

**MINUTES**  
**Faculty Senate Meeting**  
**November 11, 2008—UC 218—3:45**

I. Chair Best called the meeting to order at 3:46 p.m. Senators present: Bausmith, Best, Carpenter, Dittman, Flannagan, Fry, Fulmer, Gourley, Grubbs, Kunka, McWayne, Meetze, Nagata, Price, Ramey, Sacash, Shannon, Stoeckmann, Ward, Warter, Whelan, White, and Whitmire. Also present Parliamentarian Kennedy. Senators absent: Broughton (excused), Clabo (excused), Jokish (excused), and Varazo.

II. The approval of the minutes from the October 21 Senate meeting will be postponed until the next meeting of the Senate.

III. Reports from Committees

A. Executive Committee

1. The Board of Trustees met this past Friday.
  - a. Resolution authorizing the offering of the Master of Education Degree in Learning Disabilities at an off campus site in Dillon County
  - b. Resolution for the Modification of the Francis Marion University Real Estate Foundation Bylaws (makeup of the governing board)
  - c. A discussion of the budget
2. If you have been reading the local and state papers we will most likely experience another 2% budget cut equaling approximately \$365,000.

B. Academic Affairs Committee (*See Attachment*)

1. Item I from the Department of English, Modern Languages, and Philosophy concerns the addition of ENG 251, Introduction to Film Studies and ENG 351, Film Genres and Styles. Passed
2. Item II from the Department of Mathematics concerns changes to the prerequisites for Math 499 and 306, as well as changes in course requirements for the teacher certification track. In addition, the item changes the title of Math 140 from Calculus for Business to Applied Calculus. Passed
3. Item III from the Department of Nursing concerns changes to the upper division curriculum plan. The item concerns the deletion of NURS 302, 304, 308, and 406, as well as changes to NURS 405, 404, 307, 305, 303, and 306. The item concerns the addition of NURS 309, 310, 407, and 408. Passed with correction in the last page “rationale” (change from 120 to 124)

IV. There was no old business.

V. There was no new business.

VI. Announcements

1. The Men’s soccer team will compete in the NCAA Division II National Regional Tournament at Carson Newman College in Jefferson City, TN tomorrow, Nov. 12.
2. The next meeting of the Deans and Chairs will be on Thursday, Nov. 13
3. Our recent “Open House” was successful with 165 in attendance.
4. The Pee Dee Fiction Festival was very successful.
5. The CHE Higher Education Summit Meeting will be on our campus, on Nov. 19 at 6:30 p.m.
6. The next faculty meeting will be Nov. 25.
7. Phi Kappa Phi initiations will be this evening in the Lowrimore Auditorium.

VII. The meeting adjourned at 4:01 p.m.

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

**A. Change**, on page 92 of the current catalog,

**350 Introduction to the Study of Cinema (3)** (Prerequisite: 200) As needed. Introduction to the techniques of evaluating and interpreting motion pictures as an art form. Includes an introduction to the language, conventions, history and critical theories of film.

**To** (on page 91)

**251 Introduction to Film Studies (3)** (Prerequisite: Eng 200) S

Through an historical survey of Western cinema, the course introduces standard film terms, key historical developments, film analysis, and interpretation. The course covers salient issues in contemporary Film Studies.

**Rationale:** Although Introduction to the Study of Cinema has long been taught as a junior level course, the content and the purpose of the course indicate a sophomore level. The majority of Film Studies programs offer the introductory course at the sophomore or freshman level. This course can complement the sophomore literature courses, ease the current over-population in those courses, and offer a structure and content similar to them. Introduction to Film. Studies should be a gateway course and attract non-majors to the English Department. As English 350, this course has mostly enrolled juniors and seniors, who have already declared a major and fulfilled their general education requirements.

B. **Add**, on page 92 of the current catalog,

**351 Film Genres and Styles (3)** (Prerequisite: Eng 200) As needed.

Explores the history and form of specific types of films as they have been grouped by critics, viewers, and movie makers. Follows the development of film types, like science fiction or the western, situates each film in its historical and cultural context and analyzes its structure.

**Rationale:** Francis Marion University offers only one course in film studies. Concentrating on a single visual type will help students develop sophisticated analytical tools suited to that type and understand the complex relationship between visual art and the society that creates it. While the delivery systems for media rapidly evolve in our diverse American cultures, the principles for manipulating consumers with visual texts have changed little since the 1920's. This course will help students realize and perhaps control how the images—sometimes of themselves--are produced.

II. **Proposal from the Department of Mathematics:**

A. **CHANGE**, on page 119 of the current catalog, the prerequisite for Math 499.

**FROM:**

Prerequisite: At least 24 hours of mathematics required for the major; should be taken the semester of graduation or the semester before graduation.

**TO:**

Prerequisite: A grade of C or higher in Math 230 or 311 and at least 24 hours of mathematics required for the major; should be taken the semester of graduation or the semester before graduation.

**Rationale:** Math 499 should have Math 311 or 230 as a prerequisite as is true for most other Math 400-level courses.

B. **CHANGE**, on page 118 of the current catalog, the prerequisite for Math 306.

**FROM:**

Prerequisite: Grade of C or higher in 203 or permission of the department, Math 304 recommended.

**TO:**

Prerequisite: Grade of C or higher in Math 203 or permission of the department, Math 304 recommended. A student with a grade of B or higher in Math 202 may, with permission of the department, take Math 203 concurrently with Math 306 instead of as a prerequisite.

**Rationale:** Math 306 builds upon material covered in Math 202, but not material covered in Math 203. However, Math 306 should be taken at the same time or after Math 203 and Math 304.

C. **CHANGE**, on page 115 of the current catalog, under Mathematics Major Requirements for the Teacher Certification Option.

**FROM:**

## Mathematics Major Requirements

MATH 201	3
MATH 202	3
MATH 203	3
MATH 230	3
MATH 304	3
MATH 306	3
MATH 311	3
MATH 312	3
MATH 345	3
MATH 405	3
MATH 499	3
(Choose either MATH 375 OR MATH 315)	
MATH _____	3
(Choose one of the following Computer Science courses: 190, 212, or 226*)	
CS _____	3
(*counts as Computer Science General Education requirement)	

**TO:**

## Mathematics Major Requirements

MATH 201	3
MATH 202	3
MATH 203	3
MATH 230	3
MATH 304	3
MATH 306	3
MATH 311	3
MATH 312	3
MATH 315	3
MATH 345	3
MATH 405	3
MATH 499	3
(Choose one of the following Computer Science courses: 190, 212, or 226*)	
CS _____	3
(*counts as Computer Science General Education requirement)	

<p><b><u>Rationale:</u></b> A course in the history of mathematics is required for secondary education teachers.</p>
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D. **CHANGE**, on page 117 of the current catalog, the course title for Math 140.

**FROM:**

140 Calculus for Business

**TO:**

140 Applied Calculus

<p><b><u>Rationale:</u></b> The name change would help the course appeal to a wider student audience, namely those students who major in the social sciences and liberal arts as well as in business. Students who major in either the social sciences or the liberal arts and have a strong algebra background would</p>
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benefit from a course that investigates problems that deal with rates of change (differential calculus) and area/growth (integral calculus) found the life and social sciences, as well as economics and business.

### III. Proposal from the Department of Nursing:

A. **CHANGE**, on page 123, of the current catalog

#### **FROM:**

### NURSING CURRICULUM UPPER DIVISION

#### Year 3

#### Junior

	Fall Sem. Hours		Spring Sem. Hours
<b>Course</b>		<b>Course</b>	
NURS 301 Health Assessment	4	NURS 305 Nursing Pharmacology	3
NURS 302 Principles of Pathophysiology	3	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Pract	3	NURS 307 Psych and Mental Health Nursing <sup>1</sup>	5
NURS 304 Adult Health I and Fundamentals	6	NURS 308 Adult Health II <sup>1</sup>	6
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>17</b>

#### Year 4

#### Senior

	Fall Sem. Hours		Spring Sem. Hours
<b>Course</b>		<b>Course</b>	
NURS 401 Nursing Care of Children & their Fam. <sup>1</sup>	5	NURS 404 Health Care System and Policy	3
NURS 402 Population Focused Nursing <sup>1</sup>	5	NURS 405 Leadership and Management in Nursing	3
NURS 403 Women's Health Nursing <sup>1</sup>	5	NURS 406 Nursing Knowledge: Synthesis Pract <sup>1</sup>	7
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13</b>

**TOTAL - 61 Semester Hours**

<sup>1</sup>Clinical Component: All students enrolled in clinical courses are required to submit proof of Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to receive the hepatitis vaccine or sign a declination prior to enrollment in clinical courses.

#### **TO:**

### NURSING CURRICULUM UPPER DIVISION

#### Year 3

#### Junior

Fall Sem. Hours	Spring Sem. Hours
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<b>Course</b>		<b>Course</b>	
NURS 301 Health Assessment	4	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Pract	2	NURS 307 Psych and Mental Health Nursing <sup>1</sup>	5
NURS 305 Nursing Pharmacology	3	NURS 310 Adult Health I <sup>1</sup>	6
NURS 309 Fundamentals of Nursing <sup>1</sup>	6	<b>Total Credits</b>	<b>14</b>
<b>Total Credits</b>	<b>15</b>		

**Year 4  
Senior**

<b>Course</b>	<b>Fall Sem. Hours</b>	<b>Course</b>	<b>Spring Sem. Hours</b>
NURS 401 Nursing Care of Children & their Fam. <sup>1</sup>	5	NURS 402 Population Focused Nurs. <sup>1</sup>	5
NURS 403 Women's Health Nursing <sup>1</sup>	5	NURS 404 Health Care System & Policy	2
NURS 407 Adult Health II <sup>1</sup>	6	NURS 405 Leadership and Management in Nursing	2
		NURS 408 Adult Health III and Nursing Knowledge: Synthesis Pract <sup>1</sup>	7
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>16</b>
<b>TOTAL - 61 Semester Hours</b>			

<sup>1</sup>Clinical Component: All students enrolled in clinical courses are required to submit proof of Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to receive the hepatitis vaccine or sign a declination prior to enrollment in clinical courses.

**B. DELETE on page 125 (complete course):**

**NURS 302 Principles of Pathophysiology (3)** This course...  
...evaluation and treatment processes.

**C. CHANGE on page 125**

**FROM:**

**NURS 303 Professional Nursing and Nursing Practice (3)**

**TO:**

**NURS 303 Professional Nursing and Nursing Practice (2)**

**D. DELETE on page 125 (complete course):**

**NURS 304 Adult Health I and Fundamentals (6:3-9)** (Prerequisite or corequisite: NURS 302 and 303. Corequisite: NURS 301) This is the first...  
...cultural and geographic background.

**E. ADD on page 125:**

**NURS 309 Fundamentals (6:3-9)** (Prerequisites or corequisites: 301, 303, and 305) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and

restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

F. **CHANGE** on page 125

**FROM:**

**NURS 305 Nursing Pharmacology (3)** (Prerequisites: 301, 302, 303, 304. Corequisite: NURS 307 or 308)

**TO**

**NURS 305 Nursing Pharmacology (3)** (Corequisites: 301, 303, and 309)

G. **CHANGE** on page 125

**FROM:**

**NURS 306 Nursing Research in Practice (3)** (Prerequisite: 303. Corequisite: NURS 307 or 308 is strongly recommended).

**TO**

**NURS 306 Nursing Research in Practice (3)** (Prerequisite: 303. Corequisite: 307 or 310 is strongly recommended.)

H. **CHANGE** on page 125

**FROM:**

**NURS 307 Psychiatric and Mental Health Nursing (5:3-6)** (Prerequisites: 301, 302, 303, 304; corequisite: 305; NURS 306 is strongly recommended as a corequisite)

**TO:**

**NURS 307 Psychiatric and Mental Health Nursing (5:3-6)** (Prerequisites: 301, 303, 305, 309. Corequisites: 306 and 310 are strongly recommended.)

I. **DELETE** on page 125 (complete course):

**NURS 308 Adult Health II (6:3-9)** (Prerequisites: 301,302, 303, 304; corequisite 305; NURS 306 is strongly recommended as a corequisite) This course builds...

...diverse ethnic, cultural and geographic backgrounds.

J. **ADD** on page 125:

**NURS 310 Adult Health I (6: 3-9)** (Prerequisites: 301, 303, 305, and 309. Corequisites: 306, 307.) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory, respiratory, acid base imbalances, musculoskeletal, cellular proliferation, immunity, and hematological systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.



K. **CHANGE** on page 125

**FROM:**

**NURS 404 Health Care Systems and Policy (3)** (Prerequisites: Completion of all 300-level courses and NURS 401, 402 and 403; corequisite: none)

**TO:**

**NURS 404 Health Care Systems and Policy (2).** (Prerequisites: Completion of all 300-level courses, 401, 403 and 407. Corequisites: None.)

L. **CHANGE** on page 125

**FROM:**

**NURS 405 Leadership and Management in Nursing (3)** (Prerequisites: Completion of all 300-level courses and NURS 401, 402 and 403; prerequisite or corequisite: 404)

**TO:**

**NURS 405 Leadership and Management in Nursing (2)** (Prerequisites: Completion of all 300-level courses, 401, 403 and 407)

M. **ADD** on page 126:

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

N. **DELETE** on page 126 (complete course):

**NURS 406 Nursing Knowledge: Synthesis Practicum (7:2-15)** (Prerequisites: Completion of all 300-level courses and NURS 401, 402 and 403; Prerequisites or corequisite: 404, 405). This course...  
... into the roles and responsibilities of the professional nurse.

O. **ADD** on page 126:

**NURS 408 Adult Health III and Nursing Knowledge: Synthesis Practicum (7:3-12)** (Prerequisites: Completion of all 300 level-courses, 401, 403 and 407.

Prerequisites or corequisites: 402, 404, 405). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course focus is to provide the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**Rationale:** The Nursing department was initiated following approval for the administrative transfer of the MUSC-BSN satellite program in March 2005 to FMU, this included a cohort of students in the last year of the MUSC program; therefore the Faculty maintained the curriculum design of the MUSC Program, admitting the first cohort of students to the generic BSN program in the Fall of 2005. A total of 61 students met the requirements for graduation in May 2007 and 2008. During this period the Evaluation and Program Improvement Committee has continuously evaluated the curriculum using student evaluations of courses, clinical experiences, faculty, and end of curriculum competencies, HESI Achievement test (national standardized nursing achievement tests) and success on the National Council of State Boards of Nursing NCLEX-RN examinations. Evaluations of the graduate's performance as registered nurses are completed with employer surveys. This data assisted in identifying strengths and weaknesses of the curriculum. This data was evaluated by the Curriculum Committee of the Department of Nursing. During a two day planning meeting of the Department on May 8, 2008 a new curriculum design was approved by the Nursing Faculty and the Curriculum Committee has developed new course descriptions were approved by the Nursing Faculty October 3, 2008. The total credits in the curriculum remain at the maximum of 124 credit hours. We believe these changes will enhance student success on HESI Achievement Tests and the NCLEX-RN licensure examination and the practice proficiency of our graduates. In summary these changes and/or modifications include:

1. Nursing Curriculum Upper Division
2. Deletion of Nursing 302 Principles of Pathophysiology (3 credits). The concepts of pathophysiology will be integrated in each clinical course
3. Description of Proposed New Course or Modification of an Existing Course-Nursing 309: Fundamentals of Nursing
4. Description of Proposed New Course or Modification of an Existing Course-Nursing 310: Adult Health I
5. Description of Proposed New Course or Modification of an Existing Course-Nursing 407: Adult Health II
6. Description of Proposed New Course or Modification of an Existing Course-Nursing 408: Adult Health III and Nursing Knowledge/Synthesis