junior to apply to the program, but can be above that level.

D. Change, on page 185, of the current catalog,

FROM:

Coordinator: Dr. Larry J. McCumber

TO:

Coordinators: **Dr. Greg Pryor and Dr. Lorianne Turner**

E. Change, page 185,

FROM:

Chemistry – 16 semester hours	
General Chemistry (Chemistry 101-102).....	8 hours
Organic Chemistry (Chemistry 201- 202)	8 hours
Chemistry Minor (or Second Collateral) – 3-4 (or 12) semester hours	
Quantitative Analysis (Chemistry 203)	4 hours
(or Collateral).....	(12 hours)

TO:

Chemistry – 16 semester hours	
General Chemistry (Chemistry 101-102).....	8 hours
Organic Chemistry I (Chemistry 201)	4 hours

Organic Chemistry II (Chemistry 202) or Quantitative Analysis (Chemistry 203)...	4 hours
Chemistry Minor (or Second Collateral) – 3-4 (or 12) semester hours	
Chemistry Minor	3-4 hours
(or Collateral).....	(12 hours)

Rationale: Only 16 hours in Chemistry are required for admission to the Medical Technology Program, and can be completed with Chemistry 101, 102, 201, and EITHER 202 or 203.

F. Change, on page 186 of the current catalog,

FROM:

A limited number of Francis Marion students will be admitted to the McLeod program on a competitive basis, upon application during the junior year.

TO:

A limited number of Francis Marion students will be admitted to the McLeod program on a competitive basis, upon application during the junior year **or later**.

2. Proposal from the School of Education:

A. MODIFY on pages 169-172 of the current catalog

FROM:

p. 169 (ECE)

Student Teaching Block*.....	15 hours
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12

TO:

Student Teaching Block*.....	15 hours
EDUC 487.....	3
EDUC 490.....	12

FROM:

p. 170 (ELEM)

Student Teaching Block*.....	15 hours
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12

	<u>TO:</u>
Student Teaching Block*	15 hours
EDUC 487.....	3
EDUC 490.....	12

	<u>FROM:</u>
p. 171 (MLE)	
Student Teaching Block*	15 hours
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12

	<u>TO:</u>
Student Teaching Block*	15 hours
EDUC 487.....	3
EDUC 490.....	12

	<u>FROM:</u>
p. 172 (Secondary)	
Student Teaching Block** 15 hours	15 hours
EDUC 487 2 2	
EDUC 489 1 1	
EDUC 490 12 12	

**EDUC 487, 489 and 490 to be taken concurrently

	<u>TO:</u>
Student Teaching Block** 15 hours	15 hours
EDUC 487 3 3	
EDUC 490 12 12	

**EDUC 487 and 490 to be taken concurrently

B. **MODIFY** on page 175 of the current catalog

FROM:

487 Classroom Management (2) (Corequisites: EDUC 489, 490) F, S. Designed to develop the necessary knowledge and skills for teacher candidates to be effective teachers. Emphasis is on preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, and the student's responsibility for management.

490 Directed Teaching (12) (Corequisites: 487, 489) F, S. The student will be placed in a classroom situation and work under the guidance of an experienced classroom teacher as well as a University supervisor.

TO:

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

490 Directed Teaching (12) (Corequisite: 487) F, S. The student will be placed in a classroom situation and work under the guidance of an experienced classroom teacher as well as a University supervisor.

Rationale: For years our teacher candidates have voiced concerns about our 2 hour classroom management course (EDUC 487) and asked why it isn't a 3 hour course. With recent changes in the student teaching block, we can now fold in EDUC 489 content (ADEPT) with EDUC 490 and increase EDUC 487 from 2 to 3 hours. Therefore, we are deleting EDUC 489 and increasing the hours for EDUC 487. The total hours for the student teaching block would remain at 15, which is required for some scholarships.

3. Proposal from the Department of Fine Arts:

A. Change, on page 108 of the current catalog, under TEACHER LICENSURE OPTION IN ART EDUCATION

FROM:

EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12

(487, **489**, and 490 must be taken in the same semester)

TO:

EDUC 487.....	3
EDUC 490.....	12

(487 and 490 must be taken in the same semester)

Rationale: From the School of Education - For years students have voiced concerns about our 2 hour classroom management course (EDUC 487). With recent changes in the student teaching block, this may be the time to fold in 489 content (ADEPT) with 490 and increase 487 from 2 to 3 hours. The total hours for the student teaching block would remain at 15, which is required for some scholarships.

B. Change, on page 113 of the current catalog, under MAJOR,

FROM:

Theatre Arts majors must enroll in English 365 to fulfill the literature requirement of the Humanities section of the General Education Requirements. Theatre Arts majors should enroll in SPCO 203 to fulfill the Speech Communication requirement of the Basic Communications section of the General Education Requirements.

TO:

Theatre Arts majors must enroll in English 365 to fulfill the literature requirement of the Humanities section of the General Education Requirements.

Rationale: This part of the statement should have been deleted when SPCO 101 became a Basic Communications requirement of General Education years ago.

C. Change, on page 113 of the current catalog, under COLLATERAL, change

FROM:

A collateral in theatre requires 12 semester hours selected from theatre courses above the 199 level SPCO 203, or . Credit cannot be given for both THEA 200 and 203.

TO:

A collateral in theatre requires 12 semester hours selected from theatre courses above the 199 level and/or SPCO 203. Credit cannot be given for both THEA 200 and 203.

Rationale: To fix typographical errors in the current catalog.

D. Add, on page 114 of the current catalog, after **321 Theatre History II: 1700 to the present**

328 Acting for Professional Simulations (3), (2), or (1) (Prerequisite: 200 or 203 or permission of department) As requested. A study of and practical experience in the area of acting for professional simulations. May be taken more than once for credit.

Rationale: The course will provide both training and practical experience for acting students in the area of professional simulation. Many educational and professional areas use actors to educate students and employees in their respective areas. Actors are used as patients, patrons, clients, etc. to assess and educate students and employees. As the need continues to rise in both of these areas, the students enrolled in the Acting for Professional Simulation course will also be educated and coached as to the research process in the area as needed and to translate the professional/educational field into a realistic acting project.

4. Proposal from the Department of Mathematics:

A. **Change**, in second column of page 124 in the current catalog

	FROM:	
Student Teaching Block**	15 hours	15 hours
EDUC 487	2	2
EDUC 489	1	1
EDUC 490	12	12

EDUC 487, **489 and 490 to be taken concurrently

	TO:	
Student Teaching Block**	15 hours	15 hours
EDUC 487	3	3
EDUC 490	12	12

**EDUC 487 and 490 to be taken concurrently

Rationale: Proposal requested by the School of Education.

B. **Change**, the course title of Math 105 on page 125 in the current catalog

	FROM:
105 College Algebra	with Analytic Geometry I

	TO:
105 College Algebra	I

C. **Change**, the course title of Math 111 on page 126 in the current catalog

	FROM:
111 College Algebra	with Analytic Geometry II

	TO:
111 College Algebra	II

Rationale: This change is more in line with the title of similar courses at other SC colleges and universities. It should be less confusing to students.

5. Proposal from the Department of Nursing:

A. **Change**, on page 133 of the current catalog,

		FROM:	
		Year 3	
Semester V			Semester VI
Sem. Hours			Sem. Hours
NURS 301 Health Assessment ¹	4		NURS 306 Nursing Research in Practice 3
NURS 305 Nursing Pharmacology	3		NURS 307 Psychiatric and Mental Health Nursing ¹
NURS 309 Fundamentals of Nursing ¹	6		NURS 310 Adult Health I ¹
NURS 312 Professional Nursing and Nursing Practice	3		Total Credits 14
Total Credits 16			
		Year 4	
Semester VII			Semester VIII
Sem. Hours			Sem. Hours
NURS 401 Nursing Care of Children and Their Families ¹	5		NURS 409 Population-Focused Nursing and Health Care Policy ¹
NURS 403 Women's Health Nursing ¹	5		NURS 410 Leadership and Management in Nursing 3
NURS 407 Adult Health II ¹	6		NURS 411 Adult Health III and Knowledge: Synthesis Practicum ¹
			Total Credits 15
Total Credits 16			
TOTAL - 61 Semester Hours			
		TO:	
		Year 3	
Semester V			Semester VI
Sem. Hours			Sem. Hours
NURS 301 Health Assessment ¹	4		NURS 306 Nursing Research in Practice 3
NURS 305 Nursing Pharmacology	3		NURS 307 Psychiatric and Mental Health Nursing ¹
NURS 309 Fundamentals of Nursing ¹	6		NURS 310 Adult Health I ¹
NURS 312 Professional Nursing and Nursing Practice	3		NURS 315 Nutrition and Diet Therapy for Nurses 1
Total Credits 16			Total Credits 15
		Year 4	
Semester VII			Semester VIII
Sem. Hours			Sem. Hours
NURS 415 Nursing Care of Women, Children, and Families¹	9		NURS 409 Population-Focused Nursing and Healthcare Policy ¹
NURS 407 Adult Health II ¹	6		NURS 410 Leadership and Management in Nursing 3
			NURS 411 Adult Health III and Nursing Knowledge: Synthesis Practicum ¹
Total Credits 15			Total Credits 15
TOTAL - 61 Semester Hours			

B. **Delete**, on page 136, of the current catalog,

NURS 401 Nursing Care of Children and Their Families (5:3-6)
 (Prerequisites: Completion of all 300-level courses; corequisite: None) This course is designed to focus on children as unique

individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment with an emphasis on the family. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to children and their families. Clinical experiences focus on nursing care of children and families in healthcare settings.

C. Delete, on page 136, of the current catalog,

NURS 403 Women's Health Nursing (5:3-6) (Prerequisite: Completion of all 300 level courses; Corequisite: None)

The course covers the healthcare needs of the woman from menarche to menopause, with specific focus on pregnancy and childbearing. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman and newborn in a variety of settings.

D. Add, on page 136, of the current catalog, **AFTER NURS 412**

NURS 415 Nursing Care of Women, Children, and Families (9:6-9) (Prerequisites: Successful completion of all 300-level nursing courses)

This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of childbearing women, newborns, children, and families in a variety of healthcare settings.

E. Add, on page 136, of the current catalog, **AFTER NURS 312**

NURS 315 Nutrition and Diet Therapy (1)

(Prerequisite: Admission into the Department of Nursing)

This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special healthcare needs.

Rationale for A-D: The curriculum committee became aware of the possibility of integrating the current pediatrics and women's health courses to increase fluidity and meaning for students and to minimally reduce clinical load without negatively impacting clinical experience.

Rationale for E: For several semesters we have received feedback from students indicating the need for a nutrition course due to increased nutrition content on National Council Licensing Exam (NCLEX). In Fall 2014, the Curriculum Committee conducted a survey of nursing faculty to more fully assess the current level of nutrition content. While faculty do currently teach the specific diets related to the content they teach, a lack of basic nutrition instruction was identified. This one semester nutrition course taught early in the plan of study is intended to address this current gap in content.

F. Add on page 188 of the current catalog (Under **INTERDISCIPLINARY PROGRAMS** and after **GENDER STUDIES**)

HEALTHCARE ADMINISTRATION (HCA)

Coordinator: Dr. Ruth Wittmann-Price

MISSION STATEMENT

The Healthcare Administration (HCA) major (Bachelor of Science) is offered by the Department of Nursing in collaboration with the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, life-long learning, and graduate education.

PROGRAM DESCRIPTION

The Healthcare Administration major emphasizes the development of knowledge and skill in healthcare management, leadership, education, research, and practice. The required courses, along with the required general education curriculum, will prepare graduates to advance to leadership roles within healthcare organizations or within their own specific allied health discipline. This program places high value on management, leadership, teaching, research, education, and advanced practice. The clinical capstone course is designed to apply upper-level skills by requiring students to develop a leadership project for implementation specific to the student's healthcare interest or allied health discipline. The program emphasizes life-long learning appropriate to the changing nature of the healthcare system and prepares graduates for a number of career paths, including but not limited to management, leadership, teaching, research, advanced practice, and graduate school.

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing).

The Healthcare Administration major has two courses that are cross-listed Nursing courses. Healthcare Administration majors, both General and Clinical, are not allowed to enroll in any other Nursing courses without admission to the Francis Marion University Nursing program. All Healthcare Administration majors are required to complete all Francis Marion University general education requirements.

Major

General Track: A major in Healthcare Administration requires the following:

1. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
2. Minor/collateral requirements (two options)
 - a) an 18-hour minor approved by the faculty advisor (either Biology or Chemistry is recommended) OR
 - b) two 12-hour collaterals approved by the faculty advisor (Biology and Chemistry are recommended)
3. The minimum number of semester hours (major, **all** general education requirements, a minor or two collaterals, general electives) is 120.

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing):

ADMISSION REQUIREMENTS (Clinical Track Only)

Applicant's previous overall academic success is the primary factor considered for admission to the Department of Nursing. In addition, the Department of Nursing seeks to assure diversity among its applicants and student body. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

- 1) a copy of the student's acceptance to the University,
- 2) three professional references (preferably instructors and employers),

- 3) an official transcript verifying an associate's degree in an allied health profession,
 - 4) a copy of the applicant's current unencumbered license or certificate.
- Applications are available on-line at <http://www.fmarion.edu>.

A major in Healthcare Administration, Clinical Track, requires the following:

1. Sixty semester hours of transfer credit (towards FMU general education requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing.
2. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
3. The minimum number of semester hours (transfer credits, major, general electives, **all** Francis Marion University general education requirements) is 120.

Minor

No minor in Healthcare Administration is offered.

Collateral

No collateral in Healthcare Administration is offered.

PLAN OF STUDY Healthcare Administration Major Courses
Semester One (Fall)
IPHC 215 Introduction to Public Administration (3) IPHC 301 Professional Role and Practice (3:2-3)* IPHC 314 Health Psychology/Behavioral Medicine (3) IPHC 334 Research in Practice (3)
Semester Two (Spring)
IPHC 375 Sociology of Health and Medicine (3) IPHC 445 Population-Focused Care (3) IPHC 448 Healthcare Policy Development (3) IPHC 451 Healthcare Finance (3)
Semester Three (Summer I)
IPHC 456 Leadership in the Healthcare Environment (3) IPHC 457 Professional Capstone Course (3:1-6)**

* Precepted clinical practice

** Project-based laboratory hours

HEALTHCARE ADMINISTRATION COURSES

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

IPHC 301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, and socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

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

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

IPHC 375 Sociology of Health and Medicine (3) (Prerequisite: SOC 201 or permission of Sociology department) (IPHC 375 is same as SOC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both IPHC 375 and SOC 375.

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

implementation and evaluation of interventions for health promotion and /or disease prevention; social justice; and health policy implications.

IPHC 448 Healthcare Policy Development (3) (IPHC 448 is same as NRN 448)

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

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

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

IPHC 457 Professional Capstone Course (3:1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

Rationale: The need for baccalaureate-prepared healthcare professionals is increasing related to the expansion of healthcare facilities into complex models of care. Healthcare organizations are serving patients, families, and groups in a variety of settings that range from acute care to outpatient and homecare. The science of healthcare is increasingly

becoming more complex and diverse, warranting additional education. Interprofessional collaboration is further calling for healthcare team members to be more equally educated in order to better contribute to safe and efficient patient care.

Originally the idea of a Bachelor in Science program was triggered by the discipline of Respiratory Therapy (RT), which is currently discussing the need for more Certified Respiratory Therapists (CRT) to be educated at the baccalaureate level in order to move into more autonomous positions, including management, quality improvement and education. Discussions conducted by the RT professional organization and the certification body predict an educational paradigm shift from an associate degree entry level to a baccalaureate degree entry level in the future (Kacmarck, Barnes, and Durbin, 2012; National Board for Respiratory care, 2010). Several different factors already exist to promote baccalaureate education for career advancement and expansion. RT certified and educated on the baccalaureate level is needed for management, teaching, and quality improvement projects. Discussions quickly realized that RT is only one of several associate-degreed healthcare professionals that materialized in the second half of the 20th century to care for the ever-increasing specializations of healthcare diagnostics and therapeutics.

Upon further investigation, it became evident that there is a need for students to be educated at a baccalaureate level for administrative and logistics positions in healthcare systems. The employment opportunities for students to organize, manage, and innovate healthcare organizations and systems are evident. This degree will provide students with the opportunity to manage healthcare departments, track healthcare data, implement change, and contribute to safe patient care outcomes.

G. Modify on page 137 of the current catalog the course description for **NRN 334**

FROM

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

TO

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

H. Modify on page 137 of the current catalog the course description for **NRN 448**

FROM

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

TO

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

Rationale: Allows for cross listing of NRN 334 and IPHN 334; NRN 448 and IPHC 448

I. Change on page 76 of the current catalog (last sentence on the page)

FROM

Majors in the Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

TO

Majors in **Healthcare Administration (Clinical Track)**, Bachelor of General Studies, and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

J. Change on page 77 of the current catalog under **UNDERGRADUATE DEGREES AND MAJORS** middle of the paragraph

FROM

Only the Bachelor of Science degree may be taken with a major concentration in Art Education, Chemistry, Computational Physics, Computer Science, Early Childhood Education, Elementary Education, Health Physics, Middle Level Education, Engineering Technology, or Music Industry.

TO

Only the Bachelor of Science degree may be taken with a major concentration in Art Education, Chemistry, Computational Physics, Computer Science, Early Childhood Education, Elementary Education, Health Physics, **Healthcare Administration**, Middle Level Education, Engineering Technology, or Music Industry.

K. Change on page 77 of the current catalog under **MAJOR** fourth paragraph, last sentence

FROM

Majors in the Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

TO

Majors in **Healthcare Administration (Clinical Track)**, Bachelor of General Studies, and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

L. Change on page 77 of the current catalog under **MINOR** third paragraph, last sentence

FROM

Majors in the Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

TO

Majors in **Healthcare Administration (Clinical Track)**, Bachelor of General Studies, and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

M. Add on page 79 of the current catalog under Department of Nursing

FROM

Department of Nursing
Nursing (B.S.N. Basic Track, R.N. to B.S.N. Track,
M.S.N., no minor or collateral)

TO

Department of Nursing
Healthcare Administration (B.S., no minor or collateral)
Nursing (B.S.N. Basic Track, R.N. to B.S.N. Track,
M.S.N., no minor or collateral)

N. Add on page 80 of the current catalog under **Interdisciplinary Programs**

FROM

Interdisciplinary Programs

Criminal Justice Concentration (Available to Political Science and
Sociology majors)
Environmental Studies (No major; minor offered for non-science majors;
collateral offered for non-science majors and biology majors)
Gender Studies (Minor, collateral)
Honors Program (Courses only: no major, minor, or collateral)
International Studies (Minor, collateral)
Non-profit Management (Collateral)
University Life (Course only: no major, minor, or collateral)

TO

Interdisciplinary Programs

Criminal Justice Concentration (Available to Political Science and
Sociology majors)
Environmental Studies (No major; minor offered for non-science majors;
collateral offered for non-science majors and biology majors)
Gender Studies (Minor, collateral)
Healthcare Administration (B.S., no minor or collateral)
Honors Program (Courses only: no major, minor, or collateral)
International Studies (Minor, collateral)
Non-profit Management (Collateral)
University Life (Course only: no major, minor, or collateral)

Rationale: Changes to catalog copy required by addition of new Healthcare Administration major.

O. Change, from page 217 of the current catalog

FROM

503 Advanced Research and Evidence-based Practice (3) (Prerequisite/Corequisite: 502) SU. This course explores quantitative and qualitative approaches to research issues in advanced practice nursing. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes

504 Health Policy and Leadership (3) (Prerequisite/Corequisite: 501) S. This course explores how health policy affects the practice of advanced practice nurses and the healthcare of patients, families, and populations. It assists the learner to assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

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

TO

503 Advanced Research and Evidence-based Practice (3) (Prerequisite/Corequisite: 502 or permission of the department) SU. This course explores quantitative and qualitative approaches to research issues in **advanced healthcare practice**. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

504 Health Policy and Leadership (3) (Prerequisite/Corequisite: 501 or permission of the department) S. This course explores how health policy **affects the practice of healthcare practitioners** and the healthcare of patients, families, and populations. It assists the learner to assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

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

Rationale:

- 1) Permission of the department will allow the enrollment of the MBA students for the Master of Business Administration degree with a concentration in Healthcare Executive Management program.
- 2) The course descriptions were changed to make them more inclusive of all graduate students interested in healthcare employment.

P. ADD on Page 218:

APRN 713 Executive Practicum (3:9) (Prerequisites: APRN 503, 504, and 506, or permission of department) This practicum course will expose learners to a leadership role and assist the learner to develop a healthcare capstone plan. Learners will work individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.

6. Proposal from the School of Business:**A. Change, on page 156, of the current catalog, under **BACHELOR OF BUSINESS ADMINISTRATION PROGRAM******FROM:**

Students seeking a B.B.A degree must make a formal application to the School of Business for admission to the Bachelor of Business Administration program. Admission to the Bachelor of Business Administration program is a prerequisite for enrollment in any 300 or 400 level business course. Application for admission should be filed during the semester in which 36 hours of general education credit and Accounting 201, Business 150 and Economics 203 are completed. Students must have a grade point average of 2.0 or higher in these courses.

REQUIREMENTS FOR ADMISSION TO THE BACHELOR OF BUSINESS ADMINISTRATION PROGRAM

1. Completion of Accounting 201, Business 150, and Economics 203 with an average of 2.0 or higher in these courses.
2. Completion of 36 hours of undergraduate credit
3. A cumulative GPA of at least 2.0 for all undergraduate credit taken at Francis Marion University.

Application for admission should be filed during the semester in which the requirements are being completed.

TO:

Students seeking a B.B.A. degree enter as Pre-Business students. After meeting the requirements specified below, students select one of the seven majors in the School in order to meet graduation requirements.

Admission to the Bachelor of Business Administration program is a prerequisite for enrollment in any 300- or 400-level business course.

Students advance from Pre-Business to a major in the School upon meeting the following requirements:

1. Completion of Accounting 201, Business 150 and Economics 203 with an average of 2.0 or higher in these courses.
2. Completion of 36 hours of undergraduate credit.
3. Completion of all undergraduate courses taken at FMU with a cumulative GPA of 2.0 or higher.

Students will be informed by email to their university email account upon completion of these requirements and asked at that time to select a major. An advisor in the major will be assigned.

Rationale: Currently students are admitted into the programs in Business in one of seven different majors and are deemed "accepted" into the School of Business and subsequently permitted to register for junior/senior level courses after certain criteria are met. The purpose of the process is quality control. The faculty recommendation would have the student be classified as a "Pre-Business" major until these conditions [see below] have been met. At this point, the student would move into one of the seven majors within the School. The faculty hopes the student would then make a more informed, intentional choice of a major within Business after having been enrolled for 36 hours.

Further, at the present time the student submits a paper "application" for admission. We propose to have the decision made based upon an analysis of student data twice annually. The student would be informed via email, and then asked to select a major. An advisor in the major would be assigned at this point.

B. Add, on page 162 of the current catalog, new Management Course (MGT) in Leadership in the Healthcare Environment

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

Rationale: After many discussions with the Department of Nursing and in conjunction with the proposed Bachelor of Science in Healthcare, it has been determined that a management class in leadership and organizational fit/culture was very appropriate and mandatory. Through the Department of Nursing’s monitoring of the healthcare and healthcare academic environment, they believe that a degree, whose purpose is to “prepare graduates for career advancement, life-long learning, and graduate education,” is warranted. Understanding the needs of students that would be involved with this program has led to the development of the course, Leadership in Healthcare Environment. The Program professes that it will “emphasize the development of knowledge and skill in management, leadership, teaching and research.” This proposed class, Leadership in the Healthcare Environment, will address directly the first two points of emphasis of the suggested new bachelor’s degree. The leadership, management, and organization content will have a healthcare industry emphasis, but due to the portability of the topics, it will also be offered as an upper level MGT elective.

C. Add, on page 161 of the current catalog, the new Finance Course (FIN) Healthcare Finance

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

Rationale: After discussions concerning the proposed Bachelors of Science in Healthcare, a class in healthcare finance seems appropriate. The purpose of the program will be to prepare students for a career that will include management of healthcare entities. This course will directly provide the students in the program with an understanding of the financial planning and knowledge of financial analysis necessary to run organizations in the healthcare field.

D. CHANGE, from page 203 of the current catalog

FROM

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

TO

**Master 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	3
APRN 713	Executive Practicum	3
Total Credits		30

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.

E. **Change**, on page 202 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 Master 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 graduate school faculty members of the FMU Department of 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 healthcare field, as well as those who would like to acquire the background necessary for them to enter the healthcare field.

Rationale:

To provide a description of the program in the catalog.

7. Proposal from the Department of Political Science and Geography:

A. Modify, on page 147 of the 2014-2015 catalog, the course description for **POL 215**

FROM

POL 215 Introduction to Public Administration (3) (Prerequisite POL 101 or POL 103) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices.

TO

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

8. Proposal from the Department of Psychology:

A. Modify, on page 150 of the 2014-2015 catalog, the course description of **PSY 314**

FROM

PSY 314 Health Psychology/Behavioral Medicine (3) (Prerequisite: PSY 206 or permission of department) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component.

TO

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

Rationale: Allows for cross-listing of PSY 314 and IPHC 314.

9. Proposal from the Department of Sociology:

A. Modify SOC 375 as passed by the faculty on October 16, 2014

FROM:

SOC 375 Sociology of Health and Medicine (3) (Prerequisite: SOC 201 or permission of department) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems.

TO:

SOC 375 Sociology of Health and Medicine (3) (Prerequisite: SOC 201 or permission of Sociology department) (**SOC 375 is same as IPHC 375**) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. **Credit cannot be received for both SOC 375 and IPHC 375.**

Rationale: Allows for cross-listing of SOC 375 and IPHC 375.

10. Proposal from the Physician Assistant Studies program:

A. **MODIFY** Admission Requirements

FROM:

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

1. A graduate application for admission and the nonrefundable application fee;
2. Official transcripts of all undergraduate and graduate work from accredited institutions. Students should have a four-year degree with a minimum GPA of 3.0. The transcripts should detail grades in required prerequisite subjects: four semester hours in each of these course areas: anatomy, physiology, and organic chemistry.
3. Scores from the Graduate Record Examination taken within the last five years. Only the General Test is required. On the original GRE, combined scores above 850 with a minimum of 400 on both the Verbal Reasoning and Quantitative Reasoning sections are recommended. On the revised GRE, combined scores above 290 with a minimum of 140 on each of the Verbal Reasoning and Quantitative Reasoning sections are recommended.

4. Two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. A personal statement of 400-750 words explaining the student's reason for applying to the program and describing his/her clinical experience.
6. Some clinical experience is required. Applicants should aim for at least 250 hours of clinical work. The clinical experience can be voluntary work, shadowing experiences provided through employment, or a combination of these. The student should describe these experiences in sufficient detail for the reviewer to get an idea of the healthcare environments the student experienced.

TO:

All applications to the program must be submitted to Centralized Application Service for Physician Assistants (CASPA) at www.caspaonline.org. To complete the application a student must:

1. Complete a Bachelor's degree from a regionally accredited institution with at least a 3.0 GPA based on a 4.0 scale;
2. Submit official transcript(s) of all undergraduate and graduate work from accredited institutions;
3. Provide a criminal background check;
4. Pay the nonrefundable graduate application fee;
5. Submit scores from the Graduate Record Examination taken within the last five years. Only the General Test is required. Combined scores above 290 with a minimum of 140 on each of the Verbal Reasoning and Quantitative Reasoning sections are recommended;
6. Provide 3 letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
7. Provide a personal statement of 400-750 words explaining the student's reasons for applying to the program and describing his/her clinical experience. Applicants should have at least 250 hours of clinical work. The clinical experience can be voluntary work, shadowing experiences provided through employment, or a combination of these;
8. Have at least a 3.0 GPA, on a 4.0 scale, in all prerequisites;

Prerequisite Courses to be completed before matriculation:

1. Four credits of general biology with lab
2. Eight credits of anatomy and physiology with labs (this may be taken as two combined anatomy **and** physiology courses with labs or one anatomy course with lab and one physiology course with lab)
3. Four credits of microbiology with lab
4. Eight credits of general chemistry with lab
5. Four credits of organic chemistry with lab
6. Three credits of statistics or biostatistics

7. Six credits of psychology (at least 1 course preferably in abnormal or lifespan development at 200 or above level)
8. One credit of healthcare terminology

Rationale:

Since the original proposal the decision was made to use a centralized application service (CASPA) common to most PA programs. The changes also clarify and add to the information needed for the application and include additional details of prerequisites.