

**Agenda**  
**General Faculty Meeting**  
**April 3, 2018**

- I. Call to Order**
- II. Approval of Minutes from the February 13, 2018 meeting**
- III. Report from the Executive Committee**
- IV. Elections**
- V. Report from the Faculty Senate** (*See the attachment for complete proposals. See the appendix for supporting materials.*)
  - 1. Proposal from the Department of Chemistry**
    - Item A. Add CHEM 403
    - Item B. Change the laboratory component of CHEM 405
    - Item C. Change the description of the ACS certified degree
  - 2. Proposal from the Department English, Modern Languages, Philosophy and Religious Studies**
    - Item A. Modify course description of ENG 313 and 315
  - 3. Proposal from the Department of Fine Arts**
    - Item A. Change description of requirements for admission to the art education program
    - Item B. Change description of ART 400
    - Item C.
      - i. Add language reflecting AP placement
      - ii. Change language reflecting AP placement
      - iii. Change description of MU 120
      - iv. Add MU 126 and MU 146
    - Item D. Change English requirements for a major in theatre arts
    - Item E.
      - i. Change the prerequisite for ART 208
      - ii. Change the prerequisite for ART 218
      - iii. Change the description and prerequisites for ART 308
      - iv. Change the prerequisites for ART 408
  - 4. Proposal from the Department of Political Science and Geography**
    - Item A. Add POL 240
    - Item B. Change requirements for a major in political science

- Item C. Add POL 333
- Item D. Change requirements for a major in political science
- Item E. Add POL 336
- Item F. Change requirements for a major in political science
- Item G. Add POL 277
- Item H. Change requirements for a major in political science
- Item I. Add “Legal Studies” collateral
- Item J. Add language to reflect addition of Legal Studies collateral
- Item K. Add legal studies to the Interdisciplinary Programs
- Item L. Change prerequisite for MGT 359 \*note this is a business course
- Item M. Add International Affairs track
- Item N. Change the general political science track
- Item O. Change the optional criminal justice track

#### **5. Proposal from the School of Health Sciences, Nursing Dept.**

- Item A. Add Directors of new programs
- Item B. Add new programs to catalog
- Item C. Add Master of Science in Nursing – AGACNP
- Item D. Change description of required hours
- Item E. Add Master of Science in Nursing – PMHNP
- Item F. Add new courses
- Item G. Change course description 713

#### **6. Proposal from the School of Health Sciences, Nursing Dept.**

- Item A. Modify requirements for Certificate in Nursing Education
- Item B. Modify prerequisites for 710
- Item C. Modify description of DNP program
- Item D. Modify admission criteria for MSN to DNP program
- Item E. Modify course repetition in the DNP program
- Item F. Modify requirements for DNP degree
- Item G. Modify full-time option for APRNS to DNP
- Item H. Modify full-time option for BSN to DNP/APRN Program
- Item I. Modify course description of DNP 801
- Item J. Modify course description of DNP 807
- Item K. Modify prerequisite/corequisite for DNP 808
- Item L. Modify prerequisites for APRN 702
- Item M. Modify prerequisites for APRN 703
- Item N. Modify prerequisites for APRN 704
- Item O. Modify prerequisites for APRN 707

#### **7. Proposal from the Physician Assistant Program**

- Item A. Modify course description of PA 500
- Item B. Modify course description of PA 507
- Item C. Modify course description of PA 509

- Item D. Change course title of PA 511
- Item E. Modify course description of PA 511
- Item F. Modify course description of PA 512
- Item G. Modify course description of PA 513
- Item H. Modify course description of PA 506
- Item I. Add PA 520
- Item J. Add PA 522
- Item K. Add PA 524
- Item L. Add PA 528
- Item M. Add PA 530
- Item N. Add PA 626
- Item O. Delete PA 521
- Item P. Delete PA 523
- Item Q. Delete PA 525
- Item R. Delete PA 505
- Item S. Add PA 630
- Item T. Add PA 632
- Item U. Add PA 634
- Item V. Add PA 636
- Item W. Add PA 638
- Item X. Add PA 639
- Item Y. Delete PA 631
- Item Z. Delete PA 633
- Item AA. Delete PA 635
- Item BB. Delete PA 603
- Item CC. Add PA 640
- Item DD. Add PA 642
- Item EE. Add PA 644
- Item FF. Add PA 646
- Item GG. Add PA 648
- Item HH. Delete PA 641
- Item II. Delete PA 643
- Item JJ. Delete PA 645
- Item KK. Delete PA 607
- Item LL. Change requirements for Master of Science degree in Physician Assistant

Studies

#### **VI. Candidates for Professor Emeritus/a (2018)**

- Dr. Linda L. Jacobs, Professor of English, 1988-2018
- Dr. George E. Harding, Professor of German, 1987-2018
- Dr. P. Edwin Eleazer, Professor of English, 1987-2018
- Dr. Stephen E. Taylor, Professor Education, 1991-2018
- Mrs. Jane E. Brandis, Assistant Professor of Education, 2005-2018

**Criteria:** The title Emeritus/a will be conferred on Assistant, Associate, or Full professors upon retirement from a minimum of twelve years full-time faculty service. Emeritus/a candidates will be

identified by department chairs or deans, forwarded to the chairperson of the general faculty, presented for approval by simple majority vote at a meeting of the general faculty, and submitted for concurrence to the president of the university. These criteria are retroactive: faculty having already retired are eligible for this title provided they meet these criteria.

**VII. Approval of Candidates for Graduation**

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

**VIII. Old Business**

**IX. New Business**

**X. Announcements**

**XI. Adjournment**

## Attachment to the General Faculty Meeting Agenda – April 3, 2018

### IV. Report from the Faculty Senate

#### 1. Proposal from the Department of Chemistry

A. **ADD:** On page 73 of the catalog

#### **403 Advanced Synthesis and Characterization Laboratory (2:6)**

(Prerequisite: Chem 301; Corequisite Chem 402 or permission of department) S

This laboratory-only course provides hands-on instruction in the synthesis, purification, and characterization of micro and macromolecular inorganic and organic chemical systems. Emphasis will also be placed on applications in the modern world. Materials to be synthesized and studied include inorganic and organic polymers, organometallic compounds, macromolecular materials, and nanoparticles.

#### **Rationale for A:**

The Chemistry Department is certified by the American Chemical Society (ACS). The addition of the Chemistry 403 lab as a requirement for the ACS- certified degree will provide a lab to help satisfy the ACS-certified requirement for the synthesis and characterization of inorganic compounds, and also for their upcoming requirement for students to receive lab experience in macromolecular and nanoscale materials. Our current lab offerings would otherwise be overburdened by these requirements. Thus the proposed new Chemistry 403 lab is needed to alleviate the potential extra load that would otherwise be placed on other labs in the absence of the proposed Chemistry 403 Lab.

B. **Change**, on page 73-74 of the current catalog,

#### **FROM:**

405 Advanced **Methods of Organic Synthesis and Characterization (4:2-6)** (Prerequisite: 202 or permission of department) **Content to be divided between three areas: synthetic organic methods stressing library and laboratory work in preparative chemistry; physical methods of characterization including systematic identification of organic compounds by interpretive spectroscopy; structure and reaction dynamics including structure and reactivity relationships, molecular rearrangements, and kinetic techniques to solve problems in reaction mechanisms.**

#### **TO:**

405 Advanced Organic Chemistry (3) (Prerequisite: 202 or permission of department)  
Pericyclic reactions including electrocyclic, cycloaddition/cycloreversion, and sigmatropic reactions. Linear Free-Energy Relationships. Modern Techniques in NMR Spectroscopy

including polarization transfer and two-dimensional methods. Analysis of two multi-step syntheses of the natural product Periplanone B.

### **Rationale for B:**

Removing the lab component of Chem 405 is needed to make room for the introduction of the new lab titled Advanced Synthesis and Characterization Lab in Proposal 1 above, which will be a required lab for the ACS-certified degree in chemistry. This proposal is linked to the accompanying Proposal 1 above for the new Chem 403 lab titled Advanced Synthesis and Characterization Lab.

**C. Change**, on page 72 of the current catalog,

### **ACS-Certified Major**

#### **FROM:**

An ACS-certified major in chemistry includes the following:

1. Chemistry course requirements
  - a) thirty-eight hours of core courses: Chemistry 101-102, 201-202, 203, 301-302, 303, 402, and 404
  - b) a minimum of 10 hours of advanced courses: Chemistry 405, 407, 408, 497, and 499
2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental student should also consider biology)
  - b) an 18-hour minor approved by the faculty adviser preferably from either:
    - i. physics, recommended for students who plan to attend graduate school
    - ii. biology, recommended for pre-medical or pre-dental students physics, recommended for students who plan to attend graduate school
    - iii. mathematics or computer science
3. Other requirements for an ACS-certified major in chemistry
 

include Mathematics 201, 202, 203, 301, 306; Physics, 201, 202
4. General Education courses required for all Bachelor of Science degrees

#### **TO:**

An ACS-certified major in chemistry **requires:**

1. Chemistry course requirements
  - a) thirty-eight hours of Chemistry 101,102, 201, 202, 203, 301, 302, 303, 402, and 404

b) Chemistry 403, two credit hours of Chemistry 497 or 498, and Chemistry 499. In addition, a minimum of 5 credit hours of additional in-depth chemistry courses from Chemistry 405, 407, or 408 are required.

2. Minor/collateral requirements (two options)

a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental student should also consider biology)

b) an 18-hour minor approved by the faculty adviser preferably from either:

i. physics, recommended for students who plan to attend graduate school

ii. biology, recommended for pre-medical or pre-dental students

iii. mathematics or computer science

3. Other requirements for an ACS-certified major in chemistry include Mathematics 201, 202, 203, 301, 306; Physics 201 and 202

4. General Education courses required for all Bachelor of Science degrees

**Rationale for C:**

Changing the ACS-certified degree requirement in C above is needed to accommodate the addition of Chemistry 403 and the removal of the Chemistry 405 lab component.

**2. Proposal from the Department of English, Modern Languages, Philosophy and Religious Studies**

**A: Modify, on page 79 of the current catalog the following:**

**FROM:**

313 Literature for Young Children

(3) (Prerequisite: 102 with a grade of C or higher.) Studies the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

315 Literature for Children

(3) (Prerequisite: 102 with a grade of C or higher.) Studies the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

**TO:**

## 313 Literature for Young Children

(3) (Prerequisite: 102 with a grade of C or higher.) Studies the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral. **Credit cannot be earned for both English 313 and 315.**

## 315 Literature for Children

(3) (Prerequisite: 102 with a grade of C or higher.) Studies the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral. **Credit cannot be earned for both English 313 and 315.**

## RATIONALE:

When we changed our new curriculum in 2014, this sentence was inadvertently left out of the course description and we wanted to put it back in so that students wouldn't be confused.

**3. Proposals from the Department of Fine Arts****Proposal from the Art Education Program:**

**A: CHANGE**, on page 89 of the current catalog, from the section "ADMISSION TO THE ART EDUCATION PROGRAM IN THE DEPARTMENT OF FINE ARTS,"

**FROM:**

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

\* Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2015 and beyond must achieve a cumulative 2.75 grade point average for admission to the teacher education program.

**TO:**

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

\* Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2016 and beyond must achieve a cumulative 2.75 grade point average in order to be admitted into the teacher education program.

***RATIONALE:** This change corrects a mistake in transcription.*

Proposal from the **Art History Minor:**

**B: CHANGE**, on page 91 of the current catalog,

**FROM:**

**400 Contemporary Art Since 1980** (3) (Prerequisite: Art History 221 and 390 or permission of the department) This course covers the full global range of recent visual culture since about 1980—from traditional art media (painting, sculpture, illustration, and photography) through innovations involving craft forms (ceramics, glass, weaving, etc.) to electronic and computer-generated images which **are revolutionizing** graphic design.

**TO:**

**400 Contemporary Art Since 1980** (3) (Prerequisite: Art History 221 and 390 or permission of the department.) This course covers the full global range of recent visual culture since about 1980—from traditional art media (painting, sculpture, illustration, and photography) through innovations involving craft forms (ceramics, glass, weaving, etc.) to electronic and computer-generated images that **have revolutionized** graphic design.

***RATIONALE:** This change simply updates the course description.*

C. Proposals from the **Music Industry Program:**

**i. ADD**, on page 50 of the current catalog, to the section “COLLEGE ENTRANCE BOARD ADVANCED PLACEMENT,”

|                              |         |                       |   |
|------------------------------|---------|-----------------------|---|
| <i>Aural Subscription</i>    | 3       | <i>Music 116</i>      | 1 |
| <i>Aural Subscription</i>    | 4, 5    | <i>Music 116, 216</i> | 2 |
| <i>Nonaural Subscription</i> | 3, 4, 5 | <i>Music Elective</i> | 1 |

ii. **CHANGE**, on page 50 of the current catalog, in the section “COLLEGE ENTRANCE BOARD ADVANCED PLACEMENT,”

**FROM:**

|                     |         |                 |   |
|---------------------|---------|-----------------|---|
| <i>Music Theory</i> | 3, 4, 5 | <i>Elective</i> | 3 |
|---------------------|---------|-----------------|---|

**TO:**

|                     |      |                       |   |
|---------------------|------|-----------------------|---|
| <i>Music Theory</i> | 3    | <i>Music 115</i>      | 3 |
| <i>Music Theory</i> | 4, 5 | <i>Music 115, 215</i> | 6 |

**RATIONALE:** *The existing credits are still in effect from when Francis Marion University had only a Music minor. These scores are now equivalent to courses now offered and need to be updated.*

iii. **CHANGE**, on page 92 of the current catalog,

**FROM:**

**120 Show Chorus (1)** (Prerequisite: **Dance and Vocal Audition**) Modern and popular music is rehearsed and performed. **Performances involve both singing and dancing.** No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**TO:**

**120 Select Vocal Ensemble (1)** (Prerequisite: **Vocal Audition.**) Modern and popular music is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**RATIONALE:** *This change simply updates the course description to the course as it is now taught.*

iv. **ADD**, on page 92 of the current catalog, the following new courses:

1. **126 Group Voice (1)** (Prerequisite: Vocal Audition or permission of the department.) Group instruction in vocal performance designed for non-majors;

includes development of technical skill and interpretation of standard literature. With permission of the department, up to two semesters of 126 may count toward the first level of applied lessons for students who become Music Industry majors.

2. **146 Group Guitar I (1)** Group instruction designed for non-majors or potential Music Industry majors looking to study guitar as their primary instrument. This beginning course covers basics in music reading, chords, strumming and picking techniques. With permission of the department, one semester of 146 may count toward the first level of applied lessons for students who become Music Industry majors.

**RATIONALE:** *These courses are being added to accommodate requests from non-majors desiring instruction in these areas. Applied Lessons are not an appropriate avenue for beginning students.*

**D. Proposal from the Theatre Arts Program:**

**CHANGE**, on page 94 of the current catalog,

**FROM:**

**MAJOR**

A major in theatre arts requires the following:

1. Theatre 210 (four one-semester hour courses), 200 or 203, 201, 202, 209, 291, 301, 320, 321, **AND English 365**
2. **Six** semester hours selected from **English 361, 352, and 372**

**TO:**

**MAJOR**

A major in theatre arts requires the following:

1. Theatre 210 (four one-semester hour courses), 200 or 203, 201, 202, 209, 291, 301, 320, 321
2. **Nine** semester hours selected from **English 352, 361, 365, and 372**

**Rationale:** *English 365 meets at the same time as one of our required lower-level theatre courses—both of which are taught only once a year. As a result, students who have waited to take both of these courses (or who have to repeat one of them) have ended up requesting a substitution of one of the other courses so that they could still graduate in a timely manner. By moving ENG 365 into the elective group, students will still be required to have at least six hours*

*of dramatic literature courses but will have a little more flexibility in scheduling. Course substitutions will hopefully be requested less often.*

**E. Proposals from the Visual Arts Program:**

- i. **CHANGE** on page 96 of the current *Catalog*, the prerequisite for ART 208,

**FROM:**

**208 Introductory Photography** (3:1-5) (Prerequisite: 204 or permission of department.)

**TO:**

**208 Introductory Photography** (3:1-5) (Prerequisite/**Corequisite**: 204 or permission of department.)

***RATIONALE:** The instructor feels that ART 204: Two-Dimensional Design progresses in a manner that should allow students in ART 208 to do well taking it as a corequisite or a prerequisite.*

- ii. **CHANGE** on page 96 of the current *Catalog*, the prerequisite for ART 218,

**FROM:**

**218 Introduction to Digital Photography** (3:1-5) (Prerequisite: 206 or permission of department.)

**TO:**

**218 Introduction to Digital Photography** (3:1-5)

***RATIONALE:** Though it might be helpful for students to have taken ART 206: Introduction to Graphic Design prior to taking ART 218, the instructor no longer feels it is necessary.*

- iii. **CHANGE** on page 96 of the current *Catalog*, the description and prerequisites for ART 308,

**FROM:**

**308 Intermediate Photography** (3:1-5) (Prerequisite: 208, 218.) Further development of photographic skills and concepts, including an introduction to color processes. Emphasis on design and expression.

**TO:**

**308 Intermediate Photography** (3:1-5) (Prerequisite: 208.) Further exploration of black and white darkroom and print finishing techniques. Other film formats and cameras introduced in addition to 35mm. Emphasis on personal expression through varied approaches to image making.

***RATIONALE:** This change updates the course description to the course as it is now taught. Since it is now primarily film based rather than digital based, there is no need for ART 218: Intro to Digital Photography as a prerequisite.*

iv. **CHANGE** on page 96 of the current *Catalog*, the prerequisites for ART 408,

**FROM:**

**408 Advanced Photography** (3:1-5) (Prerequisite: 308 or 318.)

**TO:**

**408 Advanced Photography** (3:1-5) (Prerequisite: 308 or 318 and 328.)

***RATIONALE:** ART 328: Photographic Lighting was added as a requirement for students in the photo specialty since these prerequisites were originally published.*

#### **4. Proposal from the Department of Political Science and Geography**

A. **ADD** a new course under the list of political science courses on pages 119-120 of the 2017-2018 Catalog.

**240 Introduction to Political Economy** (3) (Prerequisite: 101 or 103) This course provides a survey of the political economy subfield within political science from both a comparative and an international relations perspective. Topics include key theoretical debates in the study of political economy, the creation of domestic monetary and fiscal policies, competing approaches to trade, the international monetary system, the creation of international financial institutions, and globalization.

B. **CHANGE** major requirements of a major in political science on page 119 of the 2017-2018 Catalog.

**FROM:****MAJOR**

**General Track:** A major in political science requires the following:

1. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341,

**TO:**

**MAJOR**

**General Track:** A major in political science requires the following:

1. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 240, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341

**RATIONALE:** Political economy is an important and growing subfield of political science that is regularly taught in most departmental settings. The addition of political economy to the departmental curriculum reflects a commitment to modernizing and expanding the international/comparative course offerings.

- C. **ADD** a new course under the list of political science courses on page 120 of the 2017-2018 Catalog.

**333 Central and East European Politics (3)** (Prerequisite: 101 or 103) Introduction to major political and economic developments in Central and Eastern Europe since the end of the Second World War. Special attention is given to the theoretical roots and empirical legacies of communism in the region, regime change and the politics of transition, and continued problems in state capacity building and democratization in the region.

- D. **CHANGE** major requirements of a major in political science on page 119 of the 2017-2018 Catalog.

**FROM:**

**MAJOR**

**General Track:** A major in political science requires the following:

2. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341,

**TO:****MAJOR**

**General Track:** A major in political science requires the following:

2. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, **333**, 341,

**Rationale:** The department has a history of offering coursework that is focused on Western Europe, as well as Russia, but does not currently address Central and Eastern Europe (CEE). The new course is designed to complement the geographic coverage of POL 329 and POL 328, while also presenting a venue for discussing major substantive topics in comparative politics (i.e., politics of transition, comparative applications of communism, state building and institutional design, etc.).

- E. **ADD** a new course under the list of political science courses on page 120 of the 2017-2018 Catalog.

**336 Politics of Sports (3)** (Prerequisite: 101 or 103) This course explores the intersection of politics and sports, both amateur and professional, at the local, state, national and international levels. Topics covered relate to equality in sports (i.e. race, gender, class, age, ability), political activism, management-labor relations, government support and government regulation of sports,

nationalism in and international relations via sports, and sports governing bodies, such as the National Collegiate Athletic Association and International Olympic Committee.

F. **CHANGE** major requirements of a major in political science on page 119 of the 2017-2018 Catalog.

**FROM:**

**MAJOR**

**General Track:** A major in political science requires the following:

3. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341,

**TO:**

**MAJOR**

**General Track:** A major in political science requires the following:

3. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 336, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341,

**Rationale:** This course has been taught approximately every three years for over the last two decades, but always as a special topics class (POL 340 U.S. Political Focus). This addition simply formalizes the course in the political science curriculum and the FMU Catalog.

G. **ADD** a new course under the list of political science courses on page 119 of the 2017-2018 Catalog.

**277 Sophomore Seminar: Careers in Political Science (1)** (Prerequisite/Corequisite: 101 or 103; for declared political science majors, or permission of the department; does not count

toward General Education Requirements or the political science minor or collateral) This course introduces political science majors to and prepares them for the variety of careers open to them after graduation. It emphasizes skills they should master as political science majors for successful careers, including research and writing, analytical thinking, resume preparation, interviewing, and networking. It will also highlight opportunities at FMU, such as internships, international programs, and student organizations.

**H. CHANGE** major requirements of a major in political science on page 119 of the 2017-2018 Catalog.

**FROM:**

**MAJOR**

**General Track:** A major in political science requires the following:

4. Political Science 101, 103, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341

5. Minor/collateral requirements (two options)
  - a) Two 12-hour collaterals approved by the faculty adviser
  - b) An 18 hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses is 36. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

**TO:**

**MAJOR**

**General Track:** A major in political science requires the following:

4. Political Science 101, 103, **277**, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: POL 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 301, 314, 315, 324, 325, 326, 327, 328, 329, 341

5. Minor/collateral requirements (two options)
  - a) Two 12-hour collaterals approved by the faculty adviser
  - b) An 18 hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

**Rationale:** Despite efforts and very good advising by faculty in the political science program, some political science majors still graduate from FMU with no, or poorly thought out, career plans. This required course is an effort to better prepare political science majors for a successful post-graduation career. Careers discussed include, but are not limited to, the legal profession, law enforcement, criminal justice, public administration, political organizations and higher education.

- I. **ADD** a new “Legal Studies” collateral under COLLATERAL that appears on page 119 of the 2017-18 Catalog.

#### **COLLATERAL in Legal Studies**

A legal studies collateral requires the following:

1. POL 206 (Introduction to Law)
2. Nine additional semester hours from the following courses, with no more than 3 semester hours from one discipline:

Business 206 (Legal and Social Environment of Business)

Management 359 (Employment Law and Labor Relations)

Mass Communication 451 (Media Law)

Philosophy 306 (Ethics)

Political Science 320 (Constitutional Law)

Political Science 322 (Civil Rights and Civil Liberties)

Political Science 323 (Rights of the Accused)

Psychology 350 (Forensic Psychology)

NOTE: For students pursuing a major, a minor, or a collateral in political science, only POL 206 may count simultaneously toward the legal studies collateral and the political science major, minor, or collateral.

- J. **CHANGE** PRE-LAW CURRICULUM on page 163 of the 2017-18 Catalog.

**FROM:**

Introductory levels of four of these courses (composition, history, literature, and political science) are required as general education subjects. Students interested in going to law school should try to take the other five as well and should consider taking upper-level courses from some areas, in addition to the introductory-level courses. For further information, students can contact a coordinator.

**TO:**

Introductory levels of four of these courses (composition, history, literature, and political science) are required as general education subjects. Students interested in going to law school should try to take the other five as well and should consider taking upper-level courses from some areas, in addition to the introductory-level courses. For further information, students can contact a coordinator.

**COLLATERAL in Legal Studies**

Students interested in the law may want to pursue a collateral in Legal Studies. More information can be found on page 119 under the political science program.

- K. **ADD** Legal Studies to the INTERDISCIPLINARY PROGRAMS, after GENDER STUDIES on page 167 of the 2017-2018 Catalog.

**LEGAL STUDIES**

Coordinator: Dr. David R. White (Political Science)

A 12-hour collateral in legal studies is available to all majors. For details, see the description of a collateral in legal studies listed under the political science major.

- L. **CHANGE** prerequisite on page 136 of the 2017-18 Catalog.

**FROM:**

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

**TO:**

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

**Rationale:** Legal studies is an approach to the study of law and the legal system that is by nature interdisciplinary and multidimensional. As the legal system comes to impact more and more individuals in their daily lives, education about laws and the ways that governments implement and enforce them become more and more important. Through the lens of legal studies, it is possible to examine law and society from the perspectives of other disciplines and other cultures. This approach comports well with both study abroad and a robust internship program.

The Dean of Business approached the political science program about creating a Legal Studies collateral that Business majors could take advantage of, given their very structured program. The chair of the Department of Political Science & Geography has coordinated with the Dean of Business, and other relevant department chairs and program coordinators, to develop this proposal.

M. **ADD** a new International Affairs track on page 119 of the 2017-18 Catalog, after the **Optional** Track for criminal justice and before the political science **MINOR**.

**Political Science International Affairs Track:** A major in political science with a concentration in international affairs requires the following:

1. Political Science 101, 103, 277, 285, and 295

2. Eighteen hours of international affairs course work distributed as follows:

Six hours of core courses:

Political Science 203 (International Relations)

Political Science 205 (Comparative Government)

Twelve hours of international politics selected from:

Political Science 204 (Political Geography)

Political Science 240 (Introduction to Political Economy)

Political Science 301 (Political Movements and Revolutions)

Political Science 314 (United States Foreign Policy)

Political Science 315 (Politics of War and Security)

Political Science 324 (Asian Politics)

Political Science 325 (Latin American Politics)

Political Science 327 (Middle Eastern Politics)

Political Science 328 (Soviet and Russian Politics)

Political Science 329 (Western European Politics)

Political Science 333 (Central and East European Politics)

Political Science 341 (International Political Focus)

3. Six hours of additional coursework in political science

**NOTE:** Three of the twelve hours in international politics may be substituted with suitable interdisciplinary coursework from upper-level international geography courses or with upper-level coursework in a different department, with the approval of the department chair.

The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

**N. CHANGE** the general political science track on page 119 of the 2017-2018 Catalog.  
**FROM:**

**General Track:** A major in political science requires the following:

1. Political Science 101, 103, 285, 295 and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

**TO:**

**Political Science General Track:** A major in political science requires the following:

1. Political Science 101, 103, 277, 285, 295 and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

**O. CHANGE** the optional criminal justice track on page 119 of the 2017-2018 Catalog.

**FROM:**

**Optional Track:** A major in political science with a concentration in criminal justice requires the following:

1. Political Science 101, 103, 285, and 295

**TO:**

**Political Science Criminal Justice Track:** A major in political science with a concentration in criminal justice requires the following:

1. Political Science 101, 103, 277, 285, and 295

**Rationale for M, N, O:** The current political science major offers a wide variety of courses that require students to assemble a personalized track to meet their post-college career goals. The proposed track in international affairs offers students an opportunity to focus on a specific (international) dimension of the political science curriculum and to earn a degree in the major with a designated international affairs track. The new track is entirely composed of existing

courses that have been organized in a more effective way and will allow for students with an interest in international affairs to better assemble and market these skills.

The proposed new track considers similar degrees in international affairs / international relations / international politics from other departments across the country—almost all of which are interdisciplinary in nature. It also allows for overlap with related disciplines in a way that is similar to the existing criminal justice option in political science. As the department continues to host a large number of criminal justice majors and focuses on expanding its pre-law options, we see the international affairs track as being a worthwhile complement to these options for students with an interest in the increasingly global workplace.

## **5. Proposal from the School of Health Sciences, Nursing Dept.**

### **A. ADD: On page 183, (In alphabetical order):**

TBA

Director, Adult-Gerontology Acute Care Nurse Practitioner Program

TBA

Director, Psychiatric Mental Health Nurse Practitioner Program

### **B. ADD on page 184:**

School of Health Sciences

Nursing

Doctor of Nursing Practice (D.N.P.)

Adult-Gerontology Acute Care Nurse Practitioner Program (Master of Science in Nursing [M.S.N.]

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

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

Psychiatric Mental Health Nurse Practitioner Program (Master of Science in Nursing [M.S.N.]

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

### **C. ADD Page 189 [Above MASTER OF SCIENCE IN NURSING – FAMILY NURSE PRACTITIONER**

**MASTER OF SCIENCE IN NURSING – ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)**

Director of AGACNP: TBA

The FMU Master of Science in Nursing / Adult-Gerontology Acute Care Nurse Practitioner program option has been developed in response to the need to provide advanced nursing care across the continuum of healthcare services to meet the specialized needs of adult-gerontology patients (young adults, older adults, and frail elderly) with complex acute and/or chronic health conditions in the region and state. This program provides BSN-prepared registered nurses (RNs) access to a high quality education to serve a specific population of patients from rural settings.

The MSN/AGACNP program prepares advanced practice registered nurses (APRNs) to be acute care nurse practitioners. In addition to clinical practice, this program option emphasizes epidemiological approaches to complex acute and chronic health issues, holistic care, family and community systems approaches, use of technology, value-based care, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for certification as an AGACNP by the American Nurse Credentialing Centers (ANCC) or ACNPC-AG by the American Association of Critical Care Nurses (AACN).

Enrollment in the MSN/AGACNP program option is limited. Students must be accepted as graduate degree students. Courses in the MSN program options 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 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.

### **REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/ ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)**

To receive a Master's Degree in Nursing as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) from FMU, a student must fulfill the following requirements:

1. Complete 56 graduate credit hours, which include over 500 practicum hours.
  - a. Graduate Nursing Core Courses (All MSN program options) ..... 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 (All MSN program options) .....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 (Specific to each MSN program option).....25 Hours
    - APRN 707 Clinical Decision-making and Ethics
    - APRN 714 Acute Care of Young Adults
    - APRN 715 Acute Care of Adults
    - APRN 716 Acute Care of Geriatric Patients
    - APRN 717 Adult- Gerontology Acute Care Internship I
    - APRN 718 Adult- Gerontology Acute Care Internship II
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.

**RATIONALE:**

This program is needed to address the number of young adults, older adults, and frail elderly patients that require specialized care or hospitalization for acute care needs. The percentage of the population 65 years or older will grow to 21.7 percent of the population by 2040 (Echevarria & Salmond, 2017). Approximately half of Americans have at least one chronic disease, and 25 percent have multiple chronic conditions (Gerteis, Izrail, Deitz, Ricciardi, & Basu, 2014). The prevalence of multiple chronic conditions increases significantly with age and impacts 75 percent of older adults. These rates are expected to rise with the obesity epidemic and are compounded by the complications from chronic disease and lack of specialized care for rural and underserved young adults, older adults, and frail elderly residents.

Echevarria, M., Salmond, S. (2017). Healthcare Transformation and Changing Roles for Nursing. *Orthopedic Nursing*, 36(1), 12-25.

Gerteis J, Izrael D, Deitz D, LeRoy L, Ricciardi R, Miller T, Basu J. *Multiple Chronic Conditions Chartbook*. [PDF - 10.62 MB] AHRQ Publications No, Q14-0038. Rockville, MD: Agency for Healthcare Research and Quality; 2014. Accessed November 18, 2014.

**D. Change, on page 190, FROM:**

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

**TO:**

1. Complete 55 graduate credit hours, which include 630 practicum hours.

**a) Graduate Nursing Core Courses (All MSN program options) ..... 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 (All MSN program options) ..... 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 (Specific to each MSN program option)..... 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

**RATIONALE:**

Adds consistency as we add program options.

**E. ADD Page 190 [After MASTER OF SCIENCE IN NURSING – FAMILY NURSE PRACTITIONER & Above MASTER OF SCIENCE IN NURSING – NURSE EDUCATOR]**

**MASTER OF SCIENCE IN NURSING – PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)**

Director of PMHNP: TBA

The FMU Master of Science in Nursing /Psychiatric Mental Health Nurse Practitioner (PMHNP) program option has been developed in response to the mental health needs in the region and state. This program provides BSN-prepared registered nurses (RNs) access to a high quality education to serve a specific population of patients, families, and communities in rural settings. The MSN/PMHNP program prepares advanced practice registered nurses (APRNs) to be psychiatric mental health nurse practitioners for patients across the lifespan in acute and non-acute settings. In addition to clinical practice, this program option emphasizes epidemiological approaches to psychiatric and mental health issues, holistic care, family and community systems approaches, use of technology, value-based care, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for certification as a PMHNP by the American Nurse Credentialing Centers (ANCC) or the American Academy of Nurse Practitioners (AANP).

Enrollment in the MSN/PMHNP program option is limited. Students must be accepted as graduate degree students. Courses in the MSN program options 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 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.

### **REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/PsYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)**

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

1. Complete 55 graduate credit hours, which include over 500 practicum hours.
  - a. Graduate Nursing Core Courses (All MSN program options) ..... 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 (All MSN program options) .....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 (Specific to each MSN program option).....24 Hours
    - APRN 707 Clinical Decision-making and Ethics
    - APRN 719 Psychiatric and Mental Health Assessment in Rural Populations
    - APRN 720 Differential Diagnoses of Psychiatric and Mental Health Issues in the Rural Population
    - APRN 721 Interventions for Psychiatric and Mental Illness in Rural Populations
    - APRN 722 Psychiatric and Mental Health Nursing Internship I
    - APRN 723 Psychiatric and Mental Health Nursing Internship II
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.

### **RATIONALE:**

- **1 in 5 Adults have a mental health condition.** That's over 40 million Americans; more than the populations of New York and Florida combined.
- **Youth mental health is worsening.** Rates of youth with severe depression increased from 5.9% in 2012 to 8.2% in 2015. Even with severe depression, 76% of youth are left with no or insufficient treatment
- **More Americans have access to services...** Access to insurance and treatment increased, as healthcare reform has reduced the rates of uninsured adults. The greatest decrease in uninsured Adults with mental illnesses was seen in states that expanded Medicaid.

- **...But most Americans still lack access to care.** 56% of American adults with a mental illness do not receive treatment. Even in Maine, the state with the best access, 41.4% of adults with a mental illness do not receive treatment.
- **There is a serious mental health workforce shortage.** In states with the lowest workforce, there is up **6 times** the individuals to only 1 mental health professional. This includes psychiatrists, psychologists, social workers, counselors, and psychiatric nurses combined (*Mental Health America*, 2018 retrieved from <http://www.mentalhealthamerica.net/>).
- **The South Carolina Health Professions Data Book** (2016) does not even address the number of psychiatrists or psychologist in the state and region. Pee Dee Mental Health is the largest supplier of professionals in the Pee Dee region and is located in Florence. They are open Monday through Friday during business hours. The emergency departments of hospitals are frequented by patients and families needing assistance off hours.

**F. ADD page 192 (after 713) APRN courses**

714 Acute Care of Young Adults (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course will emphasize assessment and management of acute and complex chronic conditions in young adult patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

715 Acute Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course will emphasize assessment and management of acute and complex chronic conditions in adult patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

716 Acute Care of Geriatric Patients (5:3-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course will emphasize assessment and management of acute and complex chronic conditions in frail elderly patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

717 Adult- Gerontology Acute Care Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 714, 715, 716.) This course provides the learner with the opportunity for in-depth experience in the management of acute health care problems in young adult, adult, and frail elderly patients from rural populations. The learner expectations include complete care management and decision-making. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute healthcare conditions.

718 Adult- Gerontology Acute Care Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 714, 715, 716.) This course provides the learner with the opportunity for in-depth experience in the management of acute health care problems in young adult, adult, and frail elderly patients from rural populations. The learner expectations include complete care management and decision-making. This course will also discuss rural community health promotion and prevention of acute healthcare conditions.

719 Psychiatric and Mental Health Assessment in Rural Populations (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course discusses clinical and psychosocial assessment tool for patients, families, and communities experiencing psychiatric or mental health issues. Emphasis is placed on rural and underserved populations and patients across the lifespan.

720 Differential Diagnoses of Psychiatric and Mental Health Issues in Rural Populations (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course discusses the psychiatric and mental health diagnoses and related manifestations and behaviors. Emphasis is placed on rural and underserved populations and patients across the lifespan.

721 Interventions for Psychiatric and Mental Illness in Rural Populations (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course discusses pharmacological and non-pharmacological interventions for psychiatric and mental illnesses in rural and underserved populations and patients across the lifespan.

722 Psychiatric and Mental Health Nursing Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 719, 720, 721.) This course provides the learner with the opportunity for in-depth experience in the management of chronic psychiatric and mental health problems in patients across the lifespan. The learner expectations include complete care management and decision-making for chronic psychiatric and mental health problems and healthcare needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with chronic psychiatric and mental health conditions.

723 Psychiatric and Mental Health Nursing Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 719, 720, 721.) This course provides the learner with the opportunity for in-depth experience in the management of acute psychiatric and mental health problems in patients across the lifespan. The learner expectations include complete care management and decision-making for acute psychiatric and mental health problems and healthcare needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute psychiatric and mental healthcare conditions.

**G. Change, on page 192 (202 online) FROM:**

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.

**TO:**

713 Executive Practicum (3:9) (Prerequisites: APRN 501, 502, 503.) S. This practicum course will expose learners to a leadership role and assist the learner to develop a healthcare capstone plan. Learners will work individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.

## 6. Proposal from the School of Health Sciences, Nursing Department

A. **MODIFY** on page 201 of the current online catalog the following:

### **FROM:**

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

### **TO:**

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 607 Assessment and Evaluation Strategies

### **RATIONALE:**

APRN 710 is the capstone course for the MSN Nurse Educator degree. In order to meet nursing accreditation requirements, the instructional strategies and evaluation methodologies for this course will need to be changed to better demonstrate attainment of end-of-program student learning outcomes. These changes will make the course inappropriate for the student who is seeking the Nurse Educator certificate rather than the degree. APRN 710 is being replaced with APRN 607, which is also a Nurse Educator course, but one that certificate students will be more successful in completing.

B. **MODIFY** on page 202 of the current online catalog the following:

### **FROM:**

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.

### **TO:**

710 Education Capstone Seminar (3) F (Prerequisites: APRN 501, 502, 503, 504, 604, 605, 606, 607, 708, 709, and EDUC 621 or Permission of the Department.) 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.

**RATIONALE:**

APRN 710 is the capstone course for the MSN Nurse Educator degree. This course must be taken in the last semester of the plan of study so additional pre-requisites were added.

C. **MODIFY** on page 202

**FROM:**

DOCTORATE OF NURSING PRACTICE (DNP)

Director: Dr. Deborah Hopla

The Francis Marion University (FMU) Doctorate of Nursing Practice (DNP) degree prepares nurses to work in leadership practice and executive roles that apply evidence-based practice to systems and populations with an emphasis on rural populations. (Pending approval by SACSCOC)

**TO:**

DOCTORATE OF NURSING PRACTICE (DNP)

Director: Dr. Deborah Hopla

The Francis Marion University (FMU) Doctorate of Nursing Practice (DNP) degree prepares nurses to work in leadership practice ~~and executive~~ roles that apply evidence-based practice to systems and populations with an emphasis on rural populations. (~~Pending approval by SACSCOC~~)

**RATIONALE:**

Only the practice (APRN) track, not the executive track, was approved by CHE.

D. **MODIFY** on page 203

**FROM:**

**BSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA**

To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Bachelor of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater

- copy of resume or curriculum vitae
- copy of current RN license or final BS (N) transcript
- three (3) letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (Advanced Practice or Nurse Executive).
  - Describe why you are interested in this area.
  - Discuss a topic that is relevant to the current healthcare environment.
  - Discuss how the topic can become an evidenced-based practice leadership project.
  - Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

### **MSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA**

To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official Academic Transcripts from all colleges and universities attended
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Master of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current, unencumbered RN license
- APRN (advanced practice registered nurse) certification.
- NBCRNA (National Board of Certification and Recertification for Nurse Anesthetists) certified nurses must also provide transcripts.
- Evidence of 500 hours of clinical practice for those seeking the Nurse Executive program option (nurses who are not APRN certified must provide proof of 500 supervised clinical/practicum hours completed while enrolled in an MSN program by submitting official transcripts as well as transcripts demonstrating graduate learning in pharmacology, physical assessment, and pathophysiology). Students who have not completed 500 supervised clinical hours may apply to Francis Marion University and complete DNP 845 Independent Study (3) which has 135 clinical hours and/ or APRN 713 Executive Practicum (3) which has 135 clinical hours. Students who have not completed graduate learning in pharmacology, physical assessment, and pathophysiology must complete DNP 809 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems (3).
- three (3) letters of professional recommendation addressing the candidate's strengths, and ability to succeed in the program with one coming from a current supervisor.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (administrative or clinical).
  - Describe why you are interested in this area.
  - Identify a potential clinical issue that warrants an interventional plan.
  - Discuss how this issue is relevant to the current healthcare environment.

- Elaborate on why the issue is an evidenced-based practice subject.
- Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

### **TO:**

#### **BSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA**

To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Bachelor of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current RN license or final BS (N) transcript
- three (3) letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program.
- admission essay (approximately 500 words) in which the applicant must address the following:

- Identify an area of interest (Advanced Practice ~~or Nurse Executive~~).
- Describe why you are interested in this area.
- Discuss a topic that is relevant to the current healthcare environment.
- Discuss how the topic can become an evidenced-based practice leadership project.
- Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

#### **MSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA**

To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official Academic Transcripts from all colleges and universities attended
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Master of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current, unencumbered RN license
- APRN (advanced practice registered nurse) certification.
- NBCRNA (National Board of Certification and Recertification for Nurse Anesthetists) certified nurses must also provide transcripts.
- ~~Evidence of 500 hours of clinical practice for those seeking the Nurse Executive program option (nurses who are not APRN certified must provide proof of 500 supervised clinical/practicum hours completed while enrolled in an MSN program by submitting official transcripts as well as transcripts demonstrating graduate learning in pharmacology, physical assessment, and pathophysiology). Students who have not completed 500 supervised clinical hours may apply to Francis Marion University and~~

complete DNP 845 Independent Study (3) which has 135 clinical hours and/ or APRN 713 Executive Practicum (3) which has 135 clinical hours. Students who have not completed graduate learning in pharmacology, physical assessment, and pathophysiology must complete DNP 800 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems (3).

- three (3) letters of professional recommendation addressing the candidate's strengths, and ability to succeed in the program with one coming from a current supervisor.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (~~administrative or clinical~~ Advanced Practice).
  - Describe why you are interested in this area.
  - Identify a potential clinical issue that warrants an interventional plan.
  - Discuss how this issue is relevant to the current healthcare environment.
  - Elaborate on why the issue is an evidenced-based practice subject.
  - Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

#### **RATIONALE:**

Only the practice (APRN) track, not the executive track, was approved by CHE.

E. **MODIFY** on page 203

#### **FROM:**

##### **COURSE REPETITION**

Progression policies in the DNP program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the DNP program, the student must complete his or her degree within an **eight-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.

#### **TO:**

##### **COURSE REPETITION**

Progression policies in the DNP program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the DNP 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.

#### **RATIONALE:**

This change is consistent with all graduate programs at FMU.

F. **MODIFY** on page 203

**FROM:**

**REQUIREMENTS FOR DOCTORATE OF NURSING (DNP) PRACTICE DEGREE**

To receive a Doctorate of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes at least 500 practicum hours post-master's and at least 1,000 clinical hours post-baccalaureate.
- Complete one of the three programs of DNP study:
  - Full-time option for APRNs and non-APRNs to DNP
  - Full-time option for BS (N) to DNP - APRN program option
- Non-APRNs will also need DNP 809 if they have not had a graduate course in physical assessment, pharmacology, and pathophysiology.
- Achieve a 3.0 overall grade point average for all graduate courses.
- Make application for graduation at the beginning of the semester in which the last course will be taken.

**TO:**

**REQUIREMENTS FOR DOCTORATE OF NURSING (DNP) PRACTICE DEGREE**

To receive a Doctorate of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes at least 500 practicum hours post-master's and at least 1,000 clinical hours post-baccalaureate.
- Complete ~~one of the three programs of~~ a DNP program of study:
  - Full-time option for APRNs ~~and non-APRNs~~ to DNP
  - Full-time option for BS (N) to DNP - APRN program option
- ~~Non-APRNs will also need DNP 809 if they have not had a graduate course in physical assessment, pharmacology, and pathophysiology.~~
- Achieve a 3.0 overall grade point average for all graduate courses.
- Make application for graduation at the beginning of the semester in which the last course will be taken.

**RATIONALE:**

Only the practice (APRN) track, not the executive track, was approved by CHE.

G. **MODIFY** on page 204

**FROM:**

**FULL-TIME OPTION FOR APRNS AND NON-APRNS TO DNP**

**Fall Semester**

| Course                                 | Semester Hours | Total Semester Hours |
|--|----------------|----------------------|
| DNP 800 Doctoral Knowledge Development | 3              |                      |

|   |   |   |
|---|---|---|
| DNP 801 Doctoral Research and Epidemiological Evidence-based Practice | 3 |   |
| DNP 802 Doctoral Health Policy and Leadership (45 clinical hours)     | 3 |   |
| TOTAL SEMESTER HOURS  |   | 9 |

#### Spring Semester

|  |   |   |
|--|---|---|
| DNP 803 The Role of Technology and Interprofessional Collaboration             | 3 |   |
| DNP 804 Ethics and Quality Improvement (90 clinical hours)                     | 3 |   |
| DNP 805 Project Development [135 hours (95 clinical hours & 40 project hours)] | 3 |   |
| TOTAL SEMESTER HOURS   |   | 9 |

#### Late Spring Semester

|   |   |   |
|---|---|---|
| DNP 806 Scholarly Writing and Grant Development | 3 | 3 |
|---|---|---|

#### Summer 1 Semester

|   |   |   |
|---|---|---|
| DNP 807 Capstone 1 (135 clinical hours) | 3 | 3 |
|---|---|---|

#### Summer 2 Semester

|   |   |    |
|---|---|----|
| DNP 808 Capstone 2 (135 clinical hours) | 3 | 3  |
| TOTAL PROGRAM SEMESTER HOURS            |   | 27 |

- The curriculum includes 500 documented, supervised clinical hours and 40 project hours

### TO:

#### FULL-TIME OPTION FOR APRNS ~~AND NON-APRNS TO DNP~~

##### Term One

| Course  | Semester Hours | Total Semester Hours |
|---|----------------|----------------------|
| DNP 800 Doctoral Knowledge Development                                | 3              |                      |
| DNP 801 Doctoral Research and Epidemiological Evidence-based Practice | 3              |                      |
| DNP 802 Doctoral Health Policy and Leadership (45 clinical hours)     | 3              |                      |
| TOTAL SEMESTER HOURS  |                | 9                    |

##### Term Two

|  |   |   |
|--|---|---|
| DNP 803 The Role of Technology and Interprofessional Collaboration             | 3 |   |
| DNP 804 Ethics and Quality Improvement (90 clinical hours)                     | 3 |   |
| DNP 805 Project Development [135 hours (95 clinical hours & 40 project hours)] | 3 |   |
| TOTAL SEMESTER HOURS   |   | 9 |

**Term Three**

|   |   |           |
|---|---|-----------|
| DNP 806 Scholarly Writing and Grant Development | 3 | 3         |
| DNP 807 Capstone 1 (135 clinical hours)         | 3 | 3         |
| DNP 808 Capstone 2 (135 clinical hours)         | 3 | 3         |
| <b>TOTAL PROGRAM SEMESTER HOURS</b>             |   | <b>27</b> |

- The curriculum includes 500 documented, supervised clinical hours and 40 project hours

**RATIONALE:**

This eliminates reference to non-APRNs since this track was not approved through CHE. Semesters were also changed to terms since the program will start in January instead of August as originally planned.

H. **MODIFY** on page 205

**FROM:****FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM**

| Course  | Semester Hours | Total Semester Hours |
|---|----------------|----------------------|
| <b>Fall Semester Year 1</b>   |                |                      |
| DNP 800 Doctoral Knowledge Development  | 3              |                      |
| DNP 802 Doctoral Health Policy and Leadership<br>(45 clinical hours)                | 3              |                      |
| APRN 602 Advanced Pharmacology  | 3              |                      |
| <b>TOTAL SEMESTER HOURS</b>   |                | <b>9</b>             |
| <b>Spring Semester Year 1</b>   |                |                      |
| APRN 502 Biostatistics  | 3              |                      |
| APRN 601 Advanced Pathophysiology   | 3              |                      |
| DNP 803 The Role of Technology and<br>Interprofessional Collaboration               | 3              |                      |
| <b>TOTAL SEMESTER HOURS</b>   |                | <b>9</b>             |
| <b>Summer 1 Semester Year 1</b>   |                |                      |
| APRN 603 Advanced Physical Assessment and<br>Health Promotion (45 laboratory hours) | 4              | 4                    |
| <b>Summer 2 Semester Year 1</b>   |                |                      |
| DNP 801 Doctoral Research and Epidemiological<br>Evidence-based Practice            | 3              | 3                    |
| <b>Fall Semester Year 2</b>   |                |                      |
| APRN 507 Patient Education and Advocacy   | 3              |                      |

|  |   |   |
|--|---|---|
| APRN 701 Primary Care of Adults (135 clinical hours) | 5 |   |
| TOTAL SEMESTER HOURS                                 |   | 8 |

### Spring Semester Year 2

|  |   |   |
|--|---|---|
| APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours) | 4 |   |
| APRN 703 Primary Care of Women (45 clinical hours)                             | 2 |   |
| DNP 804 Ethics and Quality Improvement (90 clinical hours)                     | 3 |   |
| TOTAL SEMESTER HOURS   |   | 9 |

### Late Spring Semester Year 2

|   |   |   |
|---|---|---|
| DNP 806 Scholarly Writing and Grant Development | 3 | 3 |
|---|---|---|

### Summer 1 Semester Year 2

|   |   |   |
|---|---|---|
| APRN 704 Primary Care of Geriatric Patients (45 clinical hours) | 2 | 2 |
|---|---|---|

### Summer 2 Semester Year 2

|  |   |   |
|--|---|---|
| APRN 707 Clinical Decision-making and Ethics | 3 | 3 |
|--|---|---|

### Fall Semester Year 3

|   |   |   |
|---|---|---|
| APRN 705 Internship I (135 clinical hours)  | 4 |   |
| APRN 706 Internship II (135 clinical hours) | 4 |   |
| TOTAL SEMESTER HOURS                        |   | 8 |

### Spring Semester Year 3

|  |   |   |
|--|---|---|
| DNP 805 Project Development [135 hours (95 clinical hours & 40 project hours)] | 3 |   |
| DNP 807 Capstone 1 (135 clinical hours)  | 3 |   |
| TOTAL SEMESTER HOURS   |   | 6 |

### Summer 2 Semester Year 3

|   |   |    |
|---|---|----|
| DNP 808 Capstone 2 (135 clinical hours) | 3 | 3  |
| TOTAL PROGRAM SEMESTER HOURS            |   | 67 |

- The curriculum includes over 1,000 documented, supervised clinical hours.
- (Part-time plans of student for BS (N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).

### TO:

### FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM

| Course  | Semester Hours | Total Semester Hours |
|---|----------------|----------------------|
| <b>Term 1 Year 1</b>                          |                |                      |
| DNP 800 Doctoral Knowledge Development        | 3              |                      |
| DNP 802 Doctoral Health Policy and Leadership |                |                      |

|                                |   |   |
|--------------------------------|---|---|
| (45 clinical hours)            | 3 |   |
| APRN 602 Advanced Pharmacology | 3 |   |
| TOTAL SEMESTER HOURS           |   | 9 |

**Term 2 Year 1**

|  |   |   |
|--|---|---|
| APRN 502 Biostatistics   | 3 |   |
| APRN 601 Advanced Pathophysiology                                  | 3 |   |
| DNP 803 The Role of Technology and Interprofessional Collaboration | 3 |   |
| TOTAL SEMESTER HOURS   |   | 9 |

**Term 3 Year 1**

|  |   |   |
|--|---|---|
| APRN 603 Advanced Physical Assessment and Health Promotion (45 laboratory hours) | 4 | 4 |
|--|---|---|

**Summer 2 Semester Year 1**

|   |   |   |
|---|---|---|
| DNP 801 Doctoral Research and Epidemiological Evidence-based Practice | 3 | 3 |
|---|---|---|

**Term 1 Year 2**

|  |   |   |
|--|---|---|
| APRN 507 Patient Education and Advocacy              | 3 |   |
| APRN 701 Primary Care of Adults (135 clinical hours) | 5 |   |
| TOTAL SEMESTER HOURS                                 |   | 8 |

**Term 2 Year 2**

|  |   |   |
|--|---|---|
| APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours) | 4 |   |
| APRN 703 Primary Care of Women (45 clinical hours)                             | 2 |   |
| DNP 804 Ethics and Quality Improvement (90 clinical hours)                     | 3 |   |
| TOTAL SEMESTER HOURS   |   | 9 |

**Term 3 Year 2**

|   |   |   |
|---|---|---|
| DNP 806 Scholarly Writing and Grant Development | 3 | 3 |
|---|---|---|

**Summer 1 Semester Year 2**

|   |   |   |
|---|---|---|
| APRN 704 Primary Care of Geriatric Patients (45 clinical hours) | 2 | 2 |
|---|---|---|

**Summer 2 Semester Year 2**

|  |   |   |
|--|---|---|
| APRN 707 Clinical Decision-making and Ethics | 3 | 3 |
|--|---|---|

**Term 1 Year 3**

|   |   |   |
|---|---|---|
| APRN 705 Internship I (135 clinical hours)  | 4 |   |
| APRN 706 Internship II (135 clinical hours) | 4 |   |
| TOTAL SEMESTER HOURS                        |   | 8 |

**Term 2 Year 3**

|   |   |   |
|---|---|---|
| DNP 805 Project Development [135 hours<br>(95 clinical hours & 40 project hours)] | 3 |   |
| DNP 807 Capstone 1 (135 clinical hours)   | 3 |   |
| TOTAL SEMESTER HOURS  |   | 6 |

**Term 3 Year 3**

|   |   |    |
|---|---|----|
| DNP 808 Capstone 2 (135 clinical hours) | 3 | 3  |
| TOTAL PROGRAM SEMESTER HOURS            |   | 67 |

- The curriculum includes over 1,000 documented, supervised clinical hours.
- (Part-time plans of student for BS (N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).

**RATIONALE:**

Semesters were changed to terms since the program will start in January instead of August as originally planned.

- I. **MODIFY** on page 203

**FROM:**

**DNP 801 Doctoral Research and Epidemiological Evidence-based Practice (3)** This course prepares graduate students to appraise all levels of nursing and healthcare research and apply **evidence-based** in an advanced practice role. Statistical analysis of evidence will be discussed to ascertain the applicability to specific populations. In addition, knowledge about human rights in research will be an expected graduate student outcome.

**TO:**

**DNP 801 Doctoral Research and Epidemiological Evidence-based Practice (3)** This course prepares graduate students to appraise all levels of nursing and healthcare research and apply **evidence** in an advanced practice role. Statistical analysis of evidence will be discussed to ascertain the applicability to specific populations. In addition, knowledge about human rights in research will be an expected graduate student outcome.

**RATIONALE:**

Correction of a typo.

- J. **MODIFY** on page 204

**FROM:**

**DNP 807 Capstone 1** (3:0-9) (135 clinical hours) This course focuses of the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

**TO:**

**DNP 807 Capstone 1** (3:0-9) (135 clinical hours) This course focuses **of on the planning implementation** of an evidence-based practice, quality improvement projects. This course assists the graduate students to **develop enact** projects that will make significant improvement in patient care. In addition, the graduate students will begin to formalize professional portfolios.

This is the first of two (2) capstone experiences and at this point the student should be ready to implement their DNP Project.

K. **MODIFY** on page 204

**FROM:**

**DNP 808 Capstone 2** (3:0-9) (135 clinical hours) (**Prerequisite DNP 807**) This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

**TO:**

**DNP 808 Capstone 2** (3:0-9) (135 clinical hours) (**Prerequisite/Corequisite DNP 807**) This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement projects. The culmination of this course will contain disseminated projects results. In addition, the graduate students will complete professional portfolios.

**RATIONALE:**

Some students (full-time) may arrive at the last semester and complete data collection and evaluation in the same semester.

L. **MODIFY** on page 202

**FROM:**

**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.

**TO:**

**702 Primary Care of Infants, Children and Adolescents** (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 701) 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.

M. **MODIFY** on page 202

**FROM:**

**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.

**TO:**

**703 Primary Care of Women** (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) 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.

N. **MODIFY** on page 202

**FROM:**

**704 Primary Care of Geriatric Patients** (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU. 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.

**TO:**

**704 Primary Care of Geriatric Patients** (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, **701**) SU. 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.

**RATIONALE for L, M, and N:**

Through evaluation of the FNP curriculum and the progression of clinical courses, faculty determined that 701 was a necessary prerequisite for the specialty clinical courses of 702, 703, and 704.

O. **MODIFY** on page 202

**FROM:**

**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.

**TO:**

**707 Clinical Decision-making and Ethics** (3) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, **701, 702, 703, 704**) 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.

**RATIONALE:**

Since 707 is an end of the curriculum course, students must have completed the clinical courses of 701, 702, 703, and 704 successfully to complete this course.

**7. Proposals from the Department of Physician Assistant Studies**

A. **MODIFY** on page 207 of the current catalog, the course description of **PA 500 Anatomy**

**FROM:**

PA 500 Anatomy (4:3-3) F. This course is organized by organ systems. Students will conduct a complete dissection of the human body (interactive simulator of cadaver lab, animal organs, cadaver lab tours). The course will emphasize the application of anatomical knowledge to clinical practice. Students will dissect the human body in

order to reveal the anatomical basis for performing clinical procedures, conducting a physical exam, and assessing which structures may be injured or diseased based on a patient presentation. Embryology and developmental biology will be incorporated into the curriculum. This course integrates the basic discipline of human anatomy, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ, and systems.

### **TO:**

PA 500 Anatomy (4:3-3) F. (Prerequisites: Admission to the program) This is a systems-based course that will emphasize the application of anatomical knowledge to clinical practice. This course integrates the basic discipline of human anatomy, histology, and organ systems while demonstrating how anatomical alterations can affect normal function. The course emphasizes human structure-function relationships at multiple levels of organization, specifically, cell, tissue, organ, and systems.

### **RATIONALE**

The current course description is too specific stating instructional methods and specific content that will be covered in the course. This information has been modified from the proposed course description and will allow the instructor to decide the instructional methods. The changes allow for a more broad course description and provide consistency across the curriculum that are more in line with the other proposed changes. Prerequisites have been included.

- B. **MODIFY** on page 207 of the current catalog, the course description of **PA 507 Physiology**

### **FROM:**

PA 507 Physiology (3:2-3) F. This course provides students with an understanding of the physical and chemical processes that occur in the human body that are responsible for the growth, development, and the propagation of life. This is a lecture course that uses an organ systems approach to convey the principles of physiology.

### **TO:**

PA 507 Physiology (3:2-3) F. (Prerequisites: Admission to the program) This course provides students with an understanding of the physical and chemical processes that occur in the human body that are responsible for the growth, development, and the

propagation of life. This course will convey the principles of physiology across all organ systems.

### **RATIONALE**

The last sentence of the course description has been modified. The course is not just a lecture course. The proposed change clarifies that all organ systems will be covered which more concisely aligns with accreditation standards. Prerequisites have been included.

- C. **MODIFY** on page 207 of the current catalog, the course description of **PA 509 Introduction to Pharmacology**

#### **FROM:**

PA 509 Introduction to Pharmacology (1) F. This course provides a practical approach to pharmacology concepts and 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 in regards to pediatric and geriatric populations.

#### **TO:**

PA 509 Introduction to Pharmacology (1) F. (Prerequisites: Admission to the program) This course introduces the pharmacologic principles and concepts, which are paramount to making sound pharmacotherapeutic decisions. This course covers pharmacokinetics and pharmacodynamics of drugs and the concepts surrounding pharmacotherapy as well as an introduction of the general classification of medications.

### **RATIONALE**

The description has been modified to be more consistent and aligned with the other proposed changes. Using broader terms so that the course description allows multiple concepts to be covered. Prerequisites have been included.

- D. **CHANGE** on page 206 and 207 in the current catalog, the title of **PA 511**

#### **FROM:**

Role of the Physician Assistant and Intro to the PA

#### **TO:**

Introduction to the Physician Assistant Profession

### **RATIONALE**

The proposed change is to clarify the course title. The current title appears to be 2 separate courses tied into 1. The change is broad and incorporates both topics.

- E. **MODIFY** on page 207 in the current catalog, the course description of **PA 511 Introduction to the Physician Assistant Profession**

#### **FROM:**

PA 511 Role of the Physician Assistant and Intro to the PA (1) F. This course provides a strong foundation in the role of the physician assistant (PA), including history of the profession, health care financing and health care 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.

#### **TO:**

PA 511 Introduction to the Physician Assistant Profession (1) F. (Prerequisites: Admission to the program) This course will provide the student with an introduction to the history and development of the PA profession. The role of the physician assistant across all facets of medicine with an emphasis on primary care will be discussed. The role of the physician assistant in patient safety, prevention of medical errors, professionalism, differences between varying healthcare delivery systems and various topics and issues that relate to the professional practice of the physician assistant such as legal and legislative matters will be explored.

### **RATIONALE**

The proposed change will allow multiple topics to be covered to align the curriculum more concisely with accreditation standards. PA 505 and PA 607 will be deleted and the proposed course description incorporates topics from those courses. Prerequisites have been included.

- F. **MODIFY** on page 207 in the current catalog, the course description of **PA 512 Fundamentals of Medical Science**

#### **FROM:**

PA 512 Fundamentals of Medical Science (2) F. This course covers basic principles of genetics and molecular function at the cellular level and the application of these principles to primary care. The discussions include the structure of a gene, the human genome, the regulation of gene expression, the role of genetics in medicine, genetic basis of human disease, application of clinical genetics therapies, and ethical and legal

considerations. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The students will learn to recognize and use guidelines for preventive care and disease screening.

**TO:**

PA 512 Fundamentals of Medical Science (2) F. (Prerequisites: Admission to the program) This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. Legal and ethical considerations related to the delivery of care to diverse populations across the life span will be discussed.

**RATIONALE**

With deletion of other courses later in the curriculum this course will need to include several different topics from both PA 505 and PA 607 rather than strictly genetics. In order to comply with accreditation standards the course must be modified. Prerequisites have been included.

- G. **MODIFY** on page 207 in the current catalog, the course description of **PA 513 Interpersonal Communication and History Taking**

**FROM:**

PA 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.

**TO:**

PA 513 Interpersonal Communication and History Taking (2) F. (Prerequisites: Admission to the program) 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.

**RATIONALE**

The prerequisites have been included.

H. **MODIFY** on page 207 in the current catalog, the course description of **PA 506 Health Systems and Risk Management**

**FROM:**

PA 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.

**TO:**

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

**RATIONALE**

The current course description lists Spring as the semester taught, however, this course is included in the Fall semester. This course was previously taught with the MSN/FNP students and will no longer be taught together. The MSN/FNP schedule of classes varies from year to year and the PA schedule does not. To avoid further scheduling conflicts, the PA faculty will teach this course for PA students. Terminology that was specific to MSN/FNP has been changed. Prerequisites have been included.

I. **ADD** on page 207 in the current catalog in order by number, the course:

**PA 520 Clinical Medicine I** (5) S. (Prerequisites: PA 500, PA 506, PA 507, PA 509, PA 511, PA 512, PA 513) This is the initial course in a three-part series covering primary care clinical medicine. The course will be presented in a systems-based format and will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of primary care diseases.

**RATIONALE**

This course will replace part of PA 521 Integrative Pathophysiology and Pharmacotherapeutics I. The previous course included pathophysiology, clinical

medicine, and pharmacotherapeutics within 5 credit hours. The proposed changes will separate pathophysiology and clinical medicine into one course that will still be 5 credit hours and pharmacology into a separate course that will be 2 credit hours. This will allow more time to cover the vast amount of material that needs to be covered.

J. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 522 Physical Exam I (3:2-3) S.** (Prerequisites: PA 500, PA 506, PA 507, PA 509, PA 511, PA 512, PA 513) This course is the first of a three-part series. This is a systems-based course covering advancing concepts with different organ systems. This course is designed to provide fundamental knowledge, introduce practical skills, and develop professional attitudes and behaviors relevant to the clinical assessment of a patient. This course emphasizes professionalism and sensitivity to gender, age, and sociocultural background. This will be accomplished by learning how to obtain a relevant medical history and physical exam. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem-solving. The course emphasizes developing skills that allow for the recognition of normal findings as well as abnormal presentations.

### **RATIONALE**

This course will replace PA 523 Clinical Assessment, Diagnosis, and Application I. This course is intended to teach concepts related to the clinical assessment of a patient with a systems-based approach. The previous course title and description included more topics than should be covered and also was specific to the organ systems being taught which provided no flexibility in the order in which organ systems are covered.

K. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 524 Clinical Skills and Procedures I (2:1-3) S.** (Prerequisites: PA 500, PA 506, PA 507, PA 509, PA 511, PA 512, PA 513) This course is the first of a three-part series. This is a systems-based course covering advancing concepts with different organ systems. The course provides foundational knowledge in clinical and diagnostic skills that prepare the student for required responsibilities in clinical medicine and patient care. Course content includes clinical, laboratory, and basic surgical procedures and techniques in primary care, appropriate utilization, and selection in being able to diagnose and manage disease states of patients across a wide spectrum of medical conditions in various settings. Students learn best practices for approaching patients with illness or health maintenance goals, reinforce clinical reasoning skills, and recognize and use guidelines for preventive care and disease screening.

### **RATIONALE**

This course will replace PA 525 Clinical Interventions and Diagnostics I. The proposed title and course description is more consistent with the other proposed curriculum changes and aligns the curriculum more concisely with accreditation standards.

- L. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 528 Pediatrics** (2) S. (Prerequisites: PA 500, PA 506, PA 507, PA 509, PA 511, PA 512, PA 513) This is a population-based course that will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of diseases as they relate to pediatrics. The course will include pediatric diseases across all organ systems. Providing care to infants through late adolescence including periodic health assessments, evaluation of growth and development, health promotion and preventive care, and developmental screening tools will be explored.

### **RATIONALE**

After evaluation of the curriculum from the previous cohort's didactic year, it was determined that more focus needed to be placed on pediatrics. This course was developed to allow more time to cover material specific to pediatrics and provide more time in the clinical medicine courses to cover all organ systems as it relates to the adult lifespan.

- M. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 530 Surgery** (1) S. (Prerequisites: PA 500, PA 506, PA 507, PA 509, PA 511, PA 512, PA 513) This course studies major and minor surgical conditions, emphasizing indications for surgical intervention and pre-operative, intra-operative, and post-operative management in both ambulatory and in-patient settings.

### **RATIONALE**

After evaluation of the curriculum from the previous cohort's didactic year, it was determined that more focus needed to be placed on surgical conditions. This course was developed to allow more time to cover material specific to surgery and provide more time in the clinical medicine courses to cover conditions not related to surgery.

- N. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 626 Pharmacology I** (2) S. (Prerequisites: PA 500, PA 506, PA 507, PA 509, PA 511, PA 512, PA 513) This is the first course of a three-part series that is presented with a systems-based approach. This course covers pharmacokinetics, pharmacodynamics, and pharmacotherapeutic uses of relevant medications as they relate to the organ systems covered.

**RATIONALE**

This course was created to provide more credit hours to cover pharmacology concepts. It was previously included in PA 521 Integrative Pathophysiology and Pharmacotherapeutics I. It was determined that pharmacology should be a stand-alone course to allow time to adequately cover all topics.

- O. **DELETE** on page 207-208 in the current catalog, the course **PA 521 Integrative Pathophysiology and Pharmacotherapeutics I**

**RATIONALE**

This course is being replaced by PA 520 Clinical Medicine I and PA 626 Pharmacology I.

- P. **DELETE** on page 208 in the current catalog, the course **PA 523 Clinical Assessment, Diagnosis, and Application I**

**RATIONALE**

This course is being replaced by PA 522 Physical Exam I.

- Q. **DELETE** on page 208 in the current catalog, the course **PA 525 Clinical Interventions and Diagnostics I**

**RATIONALE**

This course is being replaced by PA 524 Clinical Skills and Procedures I.

- R. **DELETE** on page 207 in the current catalog, the course **PA 505 Population Health and Epidemiology**

**RATIONALE**

The course content will be covered in PA 511, PA 512, and PA 506.

- S. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 630 Clinical Medicine II** (5) Su. (Prerequisites: PA 520, PA 522, PA 524, PA 528, PA 530, PA 626) This is the second course in a three-part series covering primary care clinical medicine. The course will be presented in a systems-based format and will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of primary care diseases.

**RATIONALE**

This course will replace part of PA 631 Integrative Pathophysiology and Pharmacotherapeutics II. The previous course included pathophysiology, clinical

medicine, and pharmacotherapeutics within 5 credit hours. The proposed changes will separate pathophysiology and clinical medicine into one course that will still be 5 credit hours and pharmacology into a separate course that will be 2 credit hours. This will allow more time to cover the vast amount of material that needs to be covered.

T. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 632 Physical Exam II** (3:2-3) Su. (Prerequisites: PA 520, PA 522, PA 524, PA 528, PA 530, PA 626) This course is the second of a three-part series. This is a systems-based course covering advancing concepts with different organ systems. This course is designed to provide fundamental knowledge, introduce practical skills, develop professional attitudes and behaviors relevant to the clinical assessment of a patient. This course emphasizes professionalism, sensitivity to gender, age and sociocultural background. This will be accomplished by learning how to obtain a relevant medical history and physical exam. Instruction in the art of assessment is complemented by topics in evidenced-based medicine, and clinical problem solving. The course emphasizes developing skills which allow for the recognition of normal findings as well as abnormal presentations.

#### **RATIONALE**

This course will replace PA 633 Clinical Assessment, Diagnosis, and Application II. This course is intended to teach concepts related to the clinical assessment of a patient with a systems-based approach. The previous course title and description included more topics than should be covered and also was specific to the organ systems being taught which provided no flexibility in the order in which organ systems are covered.

U. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 634 Clinical Skills and Procedures II** (2:1-3) Su. (Prerequisites: PA 520, PA 522, PA 524, PA 528, PA 530, PA 626) This course is the second of a three-part series; this is a systems-based course covering advancing concepts with different organ systems. The course provides foundational knowledge in clinical and diagnostic skills that prepare the student for required responsibilities in clinical medicine and patient care. Course content includes clinical, laboratory, and basic surgical procedures and techniques in primary care, appropriate utilization, and selection in being able to diagnose and manage disease states of patients across a wide spectrum of medical conditions in various settings. Students learn 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.

#### **RATIONALE**

This course will replace PA 635 Clinical Interventions and Diagnostics II. The proposed title and course description is more consistent with the other proposed curriculum changes and aligns the curriculum more concisely with accreditation standards.

- V. **ADD** on page 208 in the current catalog in order by number, the course: **PA 636 Pharmacology II** (2) Su. (Prerequisites: PA 520, PA 522, PA 524, PA 528, PA 530, PA 626) This is the second course of a three-part series that is presented with a systems-based approach. This course covers pharmacokinetics, pharmacodynamics, and pharmacotherapeutic uses of relevant medications as they relate to the organ systems covered.

### **RATIONALE**

This course was created to provide more credit hours to cover pharmacology concepts. It was previously included in PA 631 Integrative Pathophysiology and Pharmacotherapeutics II. It was determined that pharmacology should be a stand-alone course to allow time to adequately cover all topics.

- W. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 638 Emergency Medicine** (2) Su. (Prerequisites: PA 520, PA 522, PA 524, PA 528, PA 530, PA 626) This course explores various types of urgent and emergent conditions across the lifespan that present in an emergency medicine setting and prepares the student to triage, stabilize, evaluate, treat, and monitor such conditions. The resources needed for management of patients presenting to an emergency medicine setting are discussed as they relate to the hospital setting and include referrals and specialty consultations.

### **RATIONALE**

After evaluation of the curriculum from the previous cohort's didactic year, it was determined that more focus needed to be placed on emergency medicine conditions. This course was developed to allow more time to cover material specific to emergency medicine and provide more time in the clinical medicine courses to cover conditions not related to emergency medicine.

- X. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 639 Geriatrics** (1) Su. (Prerequisites: PA 520, PA 522, PA 524, PA 528, PA 530, PA 626) This is a population-based course that will include instruction on the pathophysiology, evaluation of clinical presentation and conditions, diagnosis, and

management of diseases as they relate to geriatrics. Appropriate evaluation, treatment, counseling, and referral of the elderly is presented. The process of death and dying is discussed.

### **RATIONALE**

After evaluation of the curriculum from the previous cohort's didactic year, it was determined that more focus needed to be placed on geriatrics. This course was developed to allow more time to cover material specific to geriatrics and provide more time in the clinical medicine courses to cover all organ systems as it relates to the adult lifespan.

- Y. **DELETE** on page 208 in the current catalog, the course and course description for **PA 631 Integrative Pathophysiology and Pharmacotherapeutics II**

### **RATIONALE**

This course is being replaced by PA 630 Clinical Medicine II and PA 636 Pharmacology II.

- Z. **DELETE** on page 208 in the current catalog, the course and course description for **PA 633 Clinical Assessment, Diagnosis, and Application II**

### **RATIONALE**

This course is being replaced by PA 632 Physical Exam II.

- AA. **DELETE** on page 208 in the current catalog, the course and course description for **PA 635 Clinical Interventions and Diagnostics II**

### **RATIONALE**

This course is being replaced by PA 634 Clinical Skills and Procedures II.

- BB. **DELETE** on page 208 in the current catalog, the course and course description for **PA 603 Advanced Research and Evidence-based Practice**

### **RATIONALE**

This course is being replaced with PA 648 Research.

- CC. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 640 Clinical Medicine III (5) F.** (Prerequisites: PA 630, PA 632, PA 634, PA 636, PA 638, PA 639) This is the third course in a three-part series covering primary care clinical medicine. The course will be presented in a systems-based format and will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of primary care diseases.

### **RATIONALE**

This course will replace part of PA 641 Integrative Pathophysiology and Pharmacotherapeutics III. The previous course included pathophysiology, clinical medicine, and pharmacotherapeutics within 5 credit hours. The proposed changes will separate pathophysiology and clinical medicine into one course that will still be 5 credit hours and pharmacology into a separate course that will be 2 credit hours. This will allow more time to cover the vast amount of material that needs to be covered.

DD. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 642 Physical Exam III (3:2-3) F.** (Prerequisites: PA 630, PA 632, PA 634, PA 636, PA 638, PA 639) This course is the third of a three-part series; that is a systems based course covering advancing concepts with different organ systems. This course is designed to provide fundamental knowledge, introduce practical skills, and develop professional attitudes and behaviors relevant to the clinical assessment of a patient. This course emphasizes professionalism and sensitivity to gender, age, and sociocultural background. This will be accomplished by learning how to obtain a relevant medical history and physical exam. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes developing skills that allow for the recognition of normal findings as well as abnormal presentations.

### **RATIONALE**

This course will replace PA 643 Clinical Assessment, Diagnosis, and Application III. This course is intended to teach concepts related to the clinical assessment of a patient with a systems-based approach. The previous course title and description included more topics than should be covered and also was specific to the organ systems being taught which provided no flexibility in the order in which organ systems are covered.

EE. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 644 Clinical Skills and Procedures III (2:1-3) F.** (Prerequisites: PA 630, PA 632, PA 634, PA 636, PA 638, PA 639) This course is the third of a three-part series. This is a systems-based course covering advancing concepts with different organ systems. The course provides foundational knowledge in clinical and diagnostic skills that prepare the student for required responsibilities in clinical medicine and patient care. Course content includes clinical, laboratory, and basic surgical procedures and techniques in primary care, appropriate utilization, and selection in being able to diagnose and manage disease states of patients across a wide spectrum of medical conditions in various settings. Students learn best practices for approaching patients with illness or health maintenance goals, reinforce clinical

reasoning skills and recognize and use guidelines for preventive care and disease screening.

### **RATIONALE**

This course will replace PA 645 Clinical Interventions and Diagnostics III. The proposed title and course description is more consistent with the other proposed curriculum changes and aligns the curriculum more concisely with accreditation standards.

FF. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 646 Pharmacology III (2) F.** (Prerequisites: PA 630, PA 632, PA 634, PA 636, PA 638, PA 639) This is the third course of a three-part series that is presented with a systems-based approach. This course covers pharmacokinetics, pharmacodynamics, and pharmacotherapeutic uses of relevant medications as they relate to the organ systems covered.

### **RATIONALE**

This course was created to provide more credit hours to cover pharmacology concepts. It was previously included in PA 641 Integrative Pathophysiology and Pharmacotherapeutics III. It was determined that pharmacology should be a stand-alone course to allow time to adequately cover all topics.

GG. **ADD** on page 208 in the current catalog in order by number, the course:

**PA 648 Research (3) F.** (Prerequisites: PA 630, PA 632, PA 634, PA 636, PA 638, PA 639) This course is designed to cover basic medical literature review, research methods, and ethical standards, and to relate how this information may affect the delivery of patient care when addressing diverse patient populations. The course will emphasize accessing and utilizing different medical databases through the use of informatics in reviewing medical decision-making, problem-solving, and critical research needed in improving practice delivery and patient outcomes through use of evidence-based medicine.

### **RATIONALE**

This course will replace PA 603 Advanced Research and Evidence-based Practice that was previously taught with the MSN/FNP students, which is proposed to be deleted. The MSN/FNP schedule of classes varies from year to year and the PA schedule does not. To avoid further scheduling conflicts, the PA faculty will teach this course for PA students and the course description has been created to more concisely align with accreditation standards.

HH. **DELETE** on page 208 in the current catalog, the course **PA 641 Integrative Pathophysiology and Pharmacotherapeutics III**

**RATIONALE**

This course will be replaced by PA 640 Clinical Medicine III and PA 646 Pharmacology III.

II. **DELETE** on page 208 in the current catalog, the course **PA 643 Clinical Assessment, Diagnosis, and Application III**

**RATIONALE**

This course will be replaced by PA 642 Physical Exam III.

JJ. **DELETE** on page 208 in the current catalog, the course **PA 645 Clinical Interventions and Diagnostics III**

**RATIONALE**

This course will be replaced by PA 644 Clinical Skills and Procedures III.

KK. **DELETE** on page 208 in the current catalog, the course PA 607 Clinical Decision-Making and Ethics

**RATIONALE**

This course content will be incorporated into PA 511, PA 512, and PA 506.

LL. **CHANGE:** on page 206-207 in the current catalog under **REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN PHYSICIAN ASSISTANT STUDIES**

**FROM:**

**Preclinical courses**

**Semester I.....16 hours**

PA 500 Anatomy

PA 507 Physiology

PA 509 Introduction to Pharmacology

PA 511 Role of the Physician Assistant and Introduction to the PA Profession

PA 512 Fundamentals of Medical Science

PA 513 Interpersonal Communication and History Taking

PA 506/ Health Systems and Risk Management

APRN 506

**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/ Population Health and Epidemiology  
APRN 505

**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/ Advanced Research and Evidence-based Practice  
APRN 503

**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/ Clinical Decision-Making and Ethics  
APRN 707

**TO:**

**Preclinical courses**

**Semester I.....16 hours**

PA 500 Anatomy  
PA 507 Physiology  
PA 509 Introduction to Pharmacology  
PA 511 Introduction to the Physician Assistant Profession  
PA 512 Fundamentals of Medical Science  
PA 513 Interpersonal Communication and History Taking  
PA 506 Health Systems and Risk Management

**Semester II.....15 hours**

PA 520 Clinical Medicine I  
PA 522 Physical Exam I  
PA 524 Clinical Skills and Procedures I  
PA 528 Pediatrics  
PA 530 Surgery  
PA 626 Pharmacology I

**Semester III.....15 hours**

PA 630 Clinical Medicine II  
PA 632 Physical Exam II  
PA 634 Clinical Skills and Procedures II  
PA 636 Pharmacology II  
PA 638 Emergency Medicine  
PA 639 Geriatrics

**Semester IV.....15 hours**

PA 640 Clinical Medicine III  
PA 642 Physical Exam III  
PA 644 Clinical Skills and Procedures III  
PA 646 Pharmacology III  
PA 648 Research

### **RATIONALE**

These changes reflect the proposed course changes to include the new courses and deletion of the old courses.