

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School ECON/Business

Date...August 1, 2017

I Course No. or Level **341** Title **Healthcare Economics**

Semester hours 3 Clock hours: Lecture 3 Laboratory

Prerequisites ECON 203

Enrollment expectation 20

Indicate any course for which this course is a (an)

addition This course will added to the list of courses for Business majors in the Bachelor of Business Administration Program and required for the Healthcare Informatics program

Name of the person preparing course description Johnathan Murn

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2018

Date of School/ Department approval August 22nd 2017

Catalog Description:

Examines how the behavior of consumers, producers, and insurers is affected by the unique nature of healthcare markets. Emphasis is placed on government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities.

Purpose: 1. For Whom (generally)

This course is for students who wish work in the Healthcare field in Healthcare Administration, Healthcare Management and Healthcare Informatics.

2. What should the course do for the student?

The purpose of this course is to present ways in which economics can be used to explain various types of behavior in the health care industry. We will use tools and techniques from microeconomics to develop methods that are useful in the analysis of the demand for and supply of medical care, and thus the behavior of consumers, producers, and insurers. Particular attention will be paid to aspects of the market that are unique to health care, such as government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities. Students will develop an understanding of how the markets for medical care and health insurance

interrelate and will be asked to compare these markets in the United States with similar markets in other developed countries. We will also examine the public policies that regulate the health care industry and provide services for the poor and elderly. An emphasis will be placed on applying the theories developed throughout the course to current policy problems. Any student with an interest in the decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of health care would benefit from this course

Teaching method planned:

This course is a combination of lecture, in-class work and field trips to companies. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Textbook and/or material planned (including electronic/multimedia):

Phelps, Charles. Health Economics. Fifth Edition, 2013

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course)

- PART 1 INTRODUCTION
 - Why Health Economics
- 2 Utility and Health
- PART 2 The Production of Health
 - 3 The Transformation of Medical Care to Health
- PART 3 Comparative Health Systems
 - 16 Universal Insurance Issues and International Comparisons
- PART 4 Demand for Health Care
 - 4 The Demand for Medical Care: Conceptual Framework
 - 5 Empirical Studies of Medical Care Demand and Applications
- PART 5 The Supply of Health Care and Related Public Policy**
 - 6 The Physician and the Physician-Firm
 - 7 Physicians in the Market Place
 - 8 The Hospital as a Supplier of Medical Care
 - 9 Hospitals in the Market Place
 - 10 The Demand for Health Insurance
 - 11 Health Insurance Supply and Managed Care
 - 12 Government Provision of Health Insurance
 - 15 Managing the Market: Regulation, Quality Certification, and Technical Change

When completed, forward to the Office of the Provost.

Turn off or silence ALL electronic equipment before entering the classroom.

Communication: Office: **Founder's Hall 263B-1**
Email: **jmunn@fmarion.edu**
Phone: 843-661-1496
Office hours: Tuesday & Thursday 9:30am – 12:00pm
Friday 8:00am – 9:00am
By appointment

It is important to me that I am available to you. If you need to see me outside of class and aren't able to come by during office hours, please schedule an appointment. I usually check email several times a day. It is always better to communicate with me about the things that you are having difficulty with sooner rather than later. Do not wait until exam time to see me about questions you may have. This course will build on itself and if you do will find yourself further and further behind.

Texts: Phelps, Charles. Health Economics. Fifth Edition, 2013

Objective:

The purpose of this course is to present ways in which economics can be used to explain various types of behavior in the health care industry. We will use tools and techniques from microeconomics to develop methods that are useful in the analysis of the demand for and supply of medical care, and thus the behavior of consumers, producers, and insurers. Particular attention will be paid to aspects of the market that are unique to health care, such as government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities. Students will develop an understanding of how the markets for medical care and health insurance interrelate and will be asked to compare these markets in the United States with similar markets in other developed countries. We will also examine the public policies that regulate the health care industry and provide services for the poor and elderly. An emphasis will be placed on applying the theories developed throughout the course to current policy problems.

Any student with an interest in the decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of health care would benefit from this course.

Prerequisite: Economics 203

Lecture Attendance: Strongly recommended. There is no substitute for regular class attendance. Poor attendance will make it difficult for you to contribute to class discussions and will therefore prove costly to you and to your classmates. Subject to the effect of absences on your class-participation grade, you are free to choose the rate of attendance that suits you best.

Students are expected to arrive on time and to remain for the entire class. If you need to leave class early, please let me know before the class starts and seat yourself close to the door. Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student's responsibility to keep informed of all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

Class Conduct: Your instructor and classmates deserve courtesy. Please arrive on time and stay until class ends. Disruptive behavior constitutes grounds for dismissal from the course.

Blackboard: This syllabus has been posted on Blackboard, as will homework assignments, readings, and anything else I think will be helpful. Some assignments will be handed in at the beginning of class,

while others will be posted on an assigned blackboard message board. It will be useful to check the blackboard page for this class often.

Grading: Grades in this course will be awarded on a competitive basis, according to the criteria laid out in the 2015 – 2016 course catalog. The following system will be employed: A (distinction), B+, B (acceptable), C+, C (marginal), F (no credit).

The weights for your final grade are as follows:

Midterm Exam	20%
Final Exam	20%
Country Presentation	15%
Policy Project	25%
Homework	10%
Quizzes	10%

Examination: You are responsible for all material covered in class lectures, the textbook, supplemental readings and out of class assignments. Students are not permitted to leave the room during the exam. Please make sure you take restroom, food, and water breaks **before** your arrive for the exam. Students who know that they will be unavailable to take the in-term exam must information me at least ten days before the exam date.

Country Presentation: You will be asked to make a presentation to the class that describes the health care system of another country. I will provide more information about the presentations, as well as the rubric that I will use to grade the presentations once we move beyond the opening material.

Policy Project: This project consists of two parts, a presentation and a paper. Both parts will examine a specific policy issue facing the U.S. health care system. I will provide more information about the project, as well as the rubric that I will use to grade the each part of the project once we move beyond the opening material.

Homework: To improve your understanding of the material, I will periodically ask you to complete assignments outside of class. The nature of these assignments will vary. Some will include problems sets; others will involve analyzing news.

Quizzes: Throughout the course, I will periodically give quizzes in class. These quizzes are designed to be taken quickly and assess how well the class is retaining the assigned readings.

Rule of Academic Responsibility: It is the responsibility of every student at Francis Marion University to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline, as laid out in code of student conduct. (<http://www.fmarion.edu/students/handbook>)

Students with Disabilities: Students with disabilities that have been certified by the Office of Counseling and Testing will be appropriately accommodated. I should have all needed documentation from the Office of Counseling and Testing no later than one week before the accommodations requested by the Director of Counseling and Testing are needed.

General Disclaimer: Life offers no warranties, expressed or implied, and neither do I. Although I try to make the learning process fun and fair, remember that both are in the eye of the beholder. I reserve the right to make changes to the syllabus at any time during the course, as circumstances warrant. Caveat emptor.

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. **We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards.** Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

School of Business Goals

- ┌ Our students will have conceptual and analytical skills to analyze and solve managerial problems.
- ┌ Our students will be able to effectively communicate orally and in writing.
- ┌ Our students will have an understanding of ethical perspectives and be guided by high ethical standards.
- ┌ Our students will have an understanding and appreciation of the global business environment.
- ┌ Our students will utilize creativity in the solving of managerial problems.
- ┌ Our students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems and marketing.



Francis Marion University

School of Business

Economics 341 – Healthcare Economics

TENTATIVE OUTLINE:

PART 1 INTRODUCTION

- 1 Why Health Economics
- 2 Utility and Health

PART 2 The Production of Health

- 3 The Transformation of Medical Care to Health

PART 3 Comparative Health Systems

- 16 Universal Insurance Issues and International Comparisons

PART 4 Demand for Health Care

- 4 The Demand for Medical Care: Conceptual Framework
- 5 Empirical Studies of Medical Care Demand and Applications

PART 5 The Supply of Health Care and Related Public Policy

- 6 The Physician and the Physician-Firm
- 7 Physicians in the Market Place
- 8 The Hospital as a Supplier of Medical Care
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- 15 Managing the Market: Regulation, Quality Certification, and Technical Change

Due to time constraints we may be unable to cover all of Part 5. We may also draw on other chapters from the textbook as needed. As we progress, I will continue to update this outline. We will also use several articles. I will provide those to you as needed.

New Program Proposal

Executive Summary

The Committee to study the feasibility of the School of Business offering an interdisciplinary Bachelor of Science program at the undergraduate level in Healthcare Informatics with two tracks (1) Information Management and (2) Information Technology was created by the directive of the President and the Provost on May 1st 2017.

The committee members included

- (1) Dr. Hari K Rajagopalan (as chair)
- (2) Dr. Charles Carpenter from the School of Business,
- (3) Dr. Ruth Wittmann-Price from the School of Health Sciences,
- (4) Dr. Sarah Kershner from the School of Health Sciences,
- (5) Dr. Jessica Doucet from the Department of Sociology and
- (6) Dr. Crystal Hill Chapman from the Department of Psychology.

The committee met on May 11, May 25, and June 27, 2017. The committee also discussed the program with officials from McLeod Regional Hospital Center, Carolina Hospital System, and Hope Health. All healthcare organization officials provided letters of support for the program.

The committee finds

- 1) Francis Marion University is in a position to create this program using existing resources and creating an interdisciplinary program which includes classes from the School of Business including Computer Science, School of Health Sciences, Department of Political Science, Department of Sociology and Department of Psychology
- 2) The program requires one new course ECON 341 Healthcare Economics, there will be no additional faculty or facilities needed as the courses are already being taught for other programs.
- 3) There is a huge demand to create and manage the information systems and then organize, analyze and interpret the data created by these information system to deliver better patient care.
- 4) There is a huge need for professionals with cross-disciplinary skills who have a strong knowledge of data analytics, information systems and healthcare processes to address this demand.
- 5) This need has been confirmed by the three major healthcare providers in the Pee Dee region (McLeod Hospitals, Carolina Hospitals and Hope Health)
- 6) The only program available in the state of South Carolina is in the University of South Carolina upstate and this does not help the Pee Dee region.
- 7) The committee concludes that the program would be feasible and is consistent with the University's mission to serve the Pee Dee region.



New Program Proposal

Name of Institution

Francis Marion University

Name of Program (include concentrations, options, and tracks)

Bachelor of Science in Healthcare Informatics with two tracks (1) Information Management and (2) Information Technology

Program Designation

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

CIP Code

Delivery Site(s)

Francis Marion University

Delivery Mode

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*
*select if less than 50% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended (more than 50% online) |
| | <input type="checkbox"/> Other distance education |

Program Contact Information (name, title, telephone number, and email address)

Dr. Hari K Rajagopalan
Dean School of Business
Francis Marion University
(843)-661-1420
hrajagopalan@fmarion.edu

Institutional Approvals and Dates of Approval

New Program Proposal

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Francis Marion University (FMU) has developed a bachelor's degree in Healthcare Informatics (HCI) in response to identified needs of major Pee Dee region and SC healthcare organizations. The HCI degree is designed to position graduates for the changing roles and education requirements of HCI professionals. Collaboratively, the Schools of Business and Health Sciences at FMU are proposing an inter-disciplinary HCI program with two (2) tracks: Information Management (HCIM), and Information Technology (HCIT).

Both program options have been carefully developed to prepare Pee Dee and SC students for professional positions in today's technology-based, data-driven healthcare environments. Using an innovative curriculum and expert faculty who teach Management, Management Information Systems, Computer Science, and Health Sciences, the HCI program will teach graduates the necessary knowledge and skills that health information professionals will use to develop and use electronic health data to improve healthcare delivery and ultimately patient care.

The HCI baccalaureate degree will use the two (2) track option to prepare knowledgeable and skillful professionals to assume leadership positions in private and public healthcare organizations. Within an organization, HCI graduates will be able to manage and administer health information technologies that span across divisions, departments, and businesses. Specifically, the HCIM program option will focus on human resource management, finance, operations and organization development. The HCIT focuses on information technology and systems, preparing students to build and use software and hardware systems to manage, retrieve, and analyze data to will drive improvements in patient care.

List the program objectives. (2000 characters)

At the completion of HCI programs, students will be able to:

- 1) Integrate leadership concepts and theory into professional health informatics roles
- 2) Understand the logistics of health informatics in public and private healthcare organizations
- 3) Manage interdepartmental and global healthcare informatics systems
- 4) Assess end-user healthcare informatics needs

At the completion of the HCIM program, students will be able to:

- 1) Develop healthcare informational systems to assist including human resources, financial, and operational departments
- 2) Assist with organizational development through information systems coordination and synthesis
- 3) Interpret analyzed data and disseminate the information to health care professionals

At the completion of the HCIT program students will be able to:

- 1) Design and develop informational systems to manage and retrieve healthcare data
- 2) Extrapolate data significant to improvement of systems and patient care
- 3) Disseminate data for the purpose of improving patient care outcomes

New Program Proposal

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

FMU in Florence is situated in the healthcare hub of the Pee Dee region. This program addresses the identified need from area healthcare organizations to increase the healthcare informatics workforce (Support letters attached). The proposed inter-professional HCI baccalaureate degree prepares students for a number of employment opportunities including; Health Informatics Consultant, Health Informatics Director, Nursing Informatics Specialist, Chief Medical Information Officer, Electronic Medical Record Keeper, and Healthcare IT Project Manager.

There are two (2) major healthcare systems in Florence that serve nine (9) of the twelve (12) Pee Dee counties, McLeod Regional Medical Center and Carolinas Hospital Center. As on 5/24/2017 there are nine (9) HCI employment opportunities listed on just those two (2) organization's websites.

As healthcare systems, such as MRMC, acquire more community facilities the information management will be increasingly important and complex warranting addition workforce numbers. Besides the Florence healthcare facility, MRMC manages six (6) additional Pee Dee region in-patient healthcare facilities besides numerous out-patient care facilities.

**New Program Proposal
Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Management Analysis	14% increase by 2024	National employment change 2014-2024 - 103,400	Bureau of Labor Statistics
Medical Records and Health Information Technicians	15% increase by 2024	National employment change 2014-2024 - 29,000	Bureau of Labor Statistics
Computer and Information Systems Managers	15% increase by 2024	National employment change 2014-2024 - 53,700	Bureau of Labor Statistics
Computer and Information Research Scientists	11% increase by 2024	National employment change 2014-2024 - 2,700	Bureau of Labor Statistics
Computer Support Specialists	12% increase by 2024	National employment change 2014-2024 - 88,800	Bureau of Labor Statistics
Computer Systems Analysts	21% increase by 2024	National employment change 2014-2024 - 118,600	Bureau of Labor Statistics

ADDITIONAL EMPLOYMENT OPPORTUNITIES:

Software Developers - 17% increase by 2024, National employment change 2014-2024 - 186,600

Web Developers - 27% increase by 2024, National employment change 2014-2024 – 39,500

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

New Program Proposal

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

We are predominantly using existing classes from Computer Science, Management Information Systems, Management and Economics in the School of Business and from the Healthcare Administration and Nursing in the School of Health Sciences. We will also be using classes from Political Science, Psychology and Sociology to address Healthcare issues in their field. The new influx of students will increase the enrollment in these classes with no additional faculty required.

New Program Proposal

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
	University of South Carolina Upstate	Both the USC Upstate program and FMU program target the Healthcare Informatics with Information Management and Information Technology areas	Assumes that students applying to admission for the program already have an associate's degree and can take the RHIT exam within six months of entering the program. The FMU program does not assume any pre-requisites and is a comprehensive four-year program from start to finish The FMU program is a true cross-disciplinary program drawing from areas of Management, Management Information Systems, Computers Science, Economics and Health Sciences.

New Program Proposal

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	20		20			
2019-2020	25		25			
2020-2021	30		30			
2021-2022	35		35			
2022-2023	40		40			

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Admission into the final two years of study, in the Health Informatics program is competitive.

All applications are carefully reviewed by the School of Business.

- Applicants must first be admitted to Francis Marion University
- Completion of 64 hours of course work including 48 hours of General Education and 16 hours of Introductory Healthcare and Information Science courses with a grade of 2.5 or better.
- Cumulative GPA of 2.5 on a 4.0 scale for all courses taken at FMU
- Three (3) positive, signed references.
- There will not be an application fee to apply to the program.

New Program Proposal

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

New Program Proposal

Curriculum Healthcare Informatics (Information Management Track)

Select one of the following charts to complete Curriculum by Year **or** Curriculum by Category

Course Name	Credit Hours	Course Name	Credit Hours
Sem 1		Sem 2	
English 101	3	English 102	3
Math 111	3	MATH 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea 101	3	POL 101 OR 103	3
Psychology 206/216	4	BIO 105	3
Univ Life	1	NURS 211	1
Total Semester Hours	17	Total Semester Hours	16
Sem 3		Sem 4	
History	3	PSY/IPHC 314	3
ECON 203	3	ECON 204	3
POL/IPHC 215	3	Sociology/IPHC 375	3
MIS/CS 225	3	Literature	3
Science and Lab	4	Humanities	3
Total Semester Hours	16	Total Semester Hours	15
Sem 5		Sem 6	
MGT 351	3	MGT 355	3
BUS 305	3	MGT 373	3
PSY 302	3	IPHC 334	3
IPHC 450	3	HCIM Elective	3
MIS 327	3	MGT 352	3
Total Semester Hours	15	Total Semester Hours	15
Sem 7		Sem 8	
MGT 353	3	IPHC 457	3
MIS 337	3	MGT 356	3
Econ 341	3	MGT 357	3
HCIM Elective	3	APRN 506	3
HCIM Elective	3		
Total Semester Hours	15	Total Semester Hours	12

New Program Proposal

Curriculum Healthcare Informatics (Information Technology Track)

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year			
Course Name	Credit Hours	Course Name	Credit Hours
Sem 1		Sem 2	
English 101	3	English 102	3
Math 111	3	MATH 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea 101	3	POL 101 OR 103	3
Psychology 206/216	4	BIO 105	3
Univ Life	1	NURS 211	1
Total Semester Hours	17	Total Semester Hours	16
Sem 3		Sem 4	
History	3	PSY/IPHC 314	3
ECON 203	3	ECON 204	3
POL/IPHC 215	3	Sociology/IPHC 375	3
MIS/CS 225	3	Literature	3
Science and Lab	4	Humanities	3
Total Semester Hours	16	Total Semester Hours	15
Sem 5		Sem 6	
MGT 351	3	MGT 355	3
BUS 305	3	IPHC 334	3
CS 190	3	MGT 373	3
IPHC 450	3	CS 226	3
PSY 302	3	MIS 327	3
Total Semester Hours	15	Total Semester Hours	15
Sem 7		Sem 8	
CS 227	3	IPHC 457	3
MIS 337	3	MGT 356	3
HCIT Elective	3	MGT 357	3
HCIT Elective	3	APRN 506	3
HCIT Elective	3		
Total Semester Hours	15	Total Semester Hours	12

New Program Proposal

Curriculum by Category*				

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required

New Program Proposal
Course Descriptions for New Courses

1. **SOC 201 Principles of Sociology** (3). Introduction to the concepts and methods of sociology. Investigation of socialization, group processes, social institutions, and social change.
2. **SOC 375 Sociology of Health and Medicine** (3) (Prerequisite: SOC 201 or permission of Sociology department) (SOC 375 is same as IPHC 375). Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both SOC 375 and IPHC 375.
3. **POL 215 Introduction to Public Administration** (3) (Prerequisite POL 101 or POL 103) (POL 215 is same as IPHC 215). Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both POL 215 and IPHC 215.
4. **PSY 314 Health Psychology/Behavioral Medicine** (3) (Prerequisite: PSY 206 or permission of Psychology department) (IPHC 314 is same as PSY 314). Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases that are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

Common HCI (T/M) classes (43 hours)

1. **NURS 211 Healthcare Terminology** (1) is elective course will assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.
2. **MIS 225 Modern Programming** (3) Prerequisite: CS 150 or MATH 111 or MATH 121 or higher or permission of school) [Same as CS 225] A study of programming concepts including problem solving, algorithm and program development, data types and operations, objects and classes, arrays, and event-driven programming.
3. **BUS 305 Applied Statistics for Economics and Business** (3) (Prerequisite: Mathematics 134). Covers basic probability distributions including binomial, normal, uniform and exponential confidence intervals, tests of hypothesis, chi-square and simple linear regression.
4. **MIS 327 Information Systems Fundamentals** (3) (Prerequisite: Computer Science 150) Study of basic systems issues that concern the introduction of technology into the firm and the management of technology-based systems in business organizations.
5. **MIS 337 Business Systems Analysis and Design** (3) (Prerequisite: 225 and 327). Study of systems integration, the analysis of existing systems, and the design of new systems.
6. **MGT 351 Management of Organizations** (3). Principles of management, emphasizing the managerial functions of planning and decision-making, organizing, leading, and controlling. Fundamental organizational principles and organizational theory are presented with emphasis on how they affect the management of organizations, domestic and international.

New Program Proposal

7. **MGT 355 Production and Operations Management** (3) (Prerequisite: Business 305). Study of the production and operations component of business. Topics include capacity and location planning, inventory management, scheduling of jobs and projects, and quality assurance and control. Use of quantitative methods.
8. **MGT 356 Process Improvement and Quality Control** (3) (Prerequisite: 355). A study of management philosophy, practices, and analytical processes implemented in quality planning and administration of products and services. Topics include corporate culture, quality design, human factors and motivation, quality auditing, service quality, quality assurance, quality circles, and conformance to design.
9. **MGT 357 Management of Service Operations** (3) (Prerequisite: 355). This course focuses on the challenges of managing service operations. The major topics covered are those critical to achieving operational excellence, including the design and delivery of services, service productivity, revenue management, risk management, customer contact management, service quality and customer retention, capacity management, and demand management.
10. **MGT 373 Management Science** (3) (Prerequisite: Business 305). Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of basic management science models, including linear programming, network modeling and simulation. Study of project management methods and techniques. Use of computer software to solve problems.
11. **IPHC 450 Healthcare Informatics** (3) is course will provide an overview of health informatics including computer technology, information management and distribution, and practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.
12. **PSY 302 Quantitative and Psychometric Methods** (3) (Prerequisite: 206, 216, completion of General Education Mathematics Requirement, Prerequisite/corequisite: 220 or permission of the department) F, S, SU. The student will become familiar with fundamental descriptive and inferential statistics as used in psychology. Topics will also include reliability, validity, confidence intervals, and measures of effect size. In addition, students learn APA-style reporting of statistics and become familiar with SPSS.
13. **IPHC 334 Research in Practice** (3) (IPHC 334 is same as NRN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.
14. **APRN 506 Health Systems and Risk Management** (3). 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.
15. **IPHC 457 Professional Capstone Course** (3:1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

New Program Proposal

TRACKS

Healthcare Informatics (Information Management Track) (HCIM) (Select 18 hours)

Courses 1 – 3 required for HCIM and select three out of the remaining five as electives

1. **MGT 352 Organizational Behavior** (3) (Prerequisite: 351). Study of individuals and small groups within organizations. Topics include personality, leadership, motivation, decision-making, groups and teams, behavioral effects of control systems and structural design, and organizational culture.
2. **MGT 353 Human Resource Management** (3) (Prerequisite: 351). A survey course providing students an introduction to the key functions in the field of human resource management. The course stresses the relevance of strategic HRM to organizational operation and its use in support of strategic organizational goals. Topics include legal issues, recruitment, selection, training, performance appraisal, compensation, benefits, and organizational discipline.
3. **ECON 341 Healthcare Economics** (3) (Prerequisite: ECON 203) Examines how the behavior of consumers, producers, and insurers is affected by the unique nature of healthcare markets. Emphasis is placed on government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities
4. **IPHC 448 Healthcare Policy Development** (3) (IPHC 448 is same as NRN 448). This course offers the student the opportunity to discuss health care policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.
5. **FIN/IPHC 451 Healthcare Finance** (3) (Prerequisite: admission to HCA program.). This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. Credit cannot be received for both Finance 451 and Inter-professional Healthcare 451.
6. **MGT/IPHC 456 Leadership in the Healthcare Environment** (3) (Prerequisite: Admission to the School of Business or HCA program) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/ collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both MGT 456 and IPHC 456.
7. **IPHC 445 Population-Focused Care** (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and/or disease prevention; social justice; and health policy implications.

New Program Proposal

Healthcare Informatics (Information Technology) (HCIT) (Select 18 hours)

Courses 1 – 3 required for HCIM and select three out of the remaining five as electives

1. **CS 190 Programming Fundamentals** (3) (Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]). Introduction to problem-solving and algorithm development techniques based on the program development process. Study of basic computer concepts and computer systems; elementary data types and data structures; input and output processing; control structures; modular program design; elementary le processing; algorithm design and evaluation. Students will apply these ideas by analyzing specifications, designing solutions, and implementing programs based on this analysis and design.
2. **CS 226 Programming and Algorithmic Design I** (3) (Prerequisite: A grade of C or better in 190 or permission of school). Introduction to problem solving with algorithm and program development. Includes problem analysis, algorithm representation and verification, scalar and structured data types, le input and output, techniques for program design, coding, testing, and documentation and basic sorting, and searching algorithms.
3. **CS 227 Programming and Algorithmic Design II** (3) (Prerequisite: A grade of C or better in 226). Continuing study of algorithmic design, implementation, and analysis including object oriented design and implementation, abstract data types, stacks, queues, and linked structures.
4. **CS 313 Systems Design and Development** (3) (Prerequisite: A grade of C or better in Computer Science 226. Prerequisite/corequisite: Computer Science 227). Development of computerized systems focusing on structured systems analysis and its application to information system software development. Emphasis will be on problem analysis, correctness, reliability, and maintainability.
5. **CS 340 Software Design and Development** (3) (Prerequisite: A grade of C or better in 313 or permission of school) S. Study of design techniques used in creating large program packages, organization and management of projects, and application of techniques in team projects.
6. **MIS 347 Business Data Communications** (3) (Prerequisite: 327) Analysis of technical and management problems and issues associated with the use of data communication technology in business.
7. **MIS 447 Data Base Management** (3) (Prerequisite: 327) Advantages and disadvantages of a DBMS, DASD concepts, applied data structures, data definition language, data manipulation language, hierarchical data models, relational data models, network data models, database design, operations in an online environment, database administration, and current trends. \
8. **MIS 467 E-Commerce – Data Driven Web Application Design** (3) (Prerequisite: 327) E-Commerce focuses on webpage design beginning with the development of static webpages and progressing to dynamic webpage design and incorporating database content in the webpage using server-side and client-side

This program is an inter-disciplinary program using the existing classes in the Management, Management Information Systems, Computer Science majors in the School of Business and the Nursing and Healthcare Administration majors in the School of Health Sciences. We are using existing courses in programs already being taught and ensuring there is a fit between these classes and the Healthcare Informatics program.

New Program Proposal

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Hari K Rajagopalan	FT	Spring, MGT 373, Analytics, (3)	PhD, Information Technology: Operations Track, University of North Carolina at Charlotte MS, Computer Science, University of North Carolina at Charlotte Graduate Certificate in Advanced Databases, University of North Carolina at Charlotte MBA, Faculty of Management Studies, Delhi University BE, Mechanical Engineering, Anna University	Professor (Tenured) Dean School of Business
Johnathan G. Munn	FT	Fall, ECON 397 Healthcare Economics, (3)	Ph.D., Economics, University Of South Carolina, 2008	Associate Professor (Tenured) Associate Dean, School of Business, Coordinator of Accreditation
Ken Araujo	FT	Fall and Spring, CS 190 Programming Fundamentals (3) Fall, CS/MIS 225 Modern Programming (3) Spring, CS 226 Programming and Algorithmic Design 1 (3)	Ph.D., Computer Science, The University of South Carolina M.S., Computer Science The University of South Carolina B.S., The University of South Carolina B.S., Francis Marion College	Associate Professor (Tenured)
Joseph Aniello	FT	Fall and Spring, MGT 351 Management of Organizations (3) Fall and Spring, MGT 352 Organization Behavior (3)	Ed.D. HRD & Org. Leadership, Vanderbilt University MBA, Fordham University, NYC BS, Fairfield University, CT	Associate Professor (Tenured)

Appendix to Faculty Senate Agenda, September 21, 2017

Padmaja Rao	FT	Fall, CS 227 Programming and Algorithmic Design 2 (3) Spring CS 313 Systems Design and Development Fall CS 340 Software Design and Development	M.S., Computer Science Stevens Institute of Technology B.S., Computer Science University of Maryland	Assistant Professor (Non Tenure Track) worked for eight years in IBM, T. J. Watson Research Center in Hawthorne, New York where her research areas included network management, directory services and security. Her work was presented at many conferences including IEEE 802.9 Working Group Task
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New Program Proposal

				Force and Internet Engineering Task Force (IETF) on secure DNS. She holds a patent in the area of network security architecture.
Neil Riley	FT	Spring, IPHC/FIN 451 Healthcare Finance (3)	PhD, Finance, University of Mississippi MBA (Finance) University of Southern Mississippi BS (Finance) University of Louisiana at Lafayette	Professor (Tenured)
Hubert Setzler	FT	Fall BUS 305 Applied Statistics (3) Fall MGT 355 Operations Management (3) Spring MGT 356 Process Improvement and Quality Control (3) Spring MGT 357 Service Operations Management (3) Fall IPHC/MGT 456 Leadership in Healthcare (3)	Ph.D., Information Technology: Operations Track University of North Carolina at Charlotte MBA University of North Carolina at Charlotte BA Newberry College	Associate Professor (Tenured)
Elizabeth Sharer	FT	Spring BUS 305 Applied Statistics (3) Fall and Spring MGT 355 Operations Management (3)	Ph.D., Information Technology: Operations Track University of North Carolina at Charlotte BS, University of North Carolina Charlotte BFA, University of North Carolina Charlotte	Assistant Professor (Tenured)
Yong B Shin	FT	Fall and Spring MIS 327 Information Systems Fundamentals (3) Spring MIS 347 Business Data Communications (3) Spring MIS 447 Database Management (3) Fall MIS 467 E-Commerce Data Driven Web based application	Ph.D., Management Information Systems, Mississippi State University MS, Mississippi State University BS Utah State University	Associate Professor (Tenured)
Allen Smith	FT	Fall and Spring MIS 327 Information Systems Fundamentals (3) Fall MIS 337 Business Systems Analysis and Design (3)	Ph.D., Business Administration: Management Information Systems, University of South Carolina MA, Pepperdine University BS, University of South Carolina	Associate Professor (Tenured)

Appendix to Faculty Senate Agenda, September 21, 2017

Regina Yanson	FT	Fall and Spring, MGT 351 Management of Organizations (3) Fall and Spring MGT 353 Human Resource Management (3)	Ph.D., Business Administration, University of New York at Albany MBA, Niagara University BA, State University of New York at Fredonia	Associate Professor (Tenured)
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New Program Proposal

Sarah Kershner	FT	IPHC/NRN 448 Healthcare Policy in the spring and summer.	Ph.D. Health Promotion, Education and Behavior, University of SC MPH University of SC BS in Health Science Clemson University	Assistant Professor (Tenure Track)
Deborah Hopla	FT	IPHC 445 Population Focused Care.	Doctorate of Nursing Practice University of SC MS/FNP University of SC BSN Medical University of SC	Assistant Professor (Tenure Track)
Tracy George	FT	APRN 506 Health Systems and Risk Management	Doctorate of Nursing Practice Medical University of SC RN/MSN/FNP Vanderbilt University School of Nursing, TN BS Biology Davidson College	Assistant Professor (Tenure Track)
Nina Russell	FT	IPHC 450 Healthcare Informatics	Doctorate of Nursing Practice Medical University of SC MSN/FNP Medical University of SC MSN/Nurse Educator Medical University of SC BSN University of SC	Assistant Professor (Tenure Track)
Rhonda Brogdon	FT	IPHC/NRN 334 Research in Practice	PhD Nursing Science Medical University of SC BSN Clemson University	Associate Professor (tenured)
M. Annie Muller	FT	NURS 211 Healthcare Terminology IPHC 457 Professional Capstone Course	Doctorate of Nursing Practice Duquesne University MSN – University of Phoenix MBA Webster University BSN Clemson University	Assistant Professor (Tenure Track)
Jessica M. Doucet	FT	SOC 201 Principles of Sociology	Ph.D., Sociology, Louisiana State University M.A., Sociology, Louisiana State University B.A., Sociology, Louisiana State University	Associate Professor (Tenured)
Alexander Lu	FT	SOC 375 Sociology of Health and Medicine	Ph.D. Sociology Indiana University M.A. Louisiana State University B.A. Centenary College of Louisiana	Assistant Professor (Tenure Track)

Appendix to Faculty Senate Agenda, September 21, 2017

David White	FT	POL 215 Introduction to Public Administration	Ph.D. Political Science, University of Arizona M.A. University of Arizona B.A. Bucknell University	Associate Professor of Political Science (Tenured) and Coordinator of Political Science and Pre-Law Programs, Chair,
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New Program Proposal

				Department of Political Science and Geography
Crystal R. Hill-Chapman	FT	PSY 302 Quantitative and Psychometric Methods PSY 314 Health Psychology/Behavioral Medicine	Ph.D.Clinical Child/School Psychology, Texas A & M University, 2006 Certificate of Advanced Graduate Study Clinical Genetics Simmons College, 2008 MS Cognate in School Psychology, Francis Marion University, 2000 BA, Majors in Psychology, English, Education, Francis Marion University, 1997	Associate Professor of Psychology (Tenured) Coordinator of Graduate Studies

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Administration of the HCI program will fall under the Dean of School of Business. A director for the HCI program will be assigned by the Dean of Health Sciences and the director will receive a three (3) credit down load per semester for administrative oversight. There will be no new hire

New Program Proposal

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	21	Staff	1	Administration
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The HCI program uses 24 existing faculty members already teaching their existing classes. The program will be run from the School of Business office administratively. We will need to hire one administrative assistant who will be in charge of advising and handling student issues.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Books, periodicals, and online access to journals and databases are adequate to support program outcomes. Approximately \$43,000 has been budgeted to support the Health Sciences collection. We have also approximately \$40,000 budgeted to support the Business and Computer Science collection.

The Rogers Library houses a collection of 149 print periodicals, including 16 current online subscriptions in the field of nursing. It also houses a collection of 445 print periodicals, including 7 current print subscriptions, 18 current online subscriptions in the field of business and computer science.

In addition, FMU provides access to an extensive collection of electronic resources, including CINAHL full text. Membership in the Partnership Among South Carolina Academic Libraries (PASCAL) has further enhanced FMU's ability to provide a wide variety of quality resources for the nursing program. For example, beginning January 2010, the ProQuest nursing titles and Ovid Lippincott online became accessible to faculty and students.

Electronics Resources for the School of Business and Computer Science

1. Business Source Premier
2. Academic Search Complete
3. IBISWorld
4. Statista
5. Lexis-Nexis Academic
6. Lexis-Nexis Company Dossier
7. Mergent Online
8. Business Expert Press (BES) eBooks
9. Cabell's Directory of Publishing Opportunities – Education, Business, Computer Science
10. Standard & Poor's NetAdvantage
11. Value Line Investment Survey
12. Regional Business News

Electronic Resources for the School of Nursing

1. Academic Search Complete
2. CINAHL Plus with Full Text

New Program Proposal

3. Consumer Health Complete
4. Gale Nursing Resource Center
5. Health Source: Nursing/Academic Edition
6. Lexis-Nexis Academic
7. Liebert Online
8. MEDLINE
9. Nursing Collection (Ovid)
10. Science Direct

The library's web site lists selected print resources and electronic resources in its Nursing Subject Guide (<http://www.fmarion.edu/rogerslibrary/subjectguidenursing.htm>), Business guide (<http://libguides.fmarion.edu/BusinessGuide>) and Computer Science guide (<http://libguides.fmarion.edu/computerscience>). Faculty and students have both campus-wide and remote access to an array of journal articles, databases and internet resources, as listed on the website.

A member of the Health Sciences faculty and another member of the School of Business faculty serves on the library committee and keeps nursing faculty current on changes in the library. These faculty members also spearhead a periodic review of health sciences, business and computer science library holdings and oversees any discarding of out of date books. As the faculty members receive information from publishers regarding new books, they make requests to their respective Deans to have selected books purchased for the library. These book requests are sent from their respective schools to the library acquisitions department. When the books arrive, notification comes back to the respective schools for communication to the faculty. Library hours are listed on the FMU website (<http://www.fmarion.edu/rogerslibrary>) and databases can be accessed 24/7.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Writing Center

The FMU Writing Center is open to all learners who need assistance in improving their writing skills, and for the review of papers and written projects. A consultant from the Writing Center is also available in the Tutoring Center. Assistance with writing and or tutoring is offered in person or online. In addition to these individualized tutoring and consultation sessions, the Center offers numerous workshops during the spring and fall semesters in improving basic writing skills. To assist with orientation for new nursing learners, the Director of the Writing Center also presents information on academic integrity. The writing center is also available to students online for assistance and tutoring.

Advisement

Every learner is assigned a faculty member as an advisor who teaches in their appropriate track. Advisement is done every semester or as needed. Each faculty member has posted office hours a week per the FMU Faculty Handbook.

Computer Access

FMU provides learner access to computers and printers in a variety of areas on campus. The Stanton Computer Center houses classrooms for teaching computer sciences and skills and a laboratory where learners may log on to a computer to work with access to the internet, and they can also print their papers. Computers and printers are also accessible in the Rogers Library and in the Media Center. Although students have access to any of these computer resources on campus Students may use these computers for: preparing papers and other class work; conducting literature searches; researching websites of governmental and other agencies to support their learning, and searches for evidence for projects. The computer lab is accessible to students whenever the buildings are open. There are two printers in the library that used a pre-paid card printing system.

New Program Proposal

Students are required to have access to a personal computer, and they are encouraged to bring laptops to class.

Blackboard Learn System

The Blackboard Learn system is used for all courses in the nursing program. The Blackboard Learn System allows the program to provide online or hybrid courses. The platform is used for communication with learners, posting of syllabi and other course information, and posting of grades. Some faculty members use the system to post quizzes, and use the assignment feature for receiving learner papers. Learners receive orientation to the system when they enter the program through an orientation letter and contact with the faculty member. Additionally there are online tutorials to assist with accessing Blackboard Learn and to troubleshoot the system.

Technology is adequate and consists of fully functioning WiFi in all the FMU buildings. Every classroom and conference room is fully equipped with projector, computer, ELMO, and sound system. Many classrooms have individual student outlets.

For learners whose classes are primarily online there is assistance from faculty via email and phone, the IT desk at FMU via email and phone, and help from the Blackboard Learn system. The library, writing center, and tutoring center can all be accessed online. The Registrar, Financial Aid, and the Testing and Counseling Center can all be accessed by phone.

When students are accepted into the program, they are provided with an orientation letter (that explains how to access their FMU email accounts and the Blackboard Learn system).

Counseling and Testing Center

FMU supports a Counseling and Testing Center that provides placement testing, aptitude testing, and psychological testing for learners, as well as counseling and ADA services. Referrals are made to community agencies/providers as needed. The Counseling Center also provides quiet environments and extended test-taking times for the nursing learners who have those accommodations noted on their official ADA documentation.

Faculty utilize the center to assist learners who demonstrate test taking anxiety, possible learning disabilities, and personal problems. The Director of the Counseling and Testing Center is a clinical psychologist and a member of the Psychology Department.

Faculty make referrals of learners who demonstrate stress and anxiety levels that interfere with their ability to perform adequately in the program. Learners who demonstrate possible learning disabilities such as ADD or ADHD are also referred to the Center for assistance. The Center's service in getting these learners the help that they need has helped with learner retention.

The Director of the Center, Dr. Rebecca Lawson, also serves as FMU's ADA officer. Dr. Lawson assists learners in determining reasonable accommodations, and acts as a liaison between learners and faculty in achieving appropriate accommodations for learners. The experience of DON faculty to date has been with learners who require extended time for examinations, examinations read to them, and alternative testing sites. Several undergraduate learners have been successful in the program after undergoing counseling sessions using exposure therapy.

Student Health Services

There is a strong relationship between the University student body and the Nurse Practitioner (NP) in the University Student Health Services. The NP in Student Health Services maintains learner health records.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

There is no new instructional equipment needed for the proposed program. We will be using the existing courses offered and all equipment for those classes are already in place.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

New Program Proposal

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The classes will be held in the School of Business and School of Health Sciences classrooms. The Founders Hall houses most of the School of Business classes, the Lee Nursing Building houses all the Health Sciences classes and the Computer Center houses all the Computer Science classrooms. We will also use the library, the writing center, the counseling and testing center and the student health services center for the student services. No new facilities or any modification for the existing facilities are needed for this program.

New Program Proposal

Financial Support

*Provide an explanation for these costs and sources of financing in the budget justification.

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration						
Faculty and Staff Salaries	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$175,000.00
Graduate Assistants	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$35,000.00
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$210,000.00
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$316,160.00	\$385,320.00	\$452,010.00	\$496,470.00	\$612,560.00	\$2,262,520.00
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	\$316,160.00	\$385,320.00	\$452,010.00	\$496,470.00	\$612,560.00	\$2,262,520.00
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$274,160.00	\$343,320.00	\$410,010.00	\$454,470.00	\$570,560.00	\$2,052,520.00

There will be a graduate assistant who will be assigned 20 hours a week to the program at \$7,000 and a staff member for advising and student assistance at \$30,000. We anticipate tuition for the first year to be \$494 per credit hour X 32 credit hours a student takes X 20 students = \$316,160.

New Program Proposal

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

New Program Proposal

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

At the completion of both the HCI programs, students will be able to:

- 1) Integrate leadership concepts and theory into professional health informatics roles
- 2) Understand the logistics of health informatics in public and private healthcare organizations
- 3) Manage interdepartmental and global healthcare informatics systems
- 4) Assess end-user healthcare informatics needs

At the completion of the HCIM program, students will be able to:

- 1) Develop healthcare information systems to assist including human resources, financial, and operational departments
- 2) Assist with organizational development through information systems coordination and synthesis
- 3) Interpret analyzed data and disseminate the information to health care professionals

At the completion of the HCIT program students will be able to:

- 1) Design and develop informational systems to manage and retrieve healthcare data
- 2) Extrapolate data significant to improvement of systems and patient care
- 3) Disseminate data for the purpose of improving patient care outcomes

The student learning outcomes for the HCIM/T Program will be evaluated in APRN 713 the capstone project.

New Program Proposal

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Integrate leadership concepts and theory into professional health informatics roles	APRN 713 Capstone Project
Understand the logistics of health informatics in public and private healthcare organizations	APRN 713 Capstone Project
Manage interdepartmental and global healthcare informatics systems	APRN 713 Capstone Project
Assess end-user healthcare informatics needs	APRN 713 Capstone Project
Develop healthcare informational systems to assist including human resources, financial, and operational departments	APRN 713 Capstone Project
Assist with organizational development through information systems coordination and synthesis	APRN 713 Capstone Project
Design and develop informational systems to manage and retrieve healthcare data	APRN 713 Capstone Project
Extrapolate data significant to improvement of systems and patient care	APRN 713 Capstone Project
Disseminate data for the purpose of improving patient care outcomes	APRN 713 Capstone Project

New Program Proposal

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Internal Approval Timelines

1. Provosts office Fall 2017
2. School of Business Fall 2017
3. School of Health Sciences Fall 2017
4. Academic Affairs Fall 2017
5. Faculty Senate Fall 2017
6. Full Faculty Fall 2017
7. The FMU Board of Trustees Spring 2018

External Approval Timeline

1. South Carolina Commission on Higher Education Spring 2018

Accreditation

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

New Program Proposal
Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

CAROLINAS

HOSPITAL SYSTEM

805 PALMETTO HIGHWAY
P.O. Box 100550
FLORENCE, SC 29501-0550
(843)674-5000
www.carolinahospital.com

May 19, 2017

Francis Marion University
4822 E Palmetto Street
Florence, SC 29506

Dear President L. Fred Carter,

Carolinas Hospital System (CHS) supports the development of an undergraduate Healthcare Informatics major with two options, Health Information Management and Information Technology. The health care organizational need for technology continues to grow and is in need of professionals who have the expertise in healthcare informatics. Thanking you in advance for considering the healthcare needs of the region.

Sincerely,



Costa K. Cockfield, RN, SN, NEA-BC
Chief Nursing Officer

McLeod Health

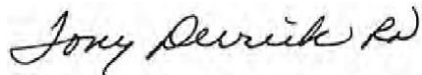
The Choice for Medical Excellence

May 19, 2017

Dear President L. Fred Carter,

McLeod Regional Medical Center supports the development of an undergraduate Healthcare Informatics major with two options, Health Information Management and Information Technology. The health care organizational need for technology continues to grow and is in need of professionals who have the expertise in healthcare informatics. Thanking you in advance for considering the healthcare needs of the region.

Sincerely,



Tony M. Derrick, MSN, RN
Associate Vice President/Chief Nursing Officer

tk



May 30, 2017

Dr. Luther F. Carter
President
Francis Marion University
PO Box 100547
Florence, SC 29502

Dear Dr. Carter,

I wanted to offer this letter of support for Francis Marion University's (FMU) new proposed Healthcare Information Technology program. Healthcare spending in the United States is now 3.1 trillion dollars and rising. I appreciate Francis Marion University acknowledging the need in our community to train the next generation for a career in one of the largest segments of our economy. Managing the ever growing network and data demands in our business is critical. I see the Healthcare Information Management program as helping to meet the need.

As one of the largest healthcare providers in the Pee Dee region, HopeHealth has greatly benefited from our relationship with Francis Marion. If you have any questions or should you want to speak to me in person, I can be reached at 843-656-0341.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken Burgess', followed by a horizontal line.

Ken Burgess
Chief Performance Officer
HopeHealth, Inc

RR

May 30, 2017

Dr. Luther F. Carter
President
Francis Marion University
PO Box 100547
Florence, SC 29502

Dear Dr. Carter,

I wanted to offer this letter of support for Francis Marion University's (FMU) new proposed Healthcare Information Management program. Healthcare spending in the United States is now 3.1 trillion dollars and rising. There is a need in our community to train the next generation for a career in one of the largest segments of our economy. Managing the ever growing network and data demands in our business is critical. I see the Healthcare Information Management program as helping to meet the need.

As one of the largest healthcare providers in the Pee Dee region, HopeHealth has greatly benefited from our relationship with Francis Marion. If you have any questions or should you want to speak to me in person, I can be reached at 843-656-0341.

Sincerely,


Ken Burgess
Chief Performance Officer
HopeHealth, Inc

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School.... Education _____ Date 7/26/2017 _____

Course No. or Level EDUC 201 Title Politics in Education _____

Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.) Laboratory _____

Prerequisites None _____

Enrollment expectation:..... 15 _____

Indicate any course for which this course is a (an)

modification N/A _____

(proposed change in course title, course description, course content or method of instruction)

substitute N/A _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate-----N/A _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description James Ritter _____

Department Chairperson's/Dean's Signature *Sharon M. Holcombe*

Provost's Signature *Peter King*

Date of Implementation Fall 2018

Date of School/Department approval 8-17-17

Catalog Description:

EDUC 201 POLITICS IN EDUCATION (3) This course examines the status of the U.S. education system, past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Emphasis may be placed on key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g. elected officials, parents, teachers' unions, and the general public) shaping the American PreK-12 education system. The course will explore how American society handles conflicting visions of what schools should and should not be doing, and how specific changes in political and

governance processes might improve public education.

Purpose: 1. ForWhom (generally?):

Appendix to Faculty Senate Agenda, September 21, 2017

This class is for undergraduate students seeking a-greater understanding of the American education system, including education politics at the local, State, and Federal levels.

2. What should the course do for the student?

The course should provide students a better understanding of key institutions, actors, and education conflicts and how they have shaped the American educational system.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Alexander, K., & Alexander, J. (2015). *The law of schools, teachers, and students in a nutshell* (5th ed.) West Academic Publishers: St. Paul, MN.

Spring, J. (2011). *The politics of American education: Sociocultural, political, and historical studies in education*. Routledge: New York.

Course Content:

Course Objectives

Upon successful completion of the course, the student will be able to:

- Discuss selected concepts and terms related to the American education system.
- Recall past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts.
- Describe the role that educational actors (Board of Education, State legislature; Federal level (Congress, the courts, and the President), play in shaping education policy and politics.
- Discuss the role of parents and communities in educational politics.
- Demonstrate the ability to read and summarize educational legislation (bills, laws, statutes) to gain a better understanding of specific changes in educational governance.

Major Topics to be Included

- The role of schools in American education.
- Key terms and vocabulary necessary for understanding educational politics.
- How educational conflicts and debates have shaped the current American education system.
- Historical court cases, on-going movements, and current reform efforts in education.
- The analysis of key institutions and how they shape educational policy and politics.
- The role of parents and communities and how it may shape the educational process.
- The role of educational legislation and how it can change school and district governance processes.

Sample Assignments:

Assignment	Percent of Course Grade
Online Discussion Boards	(5 @5% each) 25%
Education Debate (in class)	15%
Legislative Project	15%
Lobbyist Interview	15%

Midterm Exam	15%
Final Exam	15%

Grade Scale:

Points Grade

93 - 100 = A

89- 92 =B+

85 - 88 = B

82 - 84 =C+

77 - 81 =C

<77 =F

(Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

**EDUC 201 Politics in Education (3SH)
Fall 20XX**

Instructor: Dr. XXXX
Meeting Location: TBD
Time: TBD
Prerequisites: None
Co-requisites: None
Office: CEMC XXX

Phone: 843-661-XXXX
Email: XXX@fmarion.edu

Office Hours: Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

TBA: Please check Blackboard for days and times.

*Other times by appointment.

School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess
Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff.

Course Description

EDUC 201 Politics in Education: This course examines the status of the U.S. education system, past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Emphasis may be placed on key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g. elected officials, parents, teachers' unions, and the general public) shaping the American PreK-12 education system. The course will explore how American society handles conflicting visions of what schools should and should not be doing, and how specific changes in political and governance processes

might improve public education.

Course Objectives

Upon successful completion of the course, the student will be able to:

- Discuss selected concepts and terms related to the American education system.

- Recall past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts.
- Describe the role that educational actors (Board of Education, State legislature, Federal level (Congress, the courts, and the President), play in shaping education policy and politics.
- Discuss the role of parents and communities in educational politics.
- Demonstrate the ability to read and summarize educational legislation (bills, laws, statutes) to gain a better understanding of specific changes in educational governance.

Major Topics to be Included

- The role of schools in American education.
- Key terms and vocabulary necessary for understanding educational politics.
- How educational conflicts and debates have shaped the current American education system.
- Historical court cases, on-going movements, and current reform efforts in education.
- The analysis of key institutions and how they shape educational policy and politics.
- The role of parents and communities and how it may shape the educational process.
- The role of educational legislation and how it can change school and district governance processes.

Required Text:

Alexander, K., & Alexander, J. (2015). *The law of schools, teachers, and students in a nutshell (nutshells)* (5th ed.) West Academic Publishers: St. Paul, MN.

Spring, J. (2011). *The politics of American education: Sociocultural, political, and historical studies in education*. Routledge: New York.

Course Materials:

- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required readings/preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.

Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation.

You can find more information about the Teacher Candidate Disposition Conflict Resolution System in the Initial Teacher Candidate Handbook beginning on page 17 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude;

2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
3. Upholding ethical and professional standards;
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Personal Technology (cell phones, texting, etc.)

Engaging in personal conversations, preparing assignments for another class, coloring, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**. Cell phones are not permitted unless otherwise stated by the professor. Please ensure that your cell phones are off when you enter the classroom. If you feel that you have a sufficient reason for your cell phone to be on, please speak with the instructor prior to class.

"News and Announcements" on the SOE Website

Ensure that you check the News and Announcements at least weekly on the SOE Website (http://www.fmarion.edu/academics/news_and_announcements) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

Inclement Weather

- Should inclement weather be a problem for the instructor, then all assignments and course materials for the class will be posted on Blackboard. Please check this regularly!
- If the university is closed due to inclement weather, Blackboard will be the first point of contact for students to get instructional materials and assignments.
- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

Course Assignments:

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved *in advance* by the professor. Should teacher candidates have questions about an assignment, the professor must be contacted well in advance of the due date for clarification or other assistance.

Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded.

Assignments must be typed (double-spaced, 12 point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the MAT program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

Assignments for this course include:

- Discussion Boards on educational topics. This will include five discussion boards at 5% each. (25%)
- Educational debate on forces shaping reform efforts with written group commentary (15%).
- Legislative Project: This assignment provides commentary and summarization on an education bill or court case (15%).
- Interview a legislative lobbyist and the specific changes in education the lobbyist's primary sponsor

- hopes to make to improve education in the State (15%).
- Midterm (15%) and Final Exam (15%).

[Type here]

<u>Percent</u>	<u>Grade</u>
93 - 100 =	A
89 - 92 =	B+
85 - 88 =	B
82 - 84 =	C+
77 - 81 =	C
<77 =	F

[Type here]

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

School of Education Date 1-25-2017

Course No. or Level **EDUC 540:** Title: **Nature and Needs of Gifted and Talented Students**

Semester hours 3 Clock hours: Lecture 3 Laboratory Prerequisites none

Enrollment expectation 40

Indicate any course for which this course is a (an)
modification (proposed change in course title, course description, course content or method of instruction)
substitute (The proposed new course replaces a deleted course as a General Education or program requirement.)
alternate (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Patricia

Boatwright

Department Chairperson's/Dean's Signature 
Provost's Signature 
Date of Implementation Summer 2018
Date of School/Department approval 8-17-17

Catalog description of Nature and Needs of Gifted and Talented Students: (3 hours)
This course is intended to introduce candidates to the major topics regarding the

[Type here]

specialized nature of gifted and talented students along with the unique educational needs of the gifted learner. The major definitions, concepts, theories and theorists will be explored as well as the history of gifted and talented education. The course will also introduce differentiation of instruction and of curriculum to meet the needs of the gifted and talented learner. The course forms a firm foundation upon which candidates will develop a working knowledge of identifying the unique needs of gifted and talented students, as well as developing methods to better meet these needs.

Purpose: 1. For Whom (generally?) This course is intended for certified teachers interested in obtaining gifted education endorsement.
2. What should the course do for the student? Prepare them to identify and teach students that are gifted.

Teaching method planned: On-line lecture, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the Gifted and Talented* (6th ed.). Boston: Pearson. ISBN-13:978-0-13-505607-3.

Articles provided via Blackboard

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.) **Syllabus**

**attached. When completed, forward to the Office of
the Provost.**

**Francis Marion University
School of Education**

EDUC 540: Nature and Needs of Gifted and Talented

This course serves as one of the courses necessary for Gifted Endorsement.

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time: Online only**

Course Description

This course is intended to introduce candidates to the major topics regarding the specialized nature of gifted and talented students along with the unique educational needs of the gifted learner. The major definitions, concepts, theories and theorists will be explored as well as the history of gifted and talented education. The course will also introduce differentiation of instruction and of curriculum to meet the needs of the gifted and talented learner. The course forms a firm foundation upon which candidates will develop a working knowledge of identifying the unique needs of gifted and talented students, as well as developing methods to better meet these needs.

Required Texts

Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the Gifted and Talented* (6th ed.). Boston: Pearson. ISBN-13:978-0-13-505607-3.

Articles provided via Blackboard

Course Objectives

This course will require participants to demonstrate competence in the following areas. Participants will be able to

1. Describe the history and philosophy of gifted and talented education and articulate a rationale for it.
2. Identify the characteristics, needs, and developmental patterns of gifted and talented students, as well as definitions of intelligence, motivation, achievement, and special populations.
3. Explain procedures to identify commonly accepted talents and to support the unique needs of gifted and talented students, including special populations, within a diverse group of learners across a broad range of talent domains.
4. Describe the methods of talent development, especially the creative and divergent processes of fluency, flexibility, originality, and elaboration, as well as the cognitive processes of higher level thinking skills, especially analysis, synthesis, and evaluation.
5. Explain procedures for differentiated curriculum and student assessment for gifted and talented students.
6. Compare and contrast the advantages and disadvantages of various program models and accommodations for gifted and talented students.
7. Demonstrate the ability to explain and to utilize the South Carolina identification system for academically gifted and talented students.
8. Identify personal strengths, weaknesses, and professional development goals.

Course Policies

Academic Honesty

All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically

submitted assignment is submitted pursuant to the Honor Code.

Accommodations

If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.

Blackboard

This course will be on-line and facilitated through Blackboard. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the assignments:

Assignment	Point Value	Course Goal Addressed by the Assignment
Discussion Posts (6)	10	1,2,3,4,6,7,8
Response to Classmate's Discussion (6)	5	1,2,3,4,6,7,8
Case Study	20	2,3,4
Program Evaluation	15	3,6
South Carolina Gifted and Talented Program Review	15	7

Grades will be determined using the following grading scale:

Grade	Description	Points per semester hour	Grading scale
A	Distinction	4.0	93-100
B +	Somewhat below distinction	3.5	90-92
B	Above average	3.0	85-89
C +	Somewhat above average	2.5	80-84
C	Average	2.0	77-79
D+	Somewhat below average	1.5	75-76
D	Below average	1.0	70-74
F	Unsatisfactory (no credit)	0	Below 70

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

School of Education Date 1-25-2017

Course No. or Level EDUC 541; Title: Curriculum for the Gifted and Talented

Semester hours 3 Clock hours: Lecture 3 Laboratory

Prerequisites

Enrollment expectation 40

Indicate any course for which this course is a (an)
modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Patricia Boatwright

Department Chairperson's/Dean's Signature *Orangeburg Holcome*

Provost's Signature *Peter King*

Date of Implementation Summer or Fall 2018

Date of School/Department approval 8-17-17

Catalog description of Curriculum of the Gifted and Talented: (3 hours) This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. The South Carolina Best Practice Manual for Gifted and Talented Students will provide the foundation for this course.

Purpose: 1. For Whom (generally?) This course is intended for certified teachers interested in

obtaining gifted education endorsement.

2. What should the course do for the student? Prepare them to teach and plan curriculum for students that are gifted.

Teaching method planned: On-line lecture, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia):

VanTassel-Baska, J., & Little, C. A. (Eds.). (2011). *Content-based curriculum for high-ability learners* (2nd ed.). Waco, TX: Prufrock Press, Inc. ISBN-13: 978-1-59363-399-8.

Articles provided via Blackboard

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.) **Syllabus attached.**

When completed, forward to the Office of the Provost.

**Francis Marion University
School of Education**

EDUC 541: Curriculum for the Gifted and Talented

This course serves as one of the courses necessary for Gifted Endorsement.

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time: Online only**

Course Description

This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. The South Carolina Best Practice Manual for Gifted and Talented Students will provide the foundation for this course.

Required Texts

VanTassel-Baska, J., & Little, C. A. (Eds.). (2011). *Content-based curriculum for high-ability learners* (2nd ed.). Waco, TX: Prufrock Press, Inc. ISBN-13: 978-1-59363-399-8.

Practical Strategy Analysis, various authors, <http://www.prufrock.com/Series-Practical-Guides-C1103.aspx>.

South Carolina Gifted and Talented Best Practices Manual <http://ed.sc.gov/scdoe/assets/file/programs-services/123/documents/SCGiftedandTalentedBestPracticesManual.pdf>

Articles provided via Blackboard

Course Objectives

This course will require participants to demonstrate competence in the following areas. Participants will be able to:

1. Demonstrate understanding of goals and recommendations for academically gifted and talented curriculum and instruction.
2. Define and explain *content*, *process*, *environment*, and *product* as components of gifted and talented curriculum.
3. Describe gifted and talented curriculum models in terms of principles and application.
4. Identify instructional strategies that require gifted and talented students to demonstrate appropriate knowledge and skills.
5. Demonstrate understanding of appropriate assessments for gifted and talented students.
6. Design a unit of study that differentiates by pace, depth, complexity, and novelty within content, processes, environment, and products of gifted and talented curriculum.

7. Create a lesson plan that differentiates curriculum, instruction, and assessment according to theory and best practices for gifted students.

Course Policies

Academic Honesty

All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.

Accommodations

If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.

Blackboard

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Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the assignments:

Assignment	Point Value	Course Goal Addressed by the Assignment
Discussion Posts (6)	10	1,2,3,4,5
Response to Classmate's Discussion (6)	5	1,2,3,4,5
Research Paper	20	4
Curriculum Unit	30	6
Lesson Plan	20	7
Practical Strategies Analysis/Presentation	20	1,2,3,4,5

Grades will be determined using the following grading scale:

Grade	Description	Points per semester hour	Grading scale
A	Distinction	4.0	93-100
B +	Somewhat below distinction	3.5	90-92
B	Above average	3.0	85-89
C +	Somewhat above average	2.5	80-84
C	Average	2.0	77-79
D+	Somewhat below average	1.5	75-76
D	Below average	1.0	70-74
F	Unsatisfactory (no credit)	0	Below 70

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Education Date 7/26/2017

Course No. or Level EDUC 626 Title Concepts and Methods in Education

Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.) Laboratory _____

Prerequisites _____ Admission to the MAT in Teaching and Learning, _____

Enrollment expectation _____ 15 _____

Indicate any course for which this course is a (an)

modification _____ N/A _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____ N/A _____

(The proposed new course replaces a deleted course as General Education or program requirement.)

alternate _____ N/A _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description _____ James Ritter _____

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2018

Date of School/Department approval 8-19-17

Catalog Description:

EDUC 626 CONCEPTS AND METHODS IN EDUCATION (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning; Corequisite: Education 627) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for

teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

Purpose: 1. For Whom (generally?):

This class is for teacher candidates in the MAT in Teaching and Learning program.

2. What should the course do for the student?

The course will provide teacher candidates a better understanding of key concepts related to curriculum theories and application models used to support teaching and learning. Application of theories and concepts in the teacher candidate's content-specific area.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Bates, B. (2016). *Learning theories simplified: 100+ theories and models from great thinkers*. Sage: Thousand Oaks, CA.

Ornstein, A, and Hunkins, F. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson: Boston.

Course Content:

Course Objectives

Upon successful completion of the course, the student will be able to:

- Discuss selected concepts and theories related to curriculum design.
- Recall educational philosophies and their impact on teaching and learning.
- Describe problem solving approaches that are most effective in teaching content areas.
- Trace concept development through the grades to gain insight into teaching and learning.
- Demonstrate the ability to use teaching models effectively.
- Examine educational textbooks and State standards to determine the effectiveness of curriculum in the teacher candidate's content-specific teaching area.

Major Topics:

- Theories and models for teaching in teacher candidates specified content area.
- Concepts in teaching and learning and the application of theories and models suited to content-specific subject areas.
- Various approaches to curricular problem solving.
- How textbooks, trade books, and digital resources may be used to supplement content area curriculum.
- Content-specific research based methods that are proven effective in student-specific content areas.

Sample Assignments:

Assignment	Percent of Course Grade
Online Discussion Boards	(5@5% each) 25%
Interview of Content-Specific Teacher	10%
Demonstration Model Portfolios of Effective Strategies	20%
Project for Working with Students with Special Needs	15%
Midterm Exam	15%
Final Exam	15%

Grade Scale:

Points Grade

93 - 100	=	A
89 - 92	=	B+
85 - 88	=	B
82 - 84	=	C+
77 - 81	=	C
<77	=	F

(Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

**EDUC 626 Concepts and Methods in Education (3SH)
Fall 20XX**

Instructor: Dr. XXXX
Meeting Location: TBD
Time: TBD
Prerequisites: None
Co-requisites: None
Office: CEMC XXX
Phone: 843-661-XXXX
Email: XXX@fmarion.edu

Office Hours: Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

TBA: Please check Blackboard for days and times.

*Other times by appointment.

School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess
Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff.

Course Description

EDUC 626 CONCEPTS AND METHODS IN EDUCATION (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning; Corequisite: Education 627) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

Course Objectives

Upon successful completion of the course, the student will be able to:

- Discuss selected concepts and theories related to curriculum design.

-
- Recall educational philosophies and their impact on teaching and learning.
 - Describe problem solving approaches that are most effective in teaching content areas.
 - Trace concept development through the grades to gain insight into teaching and learning.
 - Demonstrate the ability to use teaching models effectively.
 - Examine educational textbooks and State standards to determine the effectiveness of curriculum in the teacher candidate's content-specific teaching area.

Major Topics:

- Theories and models for teaching in teacher candidate's specified content area.
- Concepts in teaching and learning and the application of theories and models suited to content-specific subject areas.
- Various approaches to curricular problem solving.
- How textbooks, trade books, and digital resources may be used to supplement content area curriculum.
- Content-specific research based methods that are proven effective in student-specific content areas.

Required Text:

Bates, B. (2016). *Learning theories simplified: 100+ theories and models from great thinkers*. Sage: Thousand Oaks, CA.

Ornstein, A, and Hunkins, F. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson: Boston.

Course Materials:

- LiveText subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required readings/preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
5. Positive recommendation on the teacher recommendation form.

Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors. The School of Education Teacher Candidate Dispositions Policy is stated in the Initial Teacher Candidate Handbook beginning on page 13 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

You can find more information about the Teacher Candidate Disposition Conflict Resolution System in the Initial Teacher Candidate Handbook beginning on page 17 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude;

-
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
 3. Upholding ethical and professional standards;
 4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
 5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Personal Technology (cell phones, texting, etc.)

Engaging in personal conversations, preparing assignments for another class, coloring, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**. Cell phones are not permitted unless otherwise stated by the professor. Please ensure that your cell phones are off when you enter the classroom. If you feel that you have a sufficient reason for your cell phone to be on, please speak with the instructor prior to class.

"News and Announcements" on the SOE Website

Ensure that you check the News and Announcements at least weekly on the SOE Website (http://www.fmarion.edu/academics/news_and_announcements) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

Inclement Weather

- Should inclement weather be a problem for the instructor, then all assignments and course materials for the class will be posted on Blackboard. Please check this regularly!
- If the university is closed due to inclement weather, Blackboard will be the first point of contact for students to get instructional materials and assignments.
- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

Course Assignments:

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved *in advance* by the professor. Should teacher candidates have questions about an assignment, the professor must be contacted well in advance of the due date for clarification or other assistance. Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded.

Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the MAT program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

Assignments for this course include:

- Discussion Boards on educational theory topics. This will include five discussion boards at 5% each. (25%)
- Interview of a content-specific teacher with commentary on problem solving approaches that are most effective in teaching content areas (10%).
- Demonstration model portfolio of strategies most effective in teaching in the student's content area (20%).
- Project for working with students with disabilities and students that are linguistically diverse (15%).
- Midterm (15%) and Final Exam (15%).

Points Grade

93 - 100 = A

89 - 92 = B+

85 - 88 = B

82 - 84 = C+
77 - 81 = C
<77 = F

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Education Date 7/26/2017

Course No. or Level EDUC 627 Title Practicum: Concepts and Methods in Education

Semester hours 1 Clock hours: Lecture 12.5 hours (750 min.)
Laboratory

Prerequisites None

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification N/A

(proposed change in course title, course description, course content or method of instruction)

substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description James Ritter

Department Chairperson's/Dean's Signature *James Ritter*

Provost's Signature *Peter King*

Date of Implementation Fall 2018

Date of School/Department approval 8-19-17

Catalog Description:

EDUC 627 PRACTICUM: CONCEPTS AND METHODS IN EDUCATION (J) (Prerequisite: Admission to the M.A.T. in Teaching and Learning; Corequisite: Education 626) This course is designed to provide future educators in the M.A.T. program with the opportunity to apply theories and concepts through practical experiences in public schools. Candidates will focus on

examining how content can best be presented to students. Consideration of methods and application in the student's major content teaching field is emphasized. A SLED background check is required prior to any non-residency field placement.

Purpose: 1. For Whom (generally?):

This class is for M.A.T. in Teaching and Learning teacher candidates that will be completing practicum in schools.

2. What should the course do for the student?

The course should provide M.A.T. students a better understanding of the requirements of the School of Education and school districts to complete a site-based residency or internship.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Doubet K., & Hockett, J. (2015). *Differentiation in middle and high schools: Strategies to engage all learners*. ASCD: Alexandria, VA.

Course Content:

Course Objectives

Upon successful completion of the course, the student will be able to:

- To understand the School of Education Conceptual Framework and Teacher Candidate Dispositions.
- To gain an understanding of the procedures for using LiveText as part of the M.A.T. program in Teaching and Learning.
- To gain an additional understanding of the theories and concepts through practical experiences in schools.
- To use methods and applications in the teacher candidate's major content teaching field.

Major Topics to be Included:

- Introduction to the School of Education Conceptual Framework.
- The five categories of Teacher Candidate Dispositions.
- How to collaboratively work with university and school-based supervisors.
- Orientation to LiveText, the online data collection system for the School of Education.
- How teacher candidates are evaluated during residencies and internships.
- Methods and applications in the teacher candidate's major content teaching field.

Sample Assignments:

Assignment	Percent of Course Grade
Online Discussion Board	(5@%5 each) 25%
School Board Meeting Observation Paper and Class Discussion	15%
Internship/Residency Log (on various topics)	20%
Attendance and Participation	10%
Midterm Exam	15%
Final Exam	15%

Grade

Scale:

Points

Grade

93 - 100 = A

89 - 92 = B+

85 - 88 = B

82 - 84 = C+

77 - 81 = C

<77 = F

(Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

EDUC 627 Practicum: Concepts and Methods in Education (3SH)
Fall 20XX

Instructor: Dr. XXXX
Meeting Location: TBD
Time: TBD
Prerequisites: None
Co-requisites: None
Office: CEMC XXX
Phone: 843-661-XXXX
Email: XXX@fmarion.edu

Office Hours: Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

TBA: Please check Blackboard for days and times.

*Other times by appointment.

School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

- III. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- IV. Caring teachers possess
 - Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff.

Course Description

EDUC 627 PRACTICUM: CONCEPTS AND METHODS IN EDUCATION (3) (Prerequisite: Admission to the M.A.T. in Teaching and Learning; Corequisite: Education 626) This course is designed to provide future educators in the M.A.T. program with the opportunity to apply theories and concepts through practical experiences in public schools. Candidates will focus on examining how content can best be presented to students. Consideration of methods and application in the student's major content teaching field is emphasized. A SLED background check is required prior to any non-residency field placement.

Course Objectives

Upon successful completion of the course, the student will be able to:

- To gain an understanding of the procedures for using LiveText as part of the MAT program in Teaching and Learning.
- To gain an additional understanding of the theories and concepts through practical experiences in public schools.

- To use methods and applications in the student's major content teaching field.
 - To examine and understand the dispositions of a teacher fostered by the School of Education.
-

Major Topics to be Included:

- Introduction to the School of Education Conceptual Framework.
- The five categories of Teacher Candidate Dispositions.
- How to collaboratively work with university and school-based supervisors.
- Orientation to LiveText, the online data collection system for the School of Education.
- How teacher candidates are evaluated during residencies and internships.
- Methods and applications in the teacher candidate's major content teaching field.

Required Text:

Doubet K., & Hockett, J. (2015). *Differentiation in middle and high schools: Strategies to engage all learners*. ASCD: Alexandria, VA.

Course Materials:

- Livetext subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

Course Requirements

6. Attendance and participation in all classes and related activities.
7. Completion of required readings/preparations before class dates indicated on schedule.
8. Successful completion of all assignments/projects.
9. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
10. Positive recommendation on the teacher recommendation form.

Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors. The School of Education Teacher Candidate Dispositions Policy is stated in the Initial Teacher Candidate Handbook beginning on page 13 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

You can find more information about the Teacher Candidate Disposition Conflict Resolution System in the Initial Teacher Candidate Handbook beginning on page 17 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

The professional dispositions may be placed under five categories:

6. Professional attributes such as promptness, adequate preparation and good attitude;
7. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
8. Upholding ethical and professional standards;
9. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
10. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Personal Technology (cell phones, texting, etc.)

Engaging in personal conversations, preparing assignments for another class, coloring, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**. Cell phones are not permitted unless otherwise stated by the professor. Please ensure that your cell phones are off when you enter the classroom. If you feel that you have a sufficient reason for your cell phone to be on, please speak with the instructor prior to class.

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Inclement Weather

- Should inclement weather be a problem for the instructor, then all assignments and course materials for the class will be posted on Blackboard. Please check this regularly!
- If the university is closed due to inclement weather, Blackboard will be the first point of contact for students to get instructional materials and assignments.
- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

Course Assignments:

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved *in advance* by the professor. Should teacher candidates have questions about an assignment, the professor must be contacted well in advance of the due date for clarification or other assistance. Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded.

Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the MAT program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

Assignments for this course include:

- Discussion Boards on educational practicum topics to include differentiation. This will include five discussion boards at 5% each. (25%)
- Attend a school board meeting with written commentary and class discussion (15%).
- Log of practicum experiences related to: (i) students with disabilities, (ii) teaching strategies, (iii) parent/community involvement, (iv) working with administration, (v) helping English language learners, and (vi) students of poverty (20%).
- Attendance and Participation (10%).
- Midterm (15%) and Final Exam (15%).

Points Grade

93 - 100 = A

89 - 92 = B+

85 - 88 = B

82 - 84 = C+

77 - 81 = C

<77 = F

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Education Date 7/26/2017

Course No. or Level EDUC 628 Title Planning for Teachers

Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.) Laboratory _____

Prerequisites None

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification N/A

(proposed change in course title, course description, course content or method of instruction)

substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description James Ritter

Department Chairperson's/Dean's Signature *James Ritter*

Provost's Signature *Peter King*

Date of Implementation Fall 2018

Date of School/Department approval 8-17-17

Catalog Description:

EDUC 628 PLANNING FOR TEACHERS (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning Program) This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

Purpose: 1. For Whom (generally?):

This class is for undergraduate students seeking a greater understanding of the planning process as it relates to teaching and learning in the classroom.

2. What should the course do for the student?

The course should provide students a better understanding of key facets of the planning process to teach students in schools.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Skowron J. and Danielson, C. (2015). *Powerful lesson planning: Every teacher's guide to effective instruction*. Corwin: NY.

Course Content:

Course Objectives

Upon successful completion of the course, the student will be able to:

- To discuss and understand selected concepts and terms related to lesson planning for teachers of different content areas.
- To write highly effective lesson plans that include quality peripherals.
- To use technology effectively in writing lesson plans.
- To discuss and understand the role of student achievement in writing effective lesson plans in applicable content areas.
- To demonstrate the ability to use standards-driven assessments as part of highly effective lesson planning.
- To align lesson plans with instruction and standards in applicable content areas.
- To interpret informal and formal assessments to drive lesson planning.

Major Topics to be Included:

- Concepts and terms related to lesson planning.
- The role State standards play in instructional planning for specific content areas.
- How technology, resources, and peripherals can enhance lesson plans.
- How lesson plans can be used to drive high quality instruction.
- How informal and summative assessments factor into lesson planning and providing high quality instruction.

Sample Course Assignments:

Assignment	Percent of Course Grade
Lesson Plans (Content-Specific)	(5 @5% each) 25%
Lesson Planning Software Presentation	10%
Pre/Post Tests for Lesson Plans	15%
Case Study for Planning Assessments	20%
Midterm Exam	15%
Final Exam	15%

Grade Scale: Points

Grade

93 - 100 =	A
89 - 92 =	B+
85 - 88 =	B
82 - 84 =	C+
77 - 81 =	C
<77 =	F

(Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

EDUC 628 Planning for Teachers (3SH)
Fall 20XX

Instructor: Dr. XXXX
Meeting Location: TBD
Time: TBD
Prerequisites: None
Co-requisites: None
Office: CEMC XXX
Phone: 843-661-XXXX
Email: XXX@fmarion.edu

Office Hours: Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

TBA: Please check Blackboard for days and times.

*Other times by appointment.

School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess
Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff.

Course Description

EDUC 628 PLANNING FOR TEACHERS (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning) This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

Course Objectives

Upon successful completion of the course, the student will be able to:

- To discuss and understand selected concepts and terms related to lesson planning for teachers of different content areas.
- To write highly effective lesson plans that include quality peripherals.
- To use technology effectively in writing lesson plans.

- To discuss and understand the role of student achievement in writing effective lesson plans in applicable content areas.
- To demonstrate the ability to use standards-driven assessments as part of highly effective lesson planning.
- To align lesson plans with instruction and standards in applicable content areas.
- To interpret informal and formal assessments to drive lesson planning.

Major Topics to be Included:

- Concepts and terms related to lesson planning.
- The role State standards play in instructional planning for specific content areas.
- How technology, resources, and peripherals can enhance lesson plans.
- How lesson plans can be used to drive high quality instruction.
- How informal and summative assessments factor into lesson planning and providing high quality instruction.

Required Text:

Skowron J., & Danielson, C. (2015). *Powerful lesson planning: Every teacher's guide to effective instruction*. Corwin: NY.

Course Materials:

- LiveText Subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required readings/preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
5. Positive recommendation on the teacher recommendation form.

Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors. The School of Education Teacher Candidate Dispositions Policy is stated in the Initial Teacher Candidate Handbook beginning on page 13 at <http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

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1. Professional attributes such as promptness, adequate preparation and good attitude;
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
3. Upholding ethical and professional standards;
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,

5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Personal Technology (cell phones, texting, etc.)

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- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

Course Assignments:

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Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the MAT program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

Assignments for this course include:

- Prepare 5 standards-based lesson plans in the student's content area at 5% each. (25%)
- Prepare a presentation on lesson planning software to share with the class (10%).
- Develop a pre-and post-assessment for prepared lesson plans (15%).
- Interpret assessment results as part of a case study and provide planning possibilities for a class in the student's specific content area (20%).
- Midterm (15%) and Final Exam (15%).

Points Grade

93 - 100	= A
89 - 92	= B+
85 - 88	= B
82 - 84	= C+
77 - 81	= C
<77	= F

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Education Date 7/26/2017

Course No. or Level EDUC 629 Title Classroom Management and Supervision

Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.)
Laboratory _____

Prerequisites None

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification N/A
(proposed change in course title, course description, course content or method of instruction)

substitute N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description James Ritter

Department Chairperson's/Dean's Signature *Shaunneft Holcomb*

Provost's Signature *Peter King*

Date of Implementation Fall 2018

Date of School/Department approval 8-17-17

Catalog Description:

EDUC 629 CLASSROOM MANAGEMENT AND SUPERVISION (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning). This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

Purpose: 1. For Whom (generally?):

This class is for M.A .T. in Teaching and Learning students seeking a greater understanding of classroom management and supervision of students within the classroom and school.

2. What should the course do for the student?

The course should provide students a better understanding of concepts related to classroom management and supervision of students in schools.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Emmer, E., and Evertson, C. (2012). *Classroom management for middle and high school teachers (9th ed.)*. Pearson: NY.

Course Content:

Course Objectives

Upon successful completion of the course, the student will be able to:

- Use multiple classroom management strategies to providing effective instruction in the classroom.
- Discuss classroom management systems that can be used with diverse student populations.
- Write a highly effective classroom management plan.
- Incorporate classroom management into lesson plans for effective instruction.
- Use evidence based prevention and intervention techniques.
- Use discipline strategies for responding to inappropriate behaviors when they do occur in the classroom.
- Understand the importance of preventing problem behaviors in the classroom by building positive relationships with students.

Major Topics to be Included:

- Research-based classroom management strategies.
- Use of classroom management systems to improve student behavior.
- Classroom management techniques for working with students from diverse backgrounds.
- Incorporation of classroom management strategies into lesson plans.
- Discipline strategies for responding to inappropriate behaviors in the classroom.
- Preventing problem behaviors and building positive relationships with students.
- How to disrupt patterns of negative behavior to get better classroom management results.

Sample Course Assignments:

Assignment	Percent of Course Grade
Discussion Board on Classroom Management and Supervision	(5 @5% each) 25%
Behavior Case Study	20%
Participation	5%
Classroom Management System Portfolio	20%

Grade Scale:

Points Grade

93 - 100	=	A
89 - 92	=	B+
85 - 88	=	B
82 - 84	=	C+
77 - 81	=	C
<77	=	F

When completed, forward to the Office of the Provost.

9/03

**EDUC 629 Classroom Management and Supervision (3SH)
Fall 20XX**

Instructor: Dr. XXXX

Meeting Location: TBD

Time: TBD

Prerequisites: None

Co-requisites: None

Office: CEMC XXX

Phone: 843-661-XXXX

Email: XXX@fmarion.edu

Office Hours: Every effort will be made to hold office hours according to the schedule provided.

There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

TBA: Please check Blackboard for days and times.

*Other times by appointment.

School of Education Conceptual Framework

The School of Education prepares competent and caring teachers.

III. Competent teachers possess

- A. Knowledge of content in their area of teaching
- B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology

IV. Caring teachers possess

Professional Dispositions

- A. Exhibits professional attributes
- B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
- C. Upholds Ethical and Professional Standards
- D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
- E. Shows respect for colleagues, P -12 students, faculty and staff.

Course Description

EDUC 629 CLASSROOM MANAGEMENT AND SUPERVISION (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning) This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

Course Objectives

Upon successful completion of the course, the student will be able to:

- Use multiple classroom management strategies to providing effective instruction in the classroom.
- Discuss classroom management systems that can be used with diverse student populations.
- Write a highly effective classroom management plan.
- Incorporate classroom management into lesson plans for effective instruction.
- Use evidence based prevention and intervention techniques.
- Use discipline strategies for responding to inappropriate behaviors when they do occur in the classroom.
- Understand the importance of preventing problem behaviors in the classroom by building positive relationships with students.

Major Topics to be Included:

- Research-based classroom management strategies.
- Use of classroom management systems to improve student behavior.
- Classroom management techniques for working with students from diverse backgrounds.
- Incorporation of classroom management strategies into lesson plans.
- Discipline strategies for responding to inappropriate behaviors in the classroom.
- Preventing problem behaviors and building positive relationships with students.
- How to disrupt patterns of negative behavior to get better classroom management results.

Required Text:

Emmer, E., and Evertson, C. (2012). *Classroom management for middle and high school teachers (9th ed.)*. Pearson: NY.

Course Materials:

- LiveText Subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

Course Requirements

6. Attendance and participation in all classes and related activities.
7. Completion of required readings/preparations before class dates indicated on schedule.
8. Successful completion of all assignments/projects.
9. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
10. Positive recommendation on the teacher recommendation form.

Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors. The School of Education Teacher Candidate Dispositions Policy is stated in the Initial Teacher Candidate Handbook beginning on page 13 at <http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

You can find more information about the Teacher Candidate Disposition Conflict Resolution System in the Initial Teacher Candidate Handbook beginning on page 17 at

The professional dispositions may be placed under five categories:

6. Professional attributes such as promptness, adequate preparation and good attitude;
7. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
8. Upholding ethical and professional standards;
9. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
10. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Personal Technology (cell phones, texting, etc.)

Engaging in personal conversations, preparing assignments for another class, coloring, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**. Cell phones are not permitted unless otherwise stated by the professor. Please ensure that your cell phones are off when you enter the classroom. If you feel that you have a sufficient reason for your cell phone to be on, please speak with the instructor prior to class.

"News and Announcements" on the SOE Website

Ensure that you check the News and Announcements at least weekly on the SOE Website (http://www.fmarion.edu/academics/news_and_announcements) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

Inclement Weather

- Should inclement weather be a problem for the instructor, then all assignments and course materials for the class will be posted on Blackboard. Please check this regularly!
- If the university is closed due to inclement weather, Blackboard will be the first point of contact for students to get instructional materials and assignments.
- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

Course Assignments:

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved *in advance* by the professor. Should teacher candidates have questions about an assignment, the professor must be contacted well in advance of the due date for clarification or other assistance.

Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded.

Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the MAT program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

Assignments for this course include:

- Discussion boards assignments based on content areas 5% each. (25%)
- Case study on a classroom behavior (20%).
- Participation (5%).
- Classroom management system portfolio for the student's content area (20%).
- Class quizzes (3) at 10% each (30%).

Points Grade

93 - 100 = A

89 - 92 = B+

85 - 88 = B

82 - 84 = C+

77 - 81 = C

<77 = F

