



GRADUATE ACADEMIC PROGRAMS

ADMINISTRATION

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HISTORY

Founded in 1970, Francis Marion University is one of South Carolina's 13 state supported universities. Classified by the Carnegie Foundation for Education as a comprehensive university, FMU takes pride in providing a strong liberal arts education in a broad range of undergraduate majors. The University also offers two professional schools in education and business.

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, physician assistant studies, and psychology.

The University is accredited by the Southern Association of Colleges and Schools (SACS), and a number of its departments or programs are accredited by specialized accrediting agencies.

GRADUATE COUNCIL

The Graduate Council coordinates all graduate programs at the University. Responsibilities of the Council are to (1) review admission data on each graduate program, (2) notify the faculty of all graduate curricular proposals prior to Council action, and (3) advise the Faculty Senate on all graduate curriculum matters, including proposed courses, course changes, or new academic programs.

GRADUATE FACULTY

All full-time and part-time faculty teaching graduate courses (other than Educational Professional Development (EDPD) 525 courses) will (a) hold the terminal degree in their disciplines or in unusual cases have demonstrated exceptional scholarly or creative activity or professional experience and do not hold the terminal degree, (b) demonstrate scholarship appropriate for graduate instruction, and (c) show evidence of professional characteristics appropriate for graduate instruction. The graduate courses which they teach must be in the field of their respective expertise. Credentials of both annual and continuing graduate faculty are evaluated annually by their respective department chairs. Deans make appropriate recommendations regarding graduate faculty status to the Provost. Faculty teaching Education 525 courses, which are workshop courses designed to meet specific needs in a school system, do not necessarily require that the faculty member hold the terminal degree, depending on the nature and purpose of the specific 525 course.

Continuing Membership – The Graduate Continuing Faculty is comprised of the President, the Provost, the Deans of all schools, the chairpersons of all academic departments, and all who hold at the University the rank of full professor. It also is comprised of all with academic rank who both regularly teach courses carrying graduate credit and have been recommended by their respective department chairperson or school dean and by the Graduate Council to the Provost and approved by the President. Each department or school has the right to establish additional membership criteria which, once approved by the President upon the recommendation of the Graduate Council and the Provost, must be met by the Graduate Continuing Faculty in the respective department or school.

Annual Memberships – Faculty members at any academic rank who have not been designated as continuing members of the Graduate Faculty are members of the Graduate Faculty during any academic year including the preceding summer session in which they teach at least one course numbered 500 or above. Such members may participate fully in Graduate Faculty meetings. The extent of their participation in department/school graduate affairs is determined by the department/school concerned.

Functions – Graduate faculty meetings may be called at the recommendation of the Graduate Council, a department/school, the Provost, or the President. The Provost shall serve as the regular presiding officer. The Graduate faculty reviews graduate regulations and related academic matters brought to it.

GRADUATE DEGREES

The graduate academic programs at FMU are offered through the following department and schools:

School of Business

General Business Administration (Master of Business Administration [M.B.A.])

School of Education

Learning Disabilities (Master of Arts in Teaching [M.A.T.] and
Master of Education [M.Ed.])
Instructional Accommodation (Master of Education [M.Ed.])

School of Health Sciences

Nursing

Family Nurse Practitioner (Master of Science in Nursing [M.S.N.])

Nurse Educator (Master of Science in Nursing [M.S.N.])

Certificate in Nursing Education (Post-baccalaureate or Post-masters)

Physician Assistant Studies

Physician Assistant (Master of Science in Physician Assistant Studies [M.S.P.A.S.])

Department of Psychology

Psychology (Master of Science in Applied Psychology [M.S.] and Specialist in School Psychology [S.S.P.])

COURSE LISTINGS & NUMBERING

For University courses, the following information is indicated:

- Course number
- Course title
- Semester hour value of course
- Number of clock hours required per week in course
- Statement of prerequisites and/or other restrictions on enrollment
- Term(s) offered
- Brief course description
- Restriction of credit

When two courses are listed under a single title, a hyphen (-) between the course numbers indicates that the first is prerequisite to the second. A comma (,) between the course numbers indicates that the first is not a prerequisite to the second.

Courses are classified by numbers, which indicate the class level at which they are most often taken. Class levels and number sequences are as follows:

Freshman Courses	100-199
Sophomore Courses	200-299
Junior Courses	300-399
Senior Courses	400-499
Senior or Graduate Courses	500-599
Graduate Courses	600-799

With written departmental/school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. With written departmental/school approval and with an overall grade point average of 3.0 or better, seniors may take courses numbered 600-799 for graduate credit. All seniors taking courses for graduate credit must submit a graduate application for admission. Some programs require formal admission before enrolling in any course numbered 600 or above. Work taken for graduate credit may not be used to meet undergraduate requirements. Any senior permitted to enroll for graduate credit will be classified as a non-degree student until the student has attained regular admission to a graduate degree program. No more than 12 hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the graduate program as a graduate degree student.

The figures enclosed in parentheses immediately following the title of a course are, in order of appearance, indications of the following:

1. Number of semester hour credits given for the course.
2. Number of lecture hours normally scheduled each week for one semester in the course.

3. Number of laboratory hours normally scheduled each week for one semester in the course.

If there is one figure only, there are as many class meeting hours per week as there are semester hours credit for the course. A two-number sequence, such as (3:4), means that the course carries three semester hours credit but meets four class hours each week. A three-number sequence, such as (3:2:3), means that the course carries three semester hours credit but meets two lecture hours and three laboratory hours each week.

Terms Offered Key:

- F = Fall
- S = Spring
- SU = Summer
- AF = Alternating Fall Terms
- AS = Alternating Spring Terms

The University reserves the right to withdraw any course for insufficient enrollment. In certain cases and with the approval of the Provost, classes may be offered with fewer than the required number of students in order to meet specific needs.

ADMISSION TO GRADUATE STUDY

Students interested in applying for admission to graduate programs at FMU should write or call the Graduate Office for information and an application packet, which contains necessary forms and instructions for applications. Completion of an application packet does not guarantee admission to a graduate program.

The University encourages all qualified students to apply. Equal educational opportunities are offered to students regardless of race, religion, color, national origin, sex, physical disability, sexual orientation, or age.

For information on specific admission requirements, please consult the information pertaining to each "Graduate Program" in this section of the catalog.

ADMISSION DECISIONS

A committee in each school or department offering a graduate program makes admission decisions. Each committee will consider candidates with completed application packets. Incomplete packets will be reviewed at the discretion of the selection committee for that graduate program.

ADMISSION APPEALS

Students who are denied admission to a graduate program may appeal the decision to the Provost. To submit an appeal, the applicant should prepare a typed letter addressed to the attention of the Provost. The letter should explain why reconsideration of the admissions decision is warranted and should clearly describe any extenuating circumstances that will help determine the applicant's suitability for admission.

LEGAL RESIDENT DEFINED

Charges for tuition and fees depend upon the student's status as a resident or non-resident of South Carolina. A non-resident pays a higher rate of tuition and fees than a legal resident of South Carolina.

For fee purposes, the state's Code of Laws defines South Carolina residents as independent persons who reside in and have been domiciled in South Carolina for a period of no less than 12 months with the intention of making a permanent home therein, and their dependents. Those who meet these criteria may be considered eligible to pay general university fees at state-supported higher education institutions at in-state rates. Eligibility begins with the next academic semester after expiration of the required 12 months.

Exceptions to the 12-month requirement may be made for independent persons and their dependents who locate in South Carolina for full-time employment and for military personnel and their dependents. A student who believes he/she meets the state criteria should contact the Graduate Admissions Office at least two weeks prior to registration.

INTERNATIONAL STUDENTS

International graduate students must have a proficiency in the English language that will enable them to succeed at FMU. The following steps must be completed in order for international students to be considered for admission to the graduate program:

1. Graduate Application Form – Prospective students must submit a graduate application for admission, two letters of recommendation, a personal statement, and a nonrefundable application fee. All application materials must be sent directly to the Graduate Office at FMU.
2. Exam Scores – An applicant must submit scores on the entry exam required by the intended program of study. See the individual department headings in the “Graduate Section” of the catalog for details.
3. Financial Certification – An applicant must provide proof of his or her ability to pay for cost of attendance at the University. This sum includes graduate tuition, room, food, books, and miscellaneous expenses. Support can come from the applicant’s family or sponsor. The University requires an official statement from a bank, employer, or sponsor or some other official affidavit of support. Financial certification must be sent to the University before an I-20 can be sent to the student. The student can expect to use one-half of the total each semester. Financial certification should come directly from the source. No facsimiles will be accepted.
4. Transcripts – An applicant should request a transcript from each college or university attended at both the undergraduate and graduate level. To be considered official documents, all transcripts must be sent directly from the institution to the Graduate Office at FMU. No facsimiles will be accepted. Students who have completed courses or degrees from institutions located outside the U.S. must have those transcripts certified by the World Education Services (WES). More information is available at www.wes.org.
5. Test of English as a Foreign Language (TOEFL) – The TOEFL is required of all applicants except those whose native language is English. For graduate admission, the required level of proficiency on the TOEFL is a score of at least 550 on the paper-based version, 213 on the computer-based version, or 79 on the Internet version. Note: Appropriate scores on the International English Language Testing System (IELTS) may be used in lieu of TOEFL scores.

Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant’s country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541-6161, U.S.A.

Undergraduate students who have completed an undergraduate degree from an accredited postsecondary institution in the United States will be allowed to waive the TOEFL requirement.

TRANSIENT STUDENTS

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (EDPD or PDPD courses), whether taken at FMU or at another institution, cannot be applied toward the Master of Education, Master of Arts in Teaching, Master of Science in Applied Psychology, or Specialist in School Psychology programs (see pages 181 and 193).

SENIOR CITIZENS

Applicants 60 years or older wanting to take graduate courses for credit or personal enrichment (audit status) need to contact the Office of Financial Assistance for the requirements for being classified as a senior citizen. Although general University fees are waived for eligible senior citizens, all other fees must be paid.

REGISTRATION PROCEDURES

1. Students should meet with faculty adviser to select courses to be taken.
2. Students must confirm schedules and pay fees in the Cashier’s Office.

Registration procedures are outlined in the class schedule for each session.

FEES & OTHER EXPENSES

All fees and other expenses, housing and meal plan costs, payment deadlines and refunds applicable to graduate students are explained in the section on “Financial Information” of this catalog.

FINANCIAL ASSISTANCE

Details about financial assistance are explained in the section on “Financial Information” of this catalog. For more information, contact the Office of Financial Assistance at FMU.

STUDENT LIFE

Graduate students are eligible to participate in all student activities and organizations that are described in the section on “Student Life” of this catalog.

ACADEMIC INFORMATION

GRADING SYSTEM

A (Distinction) - indicates achievement of distinction and carries four quality points per semester hour.

B+ - carries three and a half quality points per semester hour.

B (Acceptable) - indicates acceptable achievement and carries three quality points per semester hour.

C+ - carries two and a half quality points per semester hour.

C (Marginal) - indicates marginal achievement and carries two quality points per semester hour.

F (No Credit) - indicates unsatisfactory achievement or withdrawal with unsatisfactory standing from the course after completion of one-third of the course. Semester hours are included as work taken in computation of grade point average. No quality points or credits are earned.

W (Withdrawal) - indicates withdrawal during the term without academic penalty. Semester hours are not included as work taken in computation of grade point average. No quality points or credits are earned.

IN (Incomplete) - indicates that a student has not completed the required work in a course before its conclusion. Upon completion of the required work and with the approval of the department chairperson or dean, the IN will be converted into an A, B+, B, C+, C, or F by the professor. Semester hours are not included in work taken in computation of grade point average until the IN is converted. All work must be completed by the next semester's Reading Day (see the "University Calendar"). If the student does not complete all required work by the next semester's Reading Day, the IN will be converted to an F.

GRADE POINT AVERAGE

Grade points for a course are computed by multiplying the number of semester hour credits per course by the quality points associated with the grade earned. The grade point average is computed by dividing the total number of grade points by the total number of net hours taken. For effects of course repetition on calculation of grade point average, see "Course Repetition" in the business, education, nursing, physician assistant, or psychology sections. (Other institutions, however, may recalculate a student's grade point average and include all grades in that calculation.) All grades will appear on the student's FMU transcript.

GRADE CHANGES

If a mistake was made in calculating or recording a term grade, the instructor of the course may change the grade. A change of grade may occur only within one calendar year from the receipt of the grade.

1. A faculty member seeking to change a student's term grade because of a mistake must request the change on the appropriate form, which may be obtained from the Office of the Registrar.
2. The department chairperson or dean shall approve or disapprove change-of-grade requests. If approved, the requests will be sent to the Registrar with instructions to make the necessary corrections on the official record.

GRADE APPEALS POLICY

MEMBERSHIP: The Grade Appeals Committee will consist of five faculty members to be elected by the faculty at large. The committee will elect the chair.

FUNCTION: The committee will hear final course grade appeals not resolved at the level of the academic unit.

GROUND FOR APPEAL: Unless the faculty member has acted in an arbitrary or capricious manner in the assignment of the final course grade in question, or unless the instructor's grading policy is in violation of the guidelines established by the University or his/her own policies as noted in the syllabus or other written documents, it is the right of the instructor to determine whether or not the final course grade should be changed.

PROCEDURES: The committee will meet as necessary and is called by the Committee Chair. Appeals for grade changes may not be made after 60 days from the date the grade was given. The following procedures will be followed:

1. The student will first attempt to resolve the issue by consulting with the instructor.
2. If the issue is unresolved after consultation with the instructor, the student will then consult with the department chair/school dean to attempt a resolution.
3. If the matter is not resolved after consultation with the instructor and the chair/dean, then the student may petition the chair/dean, who will forward the matter to the Grade Appeals Committee. The petition must include the following items: a completed petition form signed by the instructor of the course (unless the instructor is no longer a member of the FMU faculty), the student's adviser, and the chair/dean of the academic unit that offered the course; a letter explaining the basis for the grade appeal; and if applicable, supporting documents and a list of any other evidence to be presented. The student's argument will be limited to statements from the student and the evidence delineated in the petition.
4. Upon receipt of a completed grade appeal petition, the chair of the Grade Appeals Committee will promptly inform the faculty member, the appropriate department chair/school dean, and the Provost. The Committee Chair will also make available to the faculty member a copy of the petition and the supporting documentation.
5. The Grade Appeals Committee, upon receipt of a student's grade appeal petition, might seek additional information and advice, as it deems necessary. In some cases, the committee may conduct a hearing, as when the student, faculty member, and committee members might ask for one. Because this hearing is for informational purposes only, it should not replicate judicial proceedings. No legal counsel shall be permitted to appear.
6. Within 10 workdays after a decision, the Chair of the Grade Appeals Committee will notify the student, the faculty member, and the appropriate department chair/school dean of the committee's findings and recommendations. If the Grade Appeals Committee, through its inquiries and deliberations, determines that the grade should be changed, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, he or she will provide an explanation for refusing.
7. If after considering the instructor's explanation the Grade Appeals Committee concludes that it would be unjust to allow the original grade to stand, the Committee may then recommend to the appropriate department chair/school dean that the grade be changed. The chair/dean in consultation with the instructor will assign the appropriate grade. Only the chair/dean, upon the written recommendation of the Grade Appeals Committee, has the authority to effect a change in grade over the objection of the instructor who assigned the grade.

REPEATING COURSES

For information, see "Course Repetition" in the business, education, nursing, physician assistant, or psychology sections. Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU.

When a student repeats a course, all grades appear on the transcript. A grade of W is not used in the calculation of grade point average and is not counted in the repeat regulations.

ACADEMIC STANDING

Eligibility to Continue – Graduate degree students who have been accepted into a degree program must maintain a 3.0 cumulative grade point average for all graduate courses (see exceptions under “Course Repetition” in the business, education, nursing, physician assistant, or psychology sections and under “Time Limit” below). Should either a graduate degree student’s cumulative grade point average fall below 3.0 or the student receive an F for a graduate course, that student will be placed on academic probation. For all students placed on probation, during the next semester that the student is enrolled and during each subsequent semester while the student is on academic probation, a 3.0 grade point semester average must be achieved, or that student will be dismissed at the end of the semester. For purposes of this requirement, Fall, Spring, Late Spring or any Summer session is each considered to be a semester. Furthermore, if a student does not achieve a 3.0 cumulative grade point average by the end of 12 hours of coursework taken after being placed on probation, that student will be dismissed from the program. Also, anytime a student receives a second F the student will be dismissed from the program. A letter of dismissal will be sent to the student by the Director of Graduate Programs. Graduate students once placed on probation must work closely with their academic advisors to plan subsequent semesters.

Readmission After Dismissal – A graduate student may not continue taking courses after being dismissed from a program because of poor academic performance. Application for readmission to a graduate program after dismissal is made by petition to the school or department admission selection committee. To submit a petition for readmission, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why readmission is warranted and should clearly describe any extenuating circumstances that will help the school or department admission committee determine the student’s suitability for readmission. The student will receive a written response indicating the readmission decision from the school dean or department chair.

In the event the petition for readmission is denied by the school or department admission selection committee, a final petition may be submitted in writing to the Provost. The decision of the Provost is final in all cases of petitions for readmission to the University after dismissal because of poor academic performance.

TIME LIMIT

All requirements for a master’s degree must be completed within one continuous six-year period. Work over six years old is no longer applicable to the degree program and cannot be reinstated except through petition to the school or department admission selection committee. To petition for reinstatement of coursework that is over six years old, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why reinstatement of coursework that is over six years old is warranted and should clearly describe any extenuating circumstances that will help the school or department admission committee determine the suitability of reinstatement of coursework. The student will receive a written response concerning the committee’s decision on this issue.

ETHICAL STANDARDS, HONOR CODE, & CODE OF STUDENT CONDUCT

Graduate students are expected to understand and conform to the ethical standards of the profession they are preparing to enter. They are also expected to abide by the FMU Honor Code and Code of Student Conduct as described in the University Student Handbook and the applicable department or school handbook. Failure to abide by these norms can result in sanctions up to and including dismissal from the University. A graduate student may not continue taking courses after being dismissed from a program because of violations of ethical standards, the FMU Honor

Code, the Code of Student Conduct, or the applicable department or school handbook.

A graduate student who has been dismissed from the University because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook may petition for readmission to the school or department admission selection committee. To submit a petition for readmission, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why readmission is warranted and should clearly describe any extenuating circumstances that will help the school or department admission selection committee determine the student’s suitability for readmission. The student will receive a written response indicating the readmission decision from the school dean or department chair.

In the event the petition for readmission is denied by the school or department admission selection committee, a final petition for readmission may be submitted in writing to the Provost. The decision of the Provost is final in all cases of petitions for readmission to the University that involve dismissal because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook.

CHANGES IN GRADUATION REQUIREMENTS

In addressing the needs of an ever-changing society, the curriculum offered by FMU continues to evolve. Continuously enrolled students may elect to meet the graduation requirements stated either in the University Catalog of the year in which they first entered FMU or in the University Catalog of the year in which they are graduated from the University. Students returning to FMU after an absence of one year or more will be expected to meet the graduation requirements stated either in the University Catalog of the year in which they returned to FMU or in the University Catalog of the year in which they are graduated.

DEGREE REQUIREMENTS

To receive a master’s degree from FMU, a student must fulfill the following requirements:

1. Complete the number of graduate hours and specific courses required in the student’s approved program.
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student’s particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under “Time Limit” and under “Course Repetition” in the business, education, nursing, physician assistant, or psychology sections.) Credits transferred from accredited institutions are not used in computing a student’s grade point average.
3. Satisfactorily complete all the other requirements of the particular program in which the student is enrolled.

APPLICATION FOR DEGREE

The Application for Degree is available for graduate students in the School of Education and in the School of Business. Graduate psychology and nursing students will be mailed the Application for Degree. December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 10. The application fee should be paid when the student is notified. Failure to meet the stated deadline will result in a delay in the time of graduation.

All students are expected to attend the ceremony. Those students desiring

to graduate in absentia should complete the appropriate information on the degree application.

TRANSFER CREDIT

Upon recommendation of the adviser and with permission of the department/school, a maximum of six semester hours may be transferred from a regionally accredited institution. Only courses completed at an NCATE/CAEP-accredited institution will be considered for transfer credit by the School of Education. All transfer credits must be verified by an official transcript from the institution at which the graduate study was undertaken.

No graduate course work may be transferred to FMU for which grades lower than B are achieved, and grades transferred from other institutions will not be included in the student's grade point average at FMU. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will NOT be accepted.

Professional Development Courses (EDPD courses), whether taken at FMU or at another institution, cannot be applied toward the M.Ed. or M.A.T. programs (see page 222).

TRANSIENT CREDIT

An FMU student desiring to take courses at some other institution either during the summer session or the regular session and wishing to have courses transferred back to FMU to apply toward a degree must have in advance the approval of his/her adviser or department chairperson or school dean, and the Registrar before registering for the courses.

All transient credit must be from a regionally accredited institution and must be verified by an official transcript from the institution at which the graduate study was undertaken. A maximum of six semester hours may be transferred from a regionally accredited institution upon recommendation of the adviser and with permission of the department/school. No graduate coursework may be transferred to FMU for which grades lower than B are achieved. Grades of S, U, P, or F will NOT be accepted. The grades earned in courses at other institutions will not be included in the student's grade point average at FMU. Only those students who are in good academic standing (that is, those with cumulative grade point averages of 3.0 or above) can be approved to take courses at other institutions. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Forms are available in the Office of the Registrar.

It is the student's responsibility to have an official transcript sent to the Office of the Registrar upon completion of the course(s) but no later than one month prior to the date he/she is scheduled to complete degree requirements.

AUDITING COURSES

A graduate student admitted to FMU as either a graduate degree student or a graduate non-degree student may elect to audit one or more graduate courses. Audited courses do not carry credit, but any courses audited are noted on the student's official University record. Audited courses are considered part of the course load of graduate students in determining overload approval but may not be used to satisfy any prerequisite for a graduate course or any requirement for financial assistance (for instance, the determination of full-time status).

Students who audit a course should adhere to the class policies including attendance. Students who do not adhere to the stated policies may be dropped from the course for not attending.

No credit may be established for an audited course by an examination subsequent to the auditing of the course.

Audited courses are charged at the same rate as courses taken for credit. Changes from audit to credit are not permitted after the regular change of schedule period has ended. Change from credit to audit is permitted after change of schedule period has ended only if the student is doing passing work in the course and only upon the approval of the Provost.

CLASS ATTENDANCE POLICIES

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.

Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform students, at the beginning of each course, of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Attendance policies will be outlined on the class syllabus.

If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

It is the responsibility of a student to make up work missed because of absence from announced tests and laboratory sessions. However, announced tests and laboratory sessions may be made up only at the discretion of the instructor.

DROPPING COURSES

Graduate students may drop courses through the last day of classes for any term (students may not drop classes on Reading Day or during examinations). A student who drops a course(s) after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal.

WITHDRAWING FROM THE UNIVERSITY

Complete withdrawals must be initiated by the student at the Registrar's Office. A Complete Withdrawal Grade Report will be completed. Failure to file the Complete Withdrawal Grade Report Form with the Registrar's Office may result in the grade(s) of F for the course(s). A student who withdraws from the University after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal.

The effective date of a student's complete withdrawal from the University will be the date that the student initiates the withdrawal and a Complete Withdrawal Grade Report Form is filed.

COURSE LOAD

A full-time course load for graduate students is six or more semester hours during a regular semester and six semester hours during any summer term.

A full-time course load for graduate students is three or more semester hours during the Late Spring Term.

Off-campus courses (transient or correspondence) and any resulting overload must be approved prior to enrolling in the course(s).

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

GRADE REPORTS

At the end of each semester and each summer term, grade reports are made available to students. Study of reports is encouraged, and inquiry concerning them is invited.

Faculty members must give students an opportunity to make an informed decision on their academic performance prior to the last date to withdraw without academic penalty. Faculty will receive a class roll prior to the last date for withdrawal to verify those enrolled in and attending the class.

TRANSCRIPTS

Official transcripts, those bearing the University seal, will only be issued with the written consent of the student. A transcript will not be released if the student is indebted to the University. Forms for requesting transcripts may be obtained from the Office of the Registrar or through the University's website. A fee of \$6.00 must accompany each individual transcript request. The request must be returned to the Office of the Registrar after fee payment is made.

STUDENT'S EVALUATION OF COURSE & INSTRUCTOR

Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during class with the instructor leaving the room while a designated student hands out forms, collects forms, and then delivers the completed forms to the appropriate administrative assistant. These evaluations are completely anonymous, and faculty members do not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost in order to confidentially inform the administration of such failure to follow procedures.

GRADUATE BUSINESS PROGRAM

MASTER OF BUSINESS ADMINISTRATION

Director: Dr. Kay Lawrimore Belanger

The Master of Business Administration (M.B.A.) 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 M.B.A. 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 M.B.A. 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 Master 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 healthcare field as

well as those who would like to acquire the background necessary for them to enter the healthcare field.

ADMISSION REQUIREMENTS

To be considered for admission, the applicant must submit the following materials to the M.B.A. School of Business:

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

All application materials must be submitted to:

M.B.A. School of Business
Francis Marion University
PO Box 100547
Florence, SC 29502-0547

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

To obtain an application or for more information, please visit www.fmarion.edu/academics/mba/ or phone the School of Business at 843-661-1419. To discuss the waiver option for the GMAT/GRE score, please contact the M.B.A. Director.

REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

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

1. Complete the foundation course, Business 605, or appropriate undergraduate course(s) with a grade of C or better. This requirement may be waived at the discretion of the M.B.A. Admission Committee.

2. Complete the required 30 semester hour M.B.A. program:

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

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

3. The student must maintain a 3.0 cumulative grade point average on all graduate courses applicable to the particular program and a 3.0 grade point average for all graduate courses (see the exceptions under "Course Repetition" and under "Time Limit").
4. The student must successfully complete all steps and meet all requirements as outlined for graduate students.
5. The student should make application for graduation at the beginning of the semester in which the last course(s) will be taken.

MASTER OF BUSINESS ADMINISTRATION DEGREE WITH CONCENTRATION IN HEALTHCARE EXECUTIVE MANAGEMENT

Course	Title	Hours
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	Executive Practicum	3
Total		30

COURSE REPETITION

An M.B.A. student is allowed to repeat a maximum of one course for the purpose of improving the grade. Only a grade lower than B can be raised by repetition of a course; a reexamination is not permitted. Any course that is repeated must be retaken at FMU. A course may be repeated only once. Written approval of the Dean of the School of Business is required for course repetition. Only the higher grade of the repeated course will be counted in the calculation of the grade point average. If a student fails a course (i.e., receives a grade of F), the student must retake that course in the next semester the course is offered. If the student fails the course again, the student will be dismissed from the program. Since this retake process can be applied to only one course, the student will be dismissed from the M.B.A. program if she/he fails more than one course.

GRADUATE COURSES FOR BUSINESS

MBA 605 Business Tools for the MBA (3) (Prerequisite: Admission to the MBA Program or approval of the Dean of the School of Business) This course will provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

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

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

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

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

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

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

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

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

MBA 740 Applied Corporate Finance (3) Corporate financial theory and application are studied and then applied in competitive team projects. The

corporate investment decision is addressed, along with working capital management, financial security valuation, costs of raising capital, capital structure decisions, and dividend policy. Contemporary financial matters and the economic environment, both from domestic and international perspectives, are also addressed.

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

GRADUATE EDUCATION PROGRAMS

MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, professional skills, and professional dispositions.

School of Education Conceptual Framework

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

The School of Education offers the following degree programs:

1. Master of Education (M.Ed.) with majors in Learning Disabilities (Special Education) and Instructional Accommodation (Divergent Learning). Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.
2. Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities. Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

DEGREE & NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in education as either graduate degree students or as graduate non-degree students. Graduate non-degree students do not seek a master's degree at FMU but wish to take courses for professional growth, personal enrichment, or licensure.
2. Changing from non-degree to degree status: If the student later chooses to become a M.Ed./M.A.T. degree seeker, a new application must be filed with the Graduate Office, indicating the program selected and following all admission requirements as delineated in this catalog. No more than 12 hours of coursework earned while in non-degree status can be applied to the master's degree program chosen. The School of Education will determine whether any coursework taken is appropriate to apply to a degree program. Only those courses deemed appropriate will be applied to a master's degree.

ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION GRADUATE PROGRAMS

To be considered for admission as a Master of Education (M.Ed.) or a Master of Arts in Teaching (M.A.T.) degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-

refundable graduate application fee.

2. Submit official transcript(s) from a regionally accredited institutions, of all undergraduate and graduate work (the undergraduate transcript must show the completion of a bachelor's degree). The academic record should show promise of success as a graduate student.
3. Submit appropriate recent (within five years) test scores on Graduate Record Examination or the Miller Analogies Test or a passing South Carolina score on the PRAXIS II (PLT) exam. A copy of a valid South Carolina teaching license may be used in lieu of test scores for M.Ed. programs.
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.
5. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.
6. Items 1-5 must be submitted in one packet to:
School of Education
Francis Marion University
PO Box 100547
Florence, SC 29502-0547
7. To receive an application or for any questions, please visit online www.fmarion.edu/academics/graduate programs.
8. To be guaranteed timely consideration for acceptance into the Master of Education program, all of the above materials must be submitted by:
Fall Admission: March 15
Spring Admission: October 15

*If you are unable to meet the above submission dates, please contact the School of Education 843-661-1460.

9. Acceptance is on the basis of the evaluation of the applicant's total academic profile.
10. NOTE: It is the applicant's responsibility to gather all materials to complete his/her application. Only those completed (with all materials) will be reviewed by the School of Education Graduate Committee.

ADMISSION REQUIREMENTS FOR GRADUATE NON-DEGREE STATUS

To be considered for admission as a graduate non-degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee to the Graduate Office.
2. Submit official transcript(s) of all undergraduate and graduate work. The student may submit a copy of a valid teaching license or a copy of the college/university diploma in place of the official transcript(s).
3. All of the above materials must be submitted in one packet to:
Graduate Office
Francis Marion University
PO Box 100547
Florence, SC 29502-0547

GRADUATE CHECKPOINTS: 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 three (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 Education 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 Education 769

GRADUATE CHECKPOINTS: M.A.T.-LD

ADMISSION TO M.A.T.-LD PROGRAMS (CHECK POINT I)

1. Acceptable Graduate Record Examination (GRE) scores, Miller Analogies Test (MAT) or PRAXIS II scores
2. Two appropriate letters of recommendation
3. A score of three (0-4 scale) on the written statement of the applicant's personal philosophy of education
4. Acceptance by the School of Education Graduate Committee

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

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

PROGRAM COMPLETION (CHECK POINT III)

1. Successful completion of Teacher Candidate Work Sample (TCWS) including ADEPT and required unit assessments
2. Successful completion of the FMU Final Case Study for Education 769
3. Completion of all end-of-program paperwork required for licensure and graduation
4. Successful completion of Learning Disabilities Mastery Test
5. Successful dispositions rating in Education 770
6. Positive recommendation from SOE supervisor
7. Positive recommendation from P-12 supervisor
8. Approval of Learning Disabilities Program Committee

GENERAL REGULATIONS ADVISING - EDUCATION

Each graduate program has a program coordinator who will provide specific information regarding that area of study to interested persons. The program coordinator will guide the enrolled students studying in that major.

COURSE REPETITION

Only one course repetition within a graduate student's program is permitted. With the approval of the Dean of the School of Education, a course in which a grade of C or F has been attained may be repeated once. The course must be repeated at FMU, and only the higher grade for the repeated course will be calculated in the student's grade point average.

COURSE REVALIDATION

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

REQUIREMENTS FOR MASTER OF EDUCATION DEGREE & MASTER OF ARTS IN TEACHING DEGREE

To receive the Master of Education or Master of Arts in Teaching degree from FMU, a student must fulfill the following requirements:

1. Complete the number of graduate hours, prerequisites and corequisites where applicable, and specific courses required in the student's approved program.
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's program and a 3.0 overall grade

point average for all graduate courses. (See exceptions under "Repeating Courses" and "Time Limit").

- Satisfactorily complete all other requirements as outlined for graduate students earlier.

SOUTH CAROLINA LICENSURE REQUIREMENTS

- Completion of an approved program.
- Passing scores set by the state of South Carolina on the appropriate examinations (PRAXIS II) – Specialty Area, and (PRAXIS II) – Principles of Learning and Teaching. Scores from these exams must be received by the School of Education prior to the beginning of the supervised internship (Education 770).
- A minimum cumulative grade point average of 3.0 for graduate courses.

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION

Coordinator: Dr. Tracy Meetze-Holcombe

Students must complete 30 graduate hours.

Education Foundation Core.....15 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 622 Assessment of Learning and Behavior (3)
- Education 624 Behavior Management of Students with Disabilities (3)
- Education 648 Educational Research (3)

Instructional Accommodation Education Specialty Core12 Hours

- Education 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- Education 742 Procedures for the Divergent Learner (3)
- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- Education 763 Methods for Teaching Divergent and Exceptional Learners (3)

Education Practicum Seminar3 Hours

- Education 796 Capstone (3)

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Karen M. Fries

Students must complete 36 graduate hours.

Education Foundation Core12 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 624 Behavior Management of Students with Disabilities (3)
- Education 648 Educational Research (3)

Literacy Preparation7 Hours

- Education 637 Foundations of Reading (3)
- Education 638 Assessment of Reading (3)
- Education 639 Practicum: Assessment of Reading (1)

Learning Disabilities Professional Preparation17 Hours

- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- Education 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
- Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
- Education 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
- Education 763 Methods for Teaching Divergent and Exceptional Learners (3)
- Education 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- Education 769 Case Study, Small Group, and Action Research (3)

MASTER OF ARTS IN TEACHING

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

Coordinator: Dr. Cynthia A. Nixon

Students must complete 51 graduate hours.

Education Foundation Core12 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 622 Assessment of Learning and Behavior (3)
- Education 624 Behavior Management of Students with Disabilities (3)

Literacy Preparation..... 10 Hours

- Education 637 Foundations of Reading (3)
- Education 638 Assessment of Reading (3)
- Education 639 Practicum: Assessment of Reading (1)
- Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation29 Hours

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

EDUCATION: ART COURSES (ART)

501 The School Art Program (3:2-2) (Prerequisite: 315) S. Preparation for teaching school art; partially meets art teacher licensure requirements through studio, discussion, and lecture in art.

600 Special Topics in Art (3:1-4) (Prerequisite: Bachelor's degree or licensure in art) As Needed. Content will be specifically designed for the particular topic to be taught, such as ceramics, batik, collage, or other media as used in the classroom.

BIOLOGY COURSES (BIOL)

501 Ornithology (4:3-3) (Prerequisite: 106 and 116 or permission of school) AS. Anatomy, physiology, taxonomy, evolution, ecology, behavior, and identification of birds.

515 Special Topics in Biology for Elementary Teachers (4), (3), (2), or (1) (Prerequisite: Bachelor's degree) AS Needed. Designed to give elementary teachers an opportunity to learn information and laboratory techniques to help them teach biology.

602 Aquatic and Terrestrial Ecology (4:3-3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of department) SU. Structure and function of marine and terrestrial ecosystems with emphasis on southeastern United States. Lecture, laboratory, and field trips.

615 Special Topics in Biology for High School Teachers (4), (3), (2), or (1) (Prerequisite: Teacher's licensure to teach high school biology) SU. Designed to give high school teachers the opportunity to learn new information and laboratory techniques which will help them in their teaching.

EDUCATION COURSES (EDUC)

503 Teaching of Reading in the Secondary School (3) F. Prepares preservice and inservice secondary and middle school teachers for the most effective use of printed content materials. Implications of current theory and the results of research in reading will be discussed.

555 Introduction to Educational Programs for Children of Poverty (3) (Prerequisite: Permission of the Graduate School of Education) This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

560 Introduction to Project-Based Learning (PBL) (3). This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st-century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

561 Applications of Project-Based Learning in Curriculum and Instruction (3). (Prerequisite: EDUC 560) This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods. Teachers will also learn how to examine the key roles of and identify methods for integrating community partners into the development and implementation of their PBL projects. Then, utilizing the content knowledge and experiences from EDUC 560, teachers will design

and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course's key assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and reflection upon the development experience. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

562 Practicum in Project-Based Learning (3) (EDUC 560 and 561) This field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

599 Teaching and Assessing Children of Poverty (3) (Prerequisite: Education 555 or permission of the Graduate School of Education) This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

610 Collaboration and Management Solutions for Education (3) F, S. This course will examine the conflicts in school settings from a variety of perspectives, examining these situations at both the individual and systemic levels. The goal is to enable participants to objectively identify the nature of the problem and the relevant interests of various parties, to explore alternatives with firm foundations in research, and to formulate possible strategies for resolving the situation constructively.

611 Solving Instructional Problems Using Technology (3) F, S, SU. This course will enable students to develop skills in using technology in instructional settings, and to determine appropriate technological tools for enhancing and extending learning. Competencies developed in this course will be utilized in other courses in the program, and in particular, the practicum and capstone seminars.

616 Public School Curriculum and Organization K-12 (3) F, SU. This course is designed to supply the skills necessary to allow curricular development and to give the student a broad understanding of the scope and sequence of public school curriculum.

620 Foundations of Education (3) F, S, SU. The course introduces the student to contemporary and emerging societal problems and issues as they relate to and impact upon education. These problems and issues will be viewed from a national, state, and local perspective. This course will focus on the dynamics of educational change. The student will be expected to focus on a particular educational or societal problem/issue and assess and evaluate its instructional implications.

621 Understanding Learning Differences (3) F, S, SU. This course will present the student with contemporary approaches to topics including cognition, cognitive learning, brain functionality, language development, divergent learners, developmental milestones, social development, developmental prerequisites, and educational methodologies required of a contemporary educator. Emphasis will be placed on how, why, and when children learn and develop naturally, and will include those children with exceptionalities.

622 Assessment of Learning and Behavior (3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course addresses techniques and procedures for systematically observing and evaluating students' behavior and achievement. It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

623 Quantitative Research Methods in Education (3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course will emphasize current research techniques/methodologies appropriate for the contemporary teacher. Skills in understanding and critically analyzing professional literature and in applying the findings of current research in educational settings will be emphasized. Basics of statistical analysis will be introduced. Models and designs of various types of studies will be covered, including Historical, Descriptive, and Experimental. The student will be exposed to Pre-experimental, Quasi-experimental, and True-experimental designs and the benefits of each in contemporary classroom environments. The student will also learn to use appropriate software for analyzing research data in education settings. It is recommended that students complete Education 623 within the first 12 hours of their academic program. It is required that students complete Education 623 within the first 18 hours.

624 Behavior Management of Students with Disabilities (3) F, S, SU. This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, school psychologists and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

635 Family-School-Community Partnerships in High Poverty Schools (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.

636 Language, Literacy, and Poverty (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and

reading and writing across the curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

637 Foundations of Reading (3) This course is an overview of reading-related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

638 Assessment of Reading (3) This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

639 Practicum: Assessment of Reading (1) (Prerequisite EDUC 638). This course is designed to allow learners the practical experience of assessing Pk-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions.

648 Educational Research (3) F, S, SU. This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

720 Educational Methods for Intellectual and Developmental Disabilities (3) (Prerequisite: Psychology 601 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with intellectual and developmental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

721 Family, Community, and Early Childhood Education (3) S, SU. A primary goal of this course is to provide opportunities for collaboration among teachers, other professionals, and members of a larger and diverse community. One of the outcomes of the course collaboration is a plan to address a concern, such as school-age child care. Course content encompasses topics that include family and community concerns and issues, such as anti-bias practices in schools; strategies to connect families to appropriate community services; and initiatives to assist family and community, such as mentoring school volunteers.

722 Curriculum Design for Early Childhood Programs (3) SU. One of the goals of this course is to have students design and use curriculum that is based on the most current research concerning children's development in all domains. A product of this course is a research paper including the implications of a proposed curriculum for a school or child care center. Course topics relate to innovative, pragmatic programs that are appropriate for children from birth through age eight and who reflect diverse demographics. Instructional methods for integrating the curriculum in language, math, science, social studies, health, and the arts are studied.

723 Early Intervention: Strategies for the Special Needs Child (3) SU. A goal of early intervention is to prepare students to effectively provide, at the earliest juncture possible, appropriate treatments and accommodations for children presenting special needs. This course addresses theory, practice, and federal and state legislative support for programs for special needs children during the pre-school and primary years. Emphasis is directed toward support services to families as well as the affected children. Attention is given to children who exhibit risk factors for or characteristics of mild to moderate developmental delays, high incidence disabilities (educable mental disability, learning disability, speech disorders), and low incidence disabilities (sensory losses, orthopedic disabilities). The needs of children who exhibit cognitive and other developmental traits above the normal range are also considered. Students analyze, interpret, and identify critical configurations of scores within psychoeducational and informal

evaluations; consequent interventions are formulated.

724 Leadership of Early Childhood Programs (3) SU. The major goal of this course is to have students analyze leadership responsibilities in establishing, managing, and improving appropriate programs for children from birth to age eight. Students collaborate with individuals who currently serve in leadership roles in Early Childhood programs. Topics such as diversity of staff and families, environmental assessment, professional ethics, mentoring to develop the potential of individual staff (life span development), and regulations for quality programs are studied. Information is also provided about prospective entrepreneurs' interests in owning a home or center child care business.

725 Practicum in Instruction for the Exceptional Child (Intellectual and Developmental Disabilities) (3) (Prerequisite: Psychology 601 or permission of school; Prerequisite/corequisite: 720) F, S. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with intellectual and developmental disabilities) in various educational settings.

731 Literacy Development (3) F, S, SU. The course covers primary through middle-school reading curriculum. It develops the best of past and current literacy practice, and the best of past and current literacy research. Critical thinking is emphasized throughout, as are considerations of individual and cultural diversity. The best current available literacy technology is explained, demonstrated, and, when feasible, employed directly by students. All elements of the course are integrated, strengthened, and focused by the program principles of knowledge, reflections, and collaboration.

732 Quantitative Learning: Pre-School Through Middle School (3) F, S, SU. The course will consider a wide spectrum of methods and styles for quantitative learning in very young children, children, and early adolescents. The course will focus on these techniques as they apply to the South Carolina Mathematics Standards.

733 Concepts and Methods in Elementary Science (3) F, S, SU. This course will prepare students to teach science in the elementary school. This course emphasizes a constructivist hands-on approach that focuses on learning science through discovery.

734 Concepts and Methods in Elementary Social Studies (3) F, S, SU. Course content focuses on selected content from the social studies scope and sequence. The mastery of these concepts via inquiry, guided discovery, and other "best practice" strategies will serve as a basis to explore effective methods for social studies instruction. Course will supply the student with the latest concepts and teaching strategies in the field.

737 Content Area Reading and Writing (3). This course is designed to prepare pre-service and in-service teachers in grades Pk-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a Pk-12 classroom.

741 Cognitive and Behavioral Aspects of the Divergent Learner (3) F, S, SU. The course introduces students to the developmental principles underlying divergent cognition, value systems, and behavior. Attributes of learner types are employed as a framework for comprehending the positive and negative interface among teachers, students, and persons generally. Broad principles determining environmental and instructional accommodations are central in this phase of study.

742 Procedures for the Divergent Learner (3) F, S, SU. The purpose of this course is to study the instructional strategies and educational procedures necessary to accommodate the needs of divergent learners. Emphasis will

be placed on current research and practice.

744 Quantitative Processing and the Divergent Learner (3) F, S, SU. The course will consider a wide spectrum of learning divergencies with appropriate and effective diagnostic, prescriptive, and treatment techniques. The course will focus on these divergencies and techniques as they apply to South Carolina Mathematics Standards.

745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3) F, S, SU. Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the course will examine the development of the following: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1) (Prerequisite/corequisite: Education 745 or permission of the school) F, S, SU. Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

748 Qualitative Research for Educators (3) (Prerequisite: Admission to the School of Education Graduate Program or permission of the school) F, S, SU. This course is designed to provide students an introduction to qualitative research methods for education. Through this course the students will be introduced to critical issues and strategies for conducting qualitative inquiries.

760 Exceptionalities: Characteristics and Legal Foundations (3) F, S. The course introduces the graduate student to the etiologies, theoretical foundations, and characteristics of the spectrum of exceptionalities ranging from giftedness to high incidence disabilities (learning disabilities, intellectual and developmental disabilities, emotional/behavioral disorders) to low-incidence disabilities (orthopedic, sensorimotor deficits). Among the topics addressed are: options for delivery of appropriate services, federal and state legislation and accompanying regulations governing service delivery, roles played by members of multidisciplinary teams, rights and procedural safeguards to insure that parents and individuals with disabilities participate in the decision-making process, financial basis and state regulations regarding distribution of funding.

761 Learning Disabilities: Characteristics, Identification, and Placement (3) (Prerequisites: Full acceptance to graduate program; Education 621 and 622; Prerequisites/corequisite: Education 760; or permission of the school) F, S, SU. This course focuses on classical and contemporary approaches to identifying students with learning disabilities, including issues related to definitions, disproportionate representation, and approaches to assessment and program planning. Problems with perception, memory, language, schematic/organizational learning, haptic learning, self-governance, and the impact of those problems on academic and non-academic learning will be examined. Topic coverage will relate to and extend those examined in Education 621 Understanding Learning Differences, including recent research related to neurological development and strategy use. In addition, the special educator's role as collaborative consultant in placement and treatment is emphasized.

762 Instructional Planning and IEP Development for Students with Learning Disabilities (3) (Prerequisite/corequisite: Education 760 and 761 or permission of school) S, SU. This course will emphasize

the basic principles of instructional design for teaching students with learning disabilities which will include: conducting individualized needs assessments, development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; creating and adapting appropriate student performance assessments for lesson plans; and developing and adapting appropriate instructional strategies for teaching students with learning disabilities.

763 Methods for Teaching Divergent and Exceptional Learners (3) (Prerequisite/corequisite: EDUC 761 or permission of the school) F, S, SU. This course examines a range of age-appropriate techniques for quantitatively teaching diverse and exceptional learners in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

764 Practicum: Methods for Teaching Students with Learning Disabilities (1) (Prerequisites/corequisites: Education 761, Education 763 and Psychology 663 or permission of the school) F, S. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a 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.

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

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

771 Introduction to Early Childhood Special Education (3) SU. The purpose of this course is to provide the student with a broad perspective of the best practices, issues, and concerning facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing the student with the knowledge of philosophies, roles and services of professionals involved with young children with special needs.

775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals (3) S, SU. This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

780 Assessment of Young Children with Disabilities (3) S. This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.

784 Methods for Teaching Young Children with Disabilities (3) S. This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge, social interaction with peers and family members, and peers and families as significant others in children's intellectual and linguistic development.

788 Social/Emotional Development and Guidance for Young Children with Disabilities (3) SU. This course provides current and prospective teachers with an overview of the social and emotional development of young children with mild to moderate disabilities and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course includes an overview of basic classroom management theories; an overview of procedures for monitoring and evaluating the behavior of infants, toddlers and preschool children with exceptional learning needs; a discussion of strategies to prevent and reduce inappropriate behavior; and strategies to promote conflict resolution. Additionally, the course will include information regarding the impact of teacher attitudes on the behavior of young children with exceptional learning needs, and provide experience in creating learning environments that promote positive interactions, positive cultural experiences, and active participation.

794 Capstone I: Identification and Analysis of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797 or permission of the school) F, S. This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project.

795 Capstone II: Completion and Presentation of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797, and

either Education 794 or Education 798 or permission of the school) S, SU. Students will complete and present the results of their research projects. The student will present the completed work, near the conclusion of Education 795, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and interested members of the School of Education faculty.

796 Capstone (3) F, S. The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students.

EDUCATION PROFESSIONAL DEVELOPMENT COURSES (EDPD)

525 Professional Development (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance Grades K-12 classroom instruction for a variety of disciplines and content areas. Courses are scheduled at the request of local school districts, educational agencies, or consortia, subject to the approval of the school. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 525 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

ENGLISH COURSES (ENG)

516 English: Applied Composition Theory (3) SU. Survey of theories of rhetoric and discourse appropriate for writing teachers. Includes workshop activities and practice making and evaluating assignments, and diagnosing writing problems. Includes modeling of appropriate pedagogy.

517 English: Advanced Approaches to British Literature (3) SU. Explores works of British literature with emphasis on works appropriate for high school teachers, including Empire and post-colonial perspectives. Includes discussion of various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

518 English: Advanced Approaches to American Literature (3) SU. Explores works of American literature with emphasis on works appropriate for high school teachers, including multicultural perspectives. Includes discussion on various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

519 English: Advanced Approaches to World Literature (3) SU. Explores wide variety of world and multicultural literature with emphasis on works appropriate for high school teachers. Includes discussion of various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

799 English: Capstone Practicum (3) (Prerequisite: 12 hours in specialty core; corequisite: Education 798) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification of and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so they can be used in an appropriate professional setting.

MATHEMATICS COURSES (MATH)

516 Mathematics: Calculus for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of school) F, S, SU. Full development of limits, derivatives, and integrals. Concentration is on concepts and applications.

518 Mathematics: Probability and Statistics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of school) SU. Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distribution; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression.

SCIENCE COURSES (SCI)

515 Science: Physical Science (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the physical principles that govern natural phenomena. Topics may include mechanics, heat, electricity and magnetism, waves, and light. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

516 Science: Chemistry in the World (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the role of chemistry in the world. The nature, interactions, and transformations of matter and energy will be addressed. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

517 Science: Earth and Space Science (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the processes, interactions, and changes of earth and space systems. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

518 Science: Human Biology (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the processes of life: characteristics and functions of organ systems, and the impact of human activity on the environment. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

519 Science: Environmental Science (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine natural resources, interactions of organisms with environment, interactions between organisms with each other and their environments; and genetic diversity and continuity. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

799 Science: Seminar Practicum Capstone (3) (Prerequisite: Twelve hours in specialty core; corequisite: Education 798) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so that they can be used in an appropriate professional setting.

SOCIAL STUDIES COURSES (SOST)

516 Social Studies: History and American Government (3) SU. A study of the historical development of American society including such topics as tradition and change, the changing American family, the changing ethnic composition of the United States, the growing role of government in American society, critical developments in education, rural and urban trends, and the role of religion in shaping American society.

517 Social Studies: American Economy and Politics (3) SU. An examination of the principles and operation of the American economics and political systems.

518 Social Studies: The United States in Comparison/Contrast With the Rest of the World (3) SU. Topics to be considered include: culture, standards of living, rights and freedoms, environmental concerns, types of political systems, levels of economic development, historical experiences, religions, ethnic groups, and social classes.

519 Social Studies: Special Study of World Regions (3) SU. The study in terms of commonalities and differences among countries in the regions of Europe, Asia, Africa, Latin America, covering for each region society, history, economy, and politics.

799 Social Studies: Seminar Practicum Capstone (3) (Prerequisite: Twelve hours in specialty core) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so they can be used in an appropriate professional setting.

GRADUATE NURSING PROGRAM

MASTER OF SCIENCE IN NURSING

Coordinator of the Family Nurse Practitioner: Dr. Deborah L. Hopla

PROGRAM TRACK FOR MASTER OF SCIENCE IN NURSING WITH MAJOR IN FAMILY NURSE PRACTITIONER

The FMU Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program track has been developed in response to the healthcare need for primary care practitioners. This program provides BSN -prepared registered nurses (RNs) access to a high quality graduate education in order to serve the healthcare needs locally and beyond. The MSN/FNP track prepares graduates to be community-oriented primary care practitioners who care for patients across the lifespan. FNP's provide comprehensive health promotion, evaluation of presenting problems, and continuing care of acute and chronic conditions in a primary care setting. In addition to clinical practice, the track emphasizes epidemiological approaches to clinical problems, holistic care, family and community systems approach, use of technology, cost considerations, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for licensure as Advanced Practice Registered Nurses (APRN), and for certification by the American Nurses Credentialing Centers (ANCC) or the American Academy of Nurse Practitioners (AANP).

Enrollment in the MSN/FNP program track is limited. Students must be accepted as graduate degree students. Courses in the MSN/FNP track are offered one day a week, but practicum hours will generally occur during business hours at the primary care facility where the learner's clinical experience is scheduled. Courses are delivered in hybrid format using both traditional classroom instruction and online components. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Nursing

1. The graduate application for admission and nonrefundable application fee.
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions.
3. Three letters of confidential recommendation from professional associates or former professors who can attest to the academic

potential of the applicant. One letter must be submitted from a current supervisor.

4. A current resume or curriculum vita (CV).
5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/FNP or MSN/Nurse Educator track.
6. Current unencumbered license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state license.

All of the above materials must be submitted to:

Francis Marion University
Graduate Nursing
Lee Nursing Building
Room 144
4822 E. Palmetto Street
Florence, SC 29506

Completed applications are reviewed for merit by the Nursing Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance, all of the above materials should be submitted one week before classes.

COURSE REPETITION

Progression policies in the MSN/FNP program track will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the MSN program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Students will be allowed to retake one course due to academic failure; no retaking of courses will be permitted for clinical failures.

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/FAMILY NURSE PRACTITIONER

To receive a Master's Degree in Nursing as a Family Nurse Practitioner from FMU, a student must fulfill the following requirements:

1. Complete 55 graduate credit hours, which include 630 practicum hours.
 - a) Graduate Nursing Core Courses
(All MSN programs)..... 12 Hours

APRN 501	Advanced Practice Role: Theory and Knowledge Development
APRN 502	Biostatistics
APRN 503	Advanced Research and Evidence-based Practice
APRN 504	Health Policy and Leadership
 - b) Direct Care Core.....19 hours

APRN 505	Population Health and Epidemiology
APRN 506	Health Systems and Risk Management
APRN 507	Patient Education and Advocacy
APRN 601	Advanced Pathophysiology
APRN 602	Advanced Pharmacology
APRN 603	Advanced Physical Assessment and Health Promotion

c) Functional Area Content	24 hours
APRN 701	Primary Care of Adults
APRN 702	Primary Care of Infants, Children, and Adolescents
APRN 703	Primary Care of Women
APRN 704	Primary Care of Geriatric Patients
APRN 705	Internship I
APRN 706	Internship II
APRN 707	Clinical Decision-making and Ethics

	hours/semester)
APRN 710	Education Capstone Seminar
EDUC 742	Procedures for the Divergent Learner

2. Achieve a 3.0 overall grade point average for all graduate courses.
3. Make application for graduation at the beginning of the semester in which the last course will be taken.

PROGRAM FOR MASTER OF SCIENCE IN NURSING WITH MAJOR IN NURSE EDUCATOR

Director of the Nurse Educator Track: Dr. Karen K. Gittings

The FMU MSN/Nurse Educator track has been developed as an innovative, collaborative track with the Graduate School of Education in response to national and regional needs for nurse educators. The MSN/Nurse Educator curriculum synthesizes cohesive educational theory and principles with the unique learning needs of professional nursing. Students will be taught strategies to facilitate learning in clinical, simulated, and didactic environments. This program provides baccalaureate-prepared Registered Nurses (RNs) access to a high-quality graduate education in order to serve regional and national nursing education programs as well as clinical partners. Nurse educators are needed in both the academic and clinical areas to promote quality health care. The graduates of this track will meet the core competencies for the Nurse Educator as outlined by the National League for Nursing (NLN).

Enrollment in the program is limited. Students must be accepted as graduate degree candidates. Courses are offered in an online format, but academic practicum hours will generally occur during the school hours of the academic unit. Clinical practicum hours may be more flexible, but may also occur during the traditional workday. Practicum hours are extensive and time for completing them should be considered by each student. Advisement for this program will be done on an ongoing basis by the director of the program.

To receive a Master's Degree in Nursing as a Nurse Educator from FMU, a student must fulfill the following requirements:

1. Complete 36 graduate credit hours, which include 270 practicum hours.
 - a) Graduate Nursing Core Courses (All MSN programs). 12 Hours

APRN 501	Advanced Practice Role: Theory and Knowledge Development
APRN 502	Biostatistics
APRN 503	Advanced Research and Evidence-based Practice
APRN 504	Health Policy and Leadership
 - b) Functional Area Content 24 hours

APRN 604	Teaching and Learning in Nursing
APRN 605	Curriculum Development and Program Evaluation
EDUC 621	Understanding Learning Differences
EDUC 622	Assessment of Learning and Behavior
APRN 708	Academic Practicum (135 practicum hours/semester)
APRN 709	Clinical Practicum (135 practicum

2. Achieve a 3.0 overall grade point average for all graduate courses.
3. Make application for graduation at the beginning of the semester in which the last course will be taken.

NURSE EDUCATOR CERTIFICATE

Director of Nurse Educator Certificate: Dr. Karen K. Gittings

Nursing offers a Nurse Educator Certificate. Students must be admitted into the FMU graduate program (see "Admission Requirements" page 223). The Nurse Educator Certificate option provides graduate nursing students and advanced practice RNs access to foundational courses in the discipline of nursing education in order to serve in a clinical or academic nurse educator role. Students who have an M.S.N. and complete this certificate program are eligible to take the Certified Nurse Educator Examination (CNE) offered by the National League for Nursing (NLN). For all students completing the series of three (3) courses listed below, a certificate in nursing education will be granted and noted as a "Certificate in Nursing Education" on the student's official FMU transcript. This certificate program will not be a stand-alone recognition during graduation ceremonies but will be noted when completed along with an M.S.N. degree at FMU.

To receive a Certificate in Nursing Education from FMU, a student must meet the following requirements:

1. Complete nine (9) graduate credit hours
 - a. APRN 604 Teaching and Learning in Nursing
 - b. APRN 605 Curriculum Development and Program Evaluation
 - c. APRN 710 Education Capstone Seminar
2. Achieve a 3.0 overall grade point average for all graduate courses

GRADUATE COURSES FOR NURSING (APRN)

501 Advanced Practice Role: Theory and Knowledge Development (3) S. This course examines advanced practice nursing concepts, theoretical underpinnings, and current professional issues. Learners will examine how theoretical issues are integrated into practice and how they can be a mechanism to improve patient outcomes related to health promotion and disease prevention. Understanding of the role and scope of the advanced practice registered nurse is an expectation.

502 Biostatistics (3) S. This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

503 Advanced Research and Evidence-based Practice (3) (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) F, 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.

505 Population Health and Epidemiology (3) (Prerequisites: 502

and 503) S. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

506 Health Systems and Risk Management (3) SU II. 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.

507 Patient Education and Advocacy (3) F. This course focuses on developing patient education skills to advocate for patients, families and populations. The learner will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. Competencies developed in this course will be utilized in other courses in the program, particularly in courses with a practicum component.

601 Advanced Pathophysiology (3) S. This course examines physiologic and pathophysiologic responses to disease and injury, the effects of disease and injury on cell and system function, host defense responses, the maintenance of vital functions, and responses to stress across the life span.

602 Advanced Pharmacology (3) F. This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological affects, drug-to-drug interactions, patient teaching, adherence to medication regime, and the use of complementary and alternative medicine.

603 Advanced Physical Assessment and Health Promotion (4:3-3) (45 laboratory hours) SU. This course focuses on comprehensive physical assessment of primary care patients throughout the life span. The learning expectations will include knowledge acquisition about screening examinations recommended by the American Medical and Pediatric Associations.

604 Teaching and Learning in Nursing (3) S. This course discusses teaching/learning theory in nursing education. It facilitates understanding of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

605 Curriculum Development and Program Evaluation (3) SU. This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

701 Primary Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate

for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

703 Primary Care of Women (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) S. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU II. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

705 Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) F, S, SU. This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

706 Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) F, S, SU. This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

707 Clinical Decision-making and Ethics (3) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU. This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

708 Academic Practicum (3:9) (135 practicum hours/semester) S. (Prerequisites: APRN 501, 502, 503, 504.) This course is a practicum course and will concentrate on developing an academic teaching/learning session with qualified preceptor. The expectations in this course are that students will receive teaching experience in the classroom and will demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement an educational session, and evaluate learner knowledge acquisition.

709 Clinical Practicum (3:9) (135 practicum hours/semester) F. (Prerequisites: APRN 501, 502, 503, 504.) This is a practicum course and will concentrate on developing a clinical/learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the clinical domain and demonstrate skill and competency in assessing learners' needs. The goal of the course is that the students will develop and implement educational sessions, as well as evaluate learner knowledge acquisition and clinical attainment.

710 Education Capstone Seminar (3) F (Prerequisites: APRN 501, 502, 503, 504.) This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in

interviewing and presentation.

713 Executive Practicum (3:9) (Prerequisites: APRN 501, 502, 503)
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.

GRADUATE PHYSICIAN ASSISTANT PROGRAM

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Director: James F. Hull Jr., MPAS, DFAAPA, PA-C

MISSION STATEMENT

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.

ACCREDITATION STATUS

The ARC-PA has granted Accreditation-Provisional status to the Francis Marion University Physician Assistant Program sponsored by Francis Marion University. 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 appear 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. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

ADMISSION REQUIREMENTS

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:

- Complete a Bachelor's degree from a regionally accredited institution with at least a 3.0 GPA based on a 4.0 scale;
- Submit official transcript(s) of all undergraduate and graduate work from accredited institutions to CASPA only;
- Submit scores, to CASPA only, 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. GRE code for CASPA is 0553;
- 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;
- 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;
- Have at least an overall 3.0 GPA, on a 4.0 scale, in the prerequisites.

Prerequisite Courses to be completed before matriculation:

- Four credits of general biology with lab;
- Eight credits of anatomy and physiology with labs (this may be taken as two combined anatomy & physiology courses with labs, or one anatomy course with lab and one physiology course with lab);
- Four credits of microbiology with lab;
- Eight credits of general chemistry with lab;

- Four credits of organic chemistry with lab;
- Three credits of statistics or biostatistics;
- Six credits of psychology (at least 1 course preferably in abnormal or lifespan development at 200 or above level);
- One credit of healthcare terminology;
- The program does not grant advanced placement, accept transfer credit from a student previously enrolled in another PA program, nor does it accept experiential credit. All students accepted into the PA program must satisfy all requirements of the didactic and clinical years of study.

Additional Admission Criteria:

1. Provide a criminal background check before interview;
2. Fill out and return the Supplemental Application;
3. Provide a personal statement of 400-750 words explaining the student's reason for applying to the FMU PA Program and describing his/her clinical experience;
4. Pay the nonrefundable graduate application fee of \$37;
5. Provide proof of immunizations prior to matriculation;
6. Students are strongly discouraged from working while enrolled in the program.

Completed applications are reviewed for merit by the Physician Assistant Admissions Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received and the number of places available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies. Top applicants will be invited for an interview before any final decision of acceptance is made.

Applications should be submitted by February 1 of each year for a start in the fall semester of that year. Application materials received after the application deadline may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible interview.

REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN PHYSICIAN ASSISTANT STUDIES

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

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

Preclinical courses

Semester I 16 hours

- PA 501 Anatomy and Physical Assessment Basics
- PA 508 Physiology and Pharmacology Basics
- PA 510 Fundamentals of Medicine and Role of the Physician Assistant
- PA 513 Interpersonal Communication and History Taking
- PA 506/APRN 506 Health Systems and Risk Management

Semester II 15 hours

- PA 521 Integrative Pathophysiology and Pharmacotherapeutics I
- PA 523 Clinical Assessment, Diagnosis, and Application I
- PA 525 Clinical Interventions and Diagnostics I

PA 505/APRN 505 Population Health and Epidemiology

Semester III 15 hours

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

Semester IV 15 hours

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

Semester V 12 hours

PA *Clinical Rotations (3) (4 credits each)

Semester VI 12 hours

PA *Clinical Rotations (3) (4 credits each)

Semester VII 13 hours

PA *Clinical Rotations (3) (4 credit hours)
PA 720 Physician Assistant Capstone

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

Policies for progression through the program are those of the graduate academic programs in the FMU catalog. In order for a student to successfully progress through the Physician Assistant program, the student must complete his or her degree within a six-year period, achieve course grades of C or better, and maintain a 3.0 cumulative grade point average. There are a limited number of spaces in the Physician Assistant program and minimally qualified applicants may not be accepted.

COURSE REPETITION

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

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

GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)

501 Anatomy and Physical Assessment Basics (4:3-3) F. This course integrates the basic disciplines of human anatomy, developmental biology and embryology, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ, and system. Introductory clinical correlations to surface landmarks and physical examination basics are provided.

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

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

508 Physiology and Pharmacology Basics (4:3-3) F. This course provides a comprehensive introduction to the physiologic functions and mechanisms of actions of the major organ systems within the human body. This foundation in human physiology is paired with introductory content in pharmacology and the correlation between these two sciences. A practical approach to pharmacology concepts will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration.

510 Fundamentals of Medicine and Role of the Physician Assistant (3) F. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The course begins with the essential elements of human structure and function and progresses through body systems. The student will learn to follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve an understanding of appropriate use of diagnostic and therapeutic interventions for clinical care. As these foundational concepts are introduced, the role of the physician assistant (PA) is explored, including history of the profession, financing and delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

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

521 Integrative Pathophysiology and Pharmacotherapeutics I (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 cardiac, pulmonary, gastrointestinal and genitourinary. This is consistent with the systems covered in PA 523 and 525.

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.

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.

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

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

631 Integrative Pathophysiology and Pharmacotherapeutics II (5) 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.

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.

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.

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.

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.

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.

710 Family Medicine Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. Under the supervision of experienced family medicine preceptors, this clerkship provides students with experience, primarily in the outpatient evaluation of pediatric and adult patients in a community setting, which emphasizes prevention, health maintenance, and the management of acute and chronic illnesses.

711 Obstetrics and Gynecology Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with experience in managing common gynecologic issues and disorders. Obstetric experience will include labor and delivery plus routine prenatal and postpartum care under the supervision of experienced OB/GYN preceptors.

712 Pediatrics Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with extensive clinical exposure to aspects of pediatrics under the supervision of experienced pediatric preceptors.

713 Psychiatry Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with extensive clinical exposure to the major aspects of psychiatric care under the supervision of experienced preceptors.

714 Emergency Medicine Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with experience in triage, evaluation, and management of patients in the emergency department under the supervision of experienced preceptors.

715 Internal Medicine – Inpatient Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with extensive clinical exposure to the major aspects of inpatient internal medicine care under the supervision of experienced physician and PA preceptors.

716 Internal Medicine – Outpatient Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, Su. Under the supervision of experienced physician and PA preceptors, this clerkship provides students with extensive clinical exposure to the major aspects of internal medicine in an outpatient setting.

717 General Surgery Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with hands-on experience in general surgery through exposure to the operating room, to pre- and post-operative management, and to outpatient surgical management and follow-up.

718 Elective Clerkship (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. Under the supervision of experienced preceptors, this clerkship provides students with extensive clinical exposure to the major aspects of an area of medicine selected in consultation with the clinical coordinator.

720 Physician Assistant Capstone (1) (Prerequisite: Completion of six clerkships) F. This course will emphasize test-taking skills, testing practice, and critical thinking. Emphasis will be placed on prioritization and delegation. Learners will review critical medical concepts and content needed for their success as professional Physician Assistants.

GRADUATE PSYCHOLOGY PROGRAM

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SPECIALIST IN SCHOOL PSYCHOLOGY

Coordinator of Clinical/Counseling Psychology: Dr. William P. Wattles
Coordinator of School Psychology: Dr. Crystal R. Hill-Chapman

FMU is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and the Specialist Degree

in School Psychology (SSP), and by proposing program modifications to these professional degrees as indicated. Graduates of the MSAP and SSP programs will develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council (MPAC). The combined MSAP (School Psychology Option) and Specialist in School Psychology is approved as a specialist-level training program by the National Association of School Psychologists (NASP) and is recognized by the National Council for Accreditation of Teacher Education (NCATE). Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP and SSP programs report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP and SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP and SSP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Courses are offered during afternoon and evening hours. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge.

While classes are taught in the afternoon and evening, school psychology students should be mindful that practicum experiences must occur during the morning and early afternoon. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires an intensive, capstone internship experience that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must contact the Graduate Coordinator of the Clinical/Counseling Psychology, or the Graduate Coordinator of School Psychology (as appropriate) in the Department of Psychology for advising.

ADMISSION REQUIREMENTS

Students at the graduate level are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate degree students in psychology are accepted into either the Clinical/Counseling Psychology Option or the School Psychology Option. Students accepted into the Clinical/Counseling Psychology Option are accepted into the Master of Science in Applied Psychology (MSAP), Clinical Counseling Psychology Option. Students accepted into the School Psychology Option are accepted into the Master of Science in Applied Psychology, School Psychology Option, with the expectation that they will complete the Specialist in School Psychology (SSP) degree program. However, MSAP, School Psychology Option students will only be admitted to the Specialist degree program upon approval by school psychology faculty. Approval will be based upon performance in the MSAP program. Applicants who previously have obtained a master's degree in school psychology or a closely related field from another university and wish to improve their training to the specialist level may be accepted into the SSP degree program.

NOTE: Applicants with a master's degree from another institution's program must submit all materials required of students applying for graduate degree status, outlined below. Additionally, applicants with a master's degree from another institution who are accepted into the SSP

program may have additional coursework or practica to be completed. Students who completed the school psychology option of the MSAP at FMU and received South Carolina certification at the level of School Psychologist II or who have obtained NASP NCSP status may not apply for the SSP.

Graduate non-degree students in psychology who do not seek a graduate degree at FMU and typically already possess a graduate degree may wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal.

GRADUATE DEGREE STATUS

To be considered for admission as a graduate degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All MSAP applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics. All SSP applicants with a master's degree from another institution must document relevant master's level training in school psychology or closely related field.
3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. On the original GRE, combined scores above 850 with a minimum of 400 on each of the Verbal Reasoning and Quantitative Reasoning sections is 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. Submit 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. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology and/or Specialist in School Psychology programs.
6. To be considered for departmental financial assistance and on-campus assistantships, applicants should submit a completed departmental application for scholarships and assistantships. This application can be downloaded from the website, or obtained from the Psychology Department or from the Graduate Office.

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

Psychology Department
Francis Marion University
PO Box 100547
Florence, SC 29502-0547

Completed applications are reviewed for merit by the Department of Psychology Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the

program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted no later than:

Fall Admission: February 15*
Spring Admission: October 15

***NOTE:** Applicants wishing to enter the School Psychology option at the MSAP level are only accepted for the Fall Admission Application Cycle. Applicants with a previously obtained master's degree who are applying for only the SSP portion of the School Psychology Option may apply during either the Fall or Spring Application Cycle.

Complete applications are reviewed as received in a rolling admissions process until the above noted deadlines. Applicants should submit their application materials as early in the application cycle as they are able to assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at www.fmupsychology.com.

GRADUATE NON-DEGREE STATUS

As stated above, graduate non-degree students typically already possess a graduate degree and wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal. To be considered for admission as a graduate non-degree student, one must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work.
3. Provide the department with a written statement specifying the course(s) for which admissions is being sought and why. The granting of this request is entirely at the discretion of the department. Unless part of a program of study previously approved, step three must be repeated for each course.
4. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.
5. A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student.

COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at FMU. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN CLINICAL PSYCHOLOGY DEGREE

To receive a Master's Degree in Applied Psychology in Clinical/Counseling Psychology from FMU, a student must fulfill the following requirements:

1. Complete a minimum of 60 graduate hours, which include nine (9) credit hours of practicum hours.

a) Basic Core Courses15 hours
 PSY 602 Biological Basis of Behavior
 PSY 605 Personality and Social Psychology
 PSY 632 Quantitative Psychology
 PSY 634 Developmental Psychology
 PSY 635 Learning and Cognition

b) Applied Core Courses6 hours
 PSY 620 Psychopathology
 PSY 651 Professional/Ethical Issues in Counseling Psychology

c) Applied Specialty Courses39 hours
 CLINICAL/COUNSELING
 PSY 600/700 Practicum (minimum of nine (9) hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.
 PSY 610 Interviewing, Observation, and Case Formulation
 PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/ Counseling Psychology
 PSY 631 Psychological Assessment: Personality and Psychopathology
 PSY 633 Group Counseling and Psychotherapy
 PSY 636 Individual Counseling and Psychotherapy
 PSY 639 Career and Lifestyle Counseling: Theory and Practice
 PSY 643 Couple and Family Therapy
 PSY 644 Substance Abuse Counseling
 PSY 703 Counseling for Social Justice and Diversity
 PSY 699-A Internship: Clinical/Counseling Psychology

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN SCHOOL PSYCHOLOGY DEGREE

To receive a Master's Degree in Applied Psychology in School Psychology from FMU, a student must fulfill the following requirements:

1. Complete a minimum of 45 graduate hours, which include six (6) credit hours of practicum hours.

a) Basic Core Courses12 hours
 PSY 602 Biological Basis of Behavior
 PSY 605 Personality and Social Psychology
 PSY 634 Developmental Psychology
 PSY 635 Learning and Cognition

b) Applied Core Courses9 hours
 PSY 601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities
 PSY 615 Child/Adolescent Psychopathology
 PSY 650 Foundations of School Psychology: History, Ethics, and Legal issues

c) Applied Specialty Courses24 hours
 PSY 600 Practicum (minimum of six (6) hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.

PSY 600A is a stand alone practicum for first year, first semester students in the school psychology option.
 PSY 604 Behavioral Assessment and Intervention

PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology
 PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders

PSY 646 Advanced Topics in Child and Adolescent Assessment and Diagnosis
 PSY 649 Psychological Consultation in Schools and Agencies
 PSY 674 Academic Assessment and Intervention: Literacy

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

REQUIREMENTS FOR SPECIALIST IN SCHOOL PSYCHOLOGY DEGREE

To receive a Specialist Degree in School Psychology from FMU, a student must fulfill the following requirements:

1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree seeking student in school psychology.
2. Complete the following group of courses, practica, and internship. NOTE: Students with master's degrees from programs other than Francis Marion University's Master of Science in Applied Psychology in School Psychology who are accepted into the SSP program will have additional coursework or practica to be completed.

Specialist Degree courses, practica, and internship (minimum 30 Hours)

a) Basic Core Courses6 hours
 PSY 632 Quantitative Psychology
 PSY 709 Consultation with Diverse Families and Communities

b) Applied Core Courses6 hours
 EDUC 637 Foundations of Reading
 PSY 759 School-Wide Prevention, Intervention, and Crisis Programs

c) Applied Specialty Courses18 hours
 PSY 700 C Advanced Psychological Consultation/Intervention Practicum (minimum of two hours)
 PSY 700 E Advanced Pre-Internship Practicum
 PSY 703 Counseling for Social Justice and Diversity
 PSY 714 Child/Adolescent Counseling and Therapy
 PSY 774 Academic Assessment and Intervention: Numeracy
 PSY 799-F Internship: School Psychology (fall semester)
 PSY 799-S Internship: School Psychology (spring semester)

3. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").

4. Satisfactorily complete all other requirements for graduate students, as previously outlined.
5. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

Students in the School Psychology Option will receive the MSAP upon satisfactory completion of all requirements outlined above. Only students who continue in the program to complete the SSP will be endorsed by the University or qualify for state or national certification in school psychology. South Carolina Certification as a School Psychologist and Licensure as a Psychoeducational Specialist require completion of the SSP degree. Any student who leaves the program after completion of the MSAP but prior to completion of the SSP degree will not be eligible for certification or licensure.

PSYCHOLOGY DEPARTMENT PROFESSIONAL DEVELOPMENT COURSES (PDPD)

525 Professional Development (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance delivery of mental health services for a variety of disciplines, including but not limited to psychologists, school psychologists, mental health counselors, social workers, guidance counselors, etc. Course topics are scheduled at the request of local school districts, educational agencies, consortia, mental health counseling centers, community agencies, and the like, but are subject to the approval of the university. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but PDPD 525 cannot be applied toward any of the graduate programs at FMU. PDPD 525 can be taken multiple times for course credit.

GRADUATE COURSES FOR PSYCHOLOGY

600A Professional Psychology Practicum (1) F, S, SU. This practicum serves two purposes: 1) All school psychology students must complete an Introduction to the Schools Practicum during the fall semester of their first year of study. This practicum involves shadowing a practicing school psychologist and participating in various activities related to school psychology, school organization and operation. 2) Any master's degree student in psychology may work with a psychology faculty member to develop a field experience involving research or practice which is relevant to their program of study.

600B Psychological Assessment Practicum (1) F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, and PSY 639 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

600C Psychological Consultation/Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644, or PSY 674 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Students may be assigned to psychoeducational counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities (3) SU. Critical analysis of the current literature in assessment, diagnosis, learning characteristics, and social and emotional adjustment of individuals with autism, intellectual, and neurodevelopmental disabilities. Review of education and training, school and community programs, and current legislation and regulations.

602 Biological Basis of Behavior (3) F. Survey of basic neuroanatomy and physiology of the nervous system. Emphasis on ways in which the environment affects behavior via the nervous system. Current research relevant to biological basis of behavior is reviewed.

604 Behavioral Assessment and Intervention (3) S. Review of functional behavioral assessment procedures and behavioral intervention strategies, especially manipulation of antecedent conditions and contingency management; program evaluation using single case research designs; computerized expert systems and data analysis; statute, case law and ethical issues involved with behavioral intervention. Special emphasis on behavioral intervention with children and adolescents in the school setting. Coverage of direct intervention and indirect intervention through consultation with parents, teachers, and paraprofessionals. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

605 Personality and Social Psychology (3) SU. Survey of the basic areas of personality and social psychology with coverage of contemporary research issues in social psychology as well as the classic theories of personality.

606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3) F. Review of measurement statistics, psychometric theory and examination of intelligence, ability, and achievement tests frequently used in School Psychology practice. Skill development in test administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

610 Interviewing, Observation, and Case Formulation (3) F. Introduction to fundamental skills used in clinical/counseling interviews, including interview and observation techniques used for clinical data gathering. Particular emphasis is on case conceptualization to inform treatment planning, case report writing, and basic counseling techniques. Particular attention is also given to ethical and professional issues in counseling. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

615 Child/Adolescent Psychopathology (3) (Prerequisite/Corequisite: 606 and 600B or 630 and 600B) F. Concentration on child/adolescent disorders as they relate to the school setting. Examination of current DSM and educational diagnostic criteria. Emphasis will be placed on linking assessment data to psychoeducational diagnosis and treatment.

616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3) (Prerequisites: A grade of B or higher in 606; and 615) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

620 Psychopathology (3) S. Survey of the history and classification of mental disorders with emphasis on models of psychopathology. Includes a review of contemporary diagnostic practices, and development of diagnostic skills using the DSM Classification System.

624 Prevention of Substance Abuse (3) F. An overview of the prevention field emphasizing current models and community strategies. Included would be environmental, regulatory approaches as well as discussion of public policy issues.

630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology (3) (Prerequisite: PSY 610) S. Review of measurement statistics and psychometric theory, and examination of the most frequently used intelligence, adaptive behavior, and achievement tests in clinical/counseling psychology. Skill development in test administration, scoring, and interpretation of test results, as well as psychological report writing and diagnostic skills. Skill development in giving assessment results and feedback to clients. Examination of cultural diversity, ethical issues, and technology as they pertain to assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

631 Psychological Assessment: Personality and Psychopathology (3) (Prerequisite: 610, 630) S. Examination of psychometric techniques applied to the assessment of personality and psychopathology. Includes skill development in the diagnostics of psychopathology. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

632 Quantitative Psychology (3) (Prerequisite: 302 or equivalent) S. Basic course in data presentation and analysis. Includes descriptive statistics, correlation, and regression, as well as inferential statistics. Emphasis on matching appropriate statistics to experimental design and psychometric theory.

633 Group Counseling and Psychotherapy (3) (Prerequisite: 610) F. Explores the theory, process, and practice of group therapy/counseling. Includes the stages of group therapy, various group techniques, and how to deal with problem situations that can arise in group therapy. May also include how to conduct special groups such as pain management, stress management, and assertiveness groups. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

634 Developmental Psychology (3) SU. Survey of current topics and research methods in life span developmental psychology. Implications of research results to community-based interventions with children, adolescents, and the aged.

635 Learning and Cognition (3) SU. Review of traditional topics in learning as well as topics of current interest in cognition. Selection of topics from perception, attention, memory, thinking, and language. Functional disorders of memory and language.

636 Individual Counseling and Psychotherapy (3) (Prerequisite: 610; corequisite: 630) S. Survey of theoretical foundations and techniques of individual counseling and psychotherapy with an emphasis on empirically supported models of psychotherapy, including cognitive-behavioral therapy. The course will provide the student with the opportunity to develop skills in the techniques covered. Attention also will be given to ethical and professional issues in the practice of therapy, as well as issues pertaining to social and cultural diversity. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

639 Career and Lifestyle Counseling: Theory and Practice (3) (Prerequisite: 610, 630) F. An introduction to career development theory, psychological assessment for career planning and sources and uses of career and lifestyle information in counseling. Must be concurrently enrolled in Psychology 600B, Psychology Assessment Practicum.

640 Special Topics (3) F, SU. Selected areas in psychology, and related fields. Recent topics have included anxiety disorders and neuropsychology, 643 Couple and Family Therapy (3) (Prerequisite: 610) S. Overview of the theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of couple and family

therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Examination of cultural diversity and ethical/professional issues in clinical work with couples and families. Must be concurrently enrolled in Psychology 600-C, Psychological Intervention Practicum.

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

646 Advanced Topics in Child and Adolescent Assessment and Diagnosis (3) (Prerequisite: A grade of B or higher in 616) F. Developmental neuropsychology; issues and best practices in infant, preschool, and family assessment; cultural influences in preschool and family assessment; assessment of low incidence handicapping conditions and syndromes; and traumatic brain injury. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

649 Psychological Consultation in Schools and Agencies (3) S. Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, and best practices and ethical consideration in the use of consultation. Consideration is given to how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model.

650 Foundations of School Psychology: History, Ethics, and Legal issues (3) F. Survey of the history of school psychology with emphasis on the development of the profession, the changing roles, and alternative service delivery models of the field. In-depth review and analysis of current professional roles; the impact of state and federal legislation/regulation and professional standards; school organization and inter-professional relationships; best practices and ethical issues; educational reform issues; and professional issues such as level of training, licensure, and the influence of technologies on practice.

651 Professional/Ethical Issues in Counseling Psychology (3) SU. This course might begin with a review of models or influences affecting the practice of counseling psychology along with professional organizations. Issues and ethical conflicts addressed would include client rights and confidentiality, dual relationships, proper use of assessment, ethical concerns that arise in various forms of counseling or with special populations, and professional competence and continuing education. Other professional topics to be addressed include supervision and professional relationships in the community, malpractice and legal issues, multicultural concerns, and personal values and awareness including the issue of distress and impairment. In addition to reading and discussion, students will analyze case dilemmas and research areas of professional interest.

660 Continuing Professional Development in School Psychology (1) F, S, SU. This course is designed for practicing school psychologists. It may not be taken by degree seeking graduate students for credit toward the degree. The course is topical in nature and provides instruction on a specific, limited topic of clinical or professional importance to practicing school psychologists. This course may be offered during any term.

663 Learning Disabilities: Formal and Informal Assessment (3) (Prerequisites: Full acceptance to graduate program; EDUC 611 or permission of the instructor; EDUC 621 and 622; Prerequisites/corequisites: EDUC 760 and 761). This course examines both formal (published, norm-referenced) and informal (criterion referenced, curriculum-based, observational) measures used to: 1) screen, identify,

and classify students by disability category, 2) identify students' strengths and impediments to learning, 3) design and plan appropriate interventions, 4) continuously monitor students' progress, and 5) adapt instructional programs appropriately. The benefits and limitations of each type of measure for these purposes will be examined, along with techniques and procedures for developing, validating, and interpreting informal measures in conjunction with information provided from formal tests.

664 Practicum: Formal and Informal Assessment (1) (Prerequisite: EDUC 611 or permission of the instructor; prerequisites/corequisites: EDUC 761 and PSY 663). This practicum provides practical experience in the process of identifying and serving children with learning problems. Students will observe and participate in intervention team meetings and discussions regarding decision-making and service delivery for such children. Students will administer, interpret, and report the results of formal screening instruments normally administered by teachers. Students will develop, administer, and interpret results from classroom observations, criterion-referenced measures, and curriculum-based assessments. Assessment results will be used to develop intervention plans, monitor student progress, alter intervention plans through data-based decision-making, and evaluate plan success.

670 Graduate Research (1) F, S, SU. Directed psychological research under the supervision of a faculty member. Research content will vary depending upon faculty and student's research interests. NOTE: This course cannot be used towards fulfilling degree requirements nor can it be used as a substitute for any required course.

674 Academic Assessment and Intervention: Literacy (3) F. (Prerequisite: A grade of B or higher in 604) F. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Consultation/Intervention Practicum.

699-A Internship: Clinical/Counseling Psychology (3) (Prerequisite: Permission of department) F, S, SU. A practical experience utilizing applied skills with a diversity of problems in a clinical/counseling setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

700B Advanced Psychological Assessment Practicum (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system. A minimum of 50 clock hours is required per practicum.

700C Advanced Psychological Consultation/Intervention Practicum (1) S, SU. Students enrolled in PSY 703 and 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/ consultation experiences relevant

to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

700E Advanced Pre-internship Practicum (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined. A minimum of 50 clock hours is required per practicum.

703 Counseling for Social Justice and Diversity (3) SU. This course is designed to expand the student's awareness of both the cognitive knowledge and skill necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships. Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine racial and ethnic identity as well as acculturation status. It will also examine how issues of individual and institutional racism and oppression continue to play out in the mental health of those we serve. Must be concurrently enrolled in Psychology 700C, Advanced Psychological Consultation/Intervention Practicum.

709 Consultation With Diverse Families and Communities (3) SU. The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. There also will be an overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Specific emphasis will be placed on working with families using group and individualized behavioral parent training models (e.g., Triple P, PCIT, Incredible Years, etc.). Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

714 Child/Adolescent Counseling and Therapy (3) S. Child, parent and teacher interview techniques; cognitive-behavioral case formulation and individual and group therapy strategies for common child and adolescent problems and disorders; crisis and suicide intervention and prevention strategies at the individual and systems level. Ethical and legal issues involved in counseling and therapy with children and adolescents. Must be concurrently enrolled in Psychology 700C, Psychological Intervention Practicum.

759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: PSY 632, PSY 646, PSY 649, and PSY 714). SU This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community

characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

774 Academic Assessment and Intervention: Numeracy (3) (Prerequisite: A grade of B or higher in 674) S. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in numeracy with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed.

799-F Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 700-E) F. A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession. Internship: School Psychology may only be begun in the fall semester.

799-S Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 799-F) S. A practical experience utilizing applied skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.