

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 0

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 Jonathan Murn

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2018

Date of School/ Department approval August 22<sup>nd</sup> 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.**

Sample Syllabus  
Spring 2018

Economics 341

Dr. Munn

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

<u>Communication:</u>	Office:	<b>Founder's Hall 263B-1</b>
	Email:	<b>jmunnn@fmarion.edu</b>
	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

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### **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

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- 16 Universal Insurance Issues and International Comparisons

#### **PART 4 Demand for Health Care**

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- 8 The Hospital as a Supplier of Medical Care
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- 11 Health Insurance Supply and Managed Care
- 12 Government Provision of Health Insurance
- 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 1<sup>st</sup> 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

☐ Associate's Degree

☐ Master's Degree

☒ Bachelor's Degree: 4 Year

☐ Specialist

☐ Bachelor's Degree: 5 Year

☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ 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

☒ Traditional/face-to-face\*

\*select if less than 50% online

☐ Distance Education

☐ 100% online

☐ Blended (more than 50% online)

☐ 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](mailto: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 faculties 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.”**

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
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						
	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
<b>Sem 1</b>		<b>Sem 2</b>	
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
<b>Sem 3</b>		<b>Sem 4</b>	
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
<b>Sem 5</b>		<b>Sem 6</b>	
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
<b>Sem 7</b>		<b>Sem 8</b>	
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

<b>Curriculum by Year</b>			
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Sem 1</b>		<b>Sem 2</b>	
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
<b>Sem 3</b>		<b>Sem 4</b>	
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
<b>Sem 5</b>		<b>Sem 6</b>	
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
<b>Sem 7</b>		<b>Sem 8</b>	
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

[illegible]

\* 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 General Faculty Meeting, October 12, 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 General Faculty Meeting, October 12, 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 General Faculty Meeting, October 12, 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 a. 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	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	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*						
<b>Total</b>	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$210,000.00
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	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*						
<b>Total</b>	\$316,160.00	\$385,320.00	\$452,010.00	\$496,470.00	\$612,560.00	\$2,262,520.00
<b>Net Total</b> (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**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
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.carolinas-hospital.com](http://www.carolinas-hospital.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 Burdette  
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 [Signature]

Provost's Signature [Signature]

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?):

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* (5<sup>th</sup> 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%

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Midterm Exam	15%
Final Exam	15%

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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](mailto: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 (nutchells)* (5<sup>th</sup> 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](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

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* (6<sup>th</sup> 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* (6<sup>th</sup> 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 Graymiff Holcombe

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.

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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* (2<sup>nd</sup> 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.**

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**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* (2<sup>nd</sup> 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**

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	1,2,3,4,5
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** English, Modern Languages and Philosophy **Date** 2/13/16

**Course No. or Level** French 203 **Title** French for the Arts and Sciences

**Semester hours** 1 **Clock hours** 2 **Lecture** x **Laboratory**

**Prerequisites** Completion of 102 with a grade of C or higher or equivalent

**Enrollment expectation** 15-20

This course is NOT a modification, substitute or alternate for any other course.

**Name of person preparing course description:** Dr. Liz Zahnd, French Program Coordinator

Department Chairperson's Signature

Bekki Flanagan

Provost's Signature

Peter King

**Date of Implementation** Spring 2018

**Date of School/Department approval** 2/28/17

**Catalog description:** **203 French for the Arts and Sciences (3)** (Prerequisite: Completion of 102 with a grade of C or higher or equivalent). Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.

**Purpose:**

1. This class is for French majors, French minors, and any general ed. student who might possibly use French in a research setting.
2. After this class, the student should be able to...

- Demonstrate knowledge of specialized vocabulary in French related to the arts and sciences.
- Deepen his or her understanding of the French language and increase reading proficiency in French.
- Demonstrate comprehension of a variety of French texts in the humanities and technical disciplines.
- Summarize readings in French found in print and online sources pertaining to the arts and sciences.
- Examine and discuss readings in French related to a variety of fields within the arts and sciences.
- Make a brief presentation related to readings in French in the humanities and technical disciplines...
- Produce written reports based on readings and research in French relating to the arts and sciences.

**Teaching method planned:** lecture/discussion

**Textbook:** *Reading French in Arts and Sciences*, 4th Edition, by Edward M. Stack.

**Course Content:** See attached syllabus.

**Course Title:** French for the Arts and Sciences  
**Instructor:** Dr. Elizabeth Zahnd  
**Office:** 113E Cauthen Educational Media Center (CEMC)  
**Phone:** 661-1600 **E-mail:** ezahnd@fmarion.edu

**Textbooks:** *Reading French for the Arts and Sciences* by Edward M. Stack; various articles from online sources and professional journals. *Reading French in the Arts and Sciences* offers a systematic approach to comprehending and translating texts in the humanities and technical disciplines. It begins with short passages on familiar themes and gradually increases the difficulty level to more technical and literary topics. Students will also read and discuss online blogs and articles from reputable sources pertaining to various fields of specialization within the arts and sciences.

**Catalog Description:** “203 French for the Arts and Sciences (3) (Prerequisite: Completion of 102 with a grade of C or higher or equivalent). Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.”

**Prerequisite:** Completion of French 102 with a grade of C or higher or equivalent.

**Course Rationale:** This is essentially a language proficiency course that focuses on reading, comprehending, summarizing, discussing, and presenting information acquired from excerpts of French texts in the arts and sciences. Topics will vary, determined in part on students' own interests and areas of specialization. Fields covered may include biology, chemistry, engineering, health sciences, history, literature, philosophy, physics, mass communications, mathematics, music, political science, psychology, sociology, theatre arts, and visual arts. Readings will include excerpts from classic texts by French authors (Voltaire, Chateaubriand, Diderot, Saints-Saens, Duruy, de Tocqueville, Manesson-Mallet, etc.) as well as online articles and blogs within the humanities and technical disciplines. Students will complete readings and comprehension questions as homework and spend class time summarizing and discussing topics relevant to their own areas of specialization within the arts and sciences.

**Student Learning Outcomes:**

- Demonstrate knowledge of specialized vocabulary in French related to the arts and sciences.
- Deepen his or her understanding of the French language and increase reading proficiency in French.
- Demonstrate comprehension of a variety of French texts in the humanities and technical disciplines.
- Summarize readings in French found in print and online sources pertaining to the arts and sciences.
- Examine and discuss readings in French related to a variety of fields within the arts and sciences.
- Make a brief presentation related to readings in French in the humanities and technical disciplines.
- Produce written reports based on readings and research in French relating to the arts and sciences.

**Requirements and Grading Policy:** Regular class attendance is expected of all students. Your course grade will include the average of reading assignments and written homework, in-class quizzes and vocabulary work, class discussions and thematic presentation, and one in-class written final. The grade will be determined by an absolute, ten-point scale, i.e., there is no curve. 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=NC. Late work will result in a loss of one letter grade per day late.

Reading Assignments and Written Homework	30%
In-Class Quizzes and Vocabulary Work	25%
Class Discussions and Thematic Presentations	25%
Final Exam	20%

**Attendance and Make-Up Policy:** After more than eight (8) unexcused absences, you will be automatically dropped from the course with a grade of F. You are expected to be present for all exams on the dates listed. No make-up exams will be given unless I am notified at least one week in advance or you have a documented medical/family emergency (i.e. proof of hospitalization or funeral home of the deceased parent/spouse).

**Statement on Plagiarism:** Any copying from undocumented sources or from classmates and/or any use of automatic translation programs will be considered an act of academic dishonesty. This entails an automatic grade of F and a rep011 to Student Affairs.

**Statement on the use of Digital Media and Other Distractions:** No digital media (including, but not limited to, cell phones, laptops, mp3 players, voice recorders, etc.) will be allowed during class time except with the express permission of the instructor. Initial use of such items or other digital or non-digital distractions may result in the student being counted absent for the class session, and continued or disruptive use of such items or other distractions constitutes grounds for dismissal from the course with a grade of F.

**General Course Calendar (topics may vary):**

Semaines (weeks) 1-2: L'introduction au cours / les techniques de lecture

Semaines 3-4: La musique et les arts visuels

Semaines 5-6: La psychologie et la sociologie

Semaines 7-8: L'histoire et la philosophie

Semaines 9-10: La biologie, la chimie, et la médecine

Semaines 10-11: La littérature et le théâtre

Semaines 12-13: Les sciences politiques et les communications

Semaines 14-15: Le génie, les mathématiques et la physique

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

**Department/School** English, Modern Languages and Philosophy **Date** 2/13/16

**Course No. or Level** French 210 **Title** French for the Professions

**Semester hours** 3 **Clock hours** 9 **Lecture** x **Laboratory**

**Prerequisites** Completion of 201 with a grade of C or higher or equivalent.

**Enrollment expectation** 15-20

This course is NOT a modification, substitute or alternate for any other course.

**Name of person preparing course description:** Dr. Liz Zahnd, French Program Coordinator

**Department Chairperson's Signature** Bukie Flamm  
**Provost's Signature** Peter King  
**Date of Implementation** Spring 2018 **Date of School/Department approval** 2/28/17

**Catalog description: 210 French for the Professions** (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent). Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

**Purpose:** 1. This class is for French majors, French minors, and any general ed. student who might possibly use French in a professional setting.  
2. After this class, the student should be able to...

- Design and compose a CV in French and interview for a job in French.
- Imagine and construct a letter of interest for a position in a French-speaking company.
- Choose a product, analyze its potential success and devise a marketing campaign in French.
- Deepen his or her understanding of French grammar and proficiency in the language.
- Be able to describe and compare a variety of administrative structures in the Francophone world.
- Distinguish and classify aspects of the economy and the organization of commercial firms.
- Examine and formulate a plan for applying for work in the French-speaking world.
- Complete a variety of work-related tasks in French.
- Make a professional presentation in French related to his or her profession of interest.

**Teaching method planned:** lecture/discussion

**Textbook:** *Vocabulaire progressif du Français des affaires*, 2e edition, by Jean-Luc Penformis.

**Course Content:** See attached syllabus.



**Course Title:** French for the Professions  
**Instructor:** Dr. Elizabeth Zahnd  
**Office:** 113E Cauthen Educational Media Center (CEMC)  
**Phone:** 661-1600  
**E-mail:** ezahnd@finarion.edu

**Textbook:** *Vocabulaire progressif du Français des affaires* par Jean-Luc Penfornis, 2<sup>e</sup> edition, Cle International [ISBN : 978-209-038143-6]. This text presents specialized vocabulary and situational practice using French in a variety of professional settings. Students will also read and discuss online articles, blogs, and videos from reputable French newspapers, magazines, and business web sites.

**Catalog Description:** "210 French for the Professions (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent). Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms."

**Prerequisite:** Completion of French 201 with a grade of C or higher or equivalent.

**Course Rationale:** This is essentially a language proficiency course that focuses on communicating and conducting business in a variety of professional settings in French. The class emphasizes the vocabulary, cultural knowledge, and linguistic skills needed in order to work in an international Francophone (French-speaking) environment. The course will engage students with the working world through contextualized language practice related to the job search process, interviewing, interacting in professional situations, and making presentations in French. Themes covered will include those listed in the textbook as well as current articles and blogs found in reputable online sources.

**Student Learning Outcomes:**

- Acquire a basic French vocabulary related to business and other professions.
- Be able to describe, interpret, and compare a variety of geographic and administrative arrangements and structures in the Francophone world.
- Gain an understanding of cultural norms specific to professional life in France and the Francophone World.
- Design and compose a CV (resume) in French.
- Examine and formulate a plan for applying for work in the French-speaking world.
- Imagine and construct a letter of interest for a position in a French-speaking company and plan a strategy for participating in a job interview in French.
- Choose a product, analyze its potential success and devise a marketing campaign in French.
- Make a presentation in French related to a profession of interest to the student.

**Requirements and Grading Policy:** Regular class attendance is expected of all students. Your course grade will include the average of written assignments (CV, lettre de motivation, lettre de remerciement, etc.), class presentations, chapter quizzes, one oral test (mock job interview) and one in-class written final. The grade will be determined by an absolute, ten-point scale, i.e., there is no curve. 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=NC. Late work will result in a loss of one letter grade per day late.

Written Assignments	30%
Chapter Quizzes	30%
Participation/Class Presentations	15%
In-class Final	15%
Oral Test (Job Interview)	10%

**Attendance and Make-Up Policy:** After more than eight (8) unexcused absences, you will be automatically dropped from the course with a grade of F. You are expected to be present for all exams on the dates listed. No make-up exams will be given unless I am notified at least one week in advance or you have a documented medical/family emergency (i.e. proof of hospitalization or funeral home of the deceased parent/spouse).

**Statement on Plagiarism:** Any copying from undocumented sources or from classmates and/or any use of automatic translation programs will be considered an act of academic dishonesty. This entails an automatic grade of F and a report to Student Affairs.

**Statement on the use of Digital Media and Other Distractions:** No digital media (including, but not limited to, cell phones, laptops, mp3 players, voice recorders, etc.) will be allowed during class time except with the express permission of the instructor. Initial use of such items or other digital or non-digital distractions may result in the student being counted absent for the class session, and continued or disruptive use of such items or other distractions constitutes grounds for dismissal from the course with a grade of F.

### **General Course Calendar:**

Semaines (weeks) 1-2 : Introduction au cours/la géographie et l'administration de la France et des régions francophones

Activités : Compléter un fiche d'identité, présenter une région francophone

Semaines 3-4 : Découvrir l'entreprise française

Activités : Les différences entre les entreprises francophones, présenter une entreprise

Semaines 5-6 : Postuler à un emploi en France ou autre pays

francophone Activités : Écrire une lettre de motivation, un c.v.

Semaines 7-8 : Créer une entreprise

Activités : La création d'une entreprise imaginaire

Semaines 9-10 : Le plan de communication

Activités: La lettre de remerciement, un appel de suivi

Semaines 10-11 : Le Marketing

Activités: Les publicités

Semaines 12-13 : Situations

professionnelles Activités :

Dialogues variés

Semaines 14-15 : Présentation du

projet final Activité : La

présentation professionnelle

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

**Department/School** English, Modern Languages and Philosophy **Date** 2/13/17

**Course No. or Level** Spanish 210 **Title** Spanish for Business

**Semester hours: 3** **Clock hours:** 9 Lecture X\_\_\_ Laboratory\_\_\_ \_

**Prerequisites:** Completion of 201 with a grade of C or higher or equivalent or Permission of the Instructor/Chair

**Enrollment expectation:** 15-20

**Indicate any course for which this course in 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.)

This course is NOT a modification, substitute or alternate for any other course. It is a NEW course.

**Name of person preparing course description:** Dr. Kristin A. Kiely

**Department Chairperson's/Dean's Signature** Berkie Flannery

**Provost's Signature** Peter H. Ky

**Date of Implementation** Fall 2017

**Date of School/Department approval** \_\_\_\_\_

**Catalog description:** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent or Permission of the Instructor/Chair) Development of practical oral and written communication skills in Spanish to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

## **Purpose:**

1. For whom? Spanish majors, Spanish minors, and any General Education student who may possibly use Spanish in a business/professional setting.
2. What should the course do for the student?  
After taking this class, the student should be able to:

- Design and compose a CV (or resume) in Spanish
- Be able to interview for a job in Spanish.
- Imagine and construct a letter of interest for a position in a Spanish-speaking company.
- Imagine a new product, analyze its potential success, and devise a marketing campaign in Spanish.
- Deepen his or her understanding of Spanish grammar and proficiency in the language.
- Be able to describe and compare a variety of administrative structures in the Hispanic world.
- Distinguish and classify aspects of the economy and the organization of commercial firms.
- Examine and formulate a plan for applying for work in the Spanish-speaking world.
- Complete a variety of work-related tasks in Spanish.
- Make a professional presentation in Spanish related to his/her profession of interest.

**Teaching method planned:** lecture/discussion as well as hands on practice

**Textbook:** *Negocios sin fronteras: Intermediate Spanish for Business*. Manny, Abella, Fraser-Molina. ISBN: 9780130206855

**Course Content:** See attached syllabus.

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

## Spanish for Business Spanish 210

**Course Title:** Spanish for Business

**Instructor:** Dr. Kristin A. Kiely

**Office:** 237 Founders Hall

**Phone:** 661-1714

**E-mail:** kkiely@finarion.edu

**Textbook:** *Negocios sin fronteras: Intermediate Spanish for Business*. Manny, Abella, Fraser-Molina. ISBN: 9780130206855. This text is designed to teach the vocabulary and grammar necessary to successfully conduct basic business in Spanish-speaking countries. It promotes the development of the four language skills - listening, speaking, reading, and writing. Cultural sensitivity is also a major focus in this text. This text aims to take students beyond the mechanics of the Spanish language and towards a meaningful understanding of business and culture in Spanish-speaking countries.

**Catalog Description:** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent or Permission of the Instructor/Chair) Development of practical oral and written communication skills in Spanish to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

**Course Rationale:** This is essentially a language proficiency course that focuses on communicating and conducting business in a variety of professional settings in Spanish. The class emphasizes the vocabulary, cultural knowledge, and linguistic skills needed in order to work in an international Hispanic (Spanish-speaking) environment. The course will engage students with the working world through contextualized language practice related to the job search process, interviewing, interacting in professional situations, and making presentations in Spanish. Themes covered will include those listed in the textbook as well as current articles and biogs found in reputable online sources.

### Student Learning Outcomes

- Acquire basic Spanish vocabulary related to the business world.
- Be able to describe, interpret, and compare a variety of administrative and professional arrangements and structures in the Hispanic world.
- Gain an understanding of cultural norms specific to professional life in Spain and Latin America.
- Design and compose a CV in Spanish.
- Formulate and investigate a plan for applying for work in the Spanish-speaking world.
- Imagine and construct a Letter of interest for a job position in a Spanish-speaking company
- Plan a strategy for participating in a job interview in Spanish.

- Choose a product, analyze its potential success and devise a marketing campaign in Spanish.
- Make a presentation in Spanish related to a profession of interest to the student.
- Participate in a job interview with another student with one student taking on the role of the interviewer and the other student as the interviewee. (Switch roles)

**Participación:** Attendance is required for this course. You will be allowed a total of four (4) absences for the whole semester. Should you miss class a fifth (5<sup>th</sup>) time, you will automatically be **withdrawn** from the course. Also, you will be considered tardy at 5 minutes past the beginning of class time (8:35). Two tardies will constitute an absence. After 20 minutes, you will be marked absent for the day. In both of these cases, this absence will count toward your total allowable absences. Upon your fourth absence, your final grade will be lowered 5%. (Tuesday/Thursday class)

<b>Grading:</b>	Written Assignments	20%
	Chapter Tests	30%
	Participation	15%
	Final Exam	15%
	Oral Presentations	20%

**Chapter Tests:** There will be a test after each chapter in the textbook. Material on the test will include information from the text as well as any material or discussion based on periodicals, blogs, and other extra resources presented during or read for the class. There will be NO makeups for the exams.

**Oral Presentations:** There will be two types of oral presentations in the class. The first type will be a job interview. All students will take part in mock job interviews with another student. They will take turns as the person doing the hiring and the candidate for the job. The second type of oral presentation will be a marketing campaign for a product that they either create on their own or for a product that already exists. In either case, they must create their own ad campaign and present it to the class with a partner.

**Written assignments:** Written assignments will be weekly blog assignments using questions from the textbook or from actual periodical, professional advice columns that they will need to read and then respond to, having them use the grammar and vocabulary that is being presented in the textbook and relevant to the professional setting.

**Final Exam:** The final exam is based on all of the material that we have discussed and learned in the class throughout the semester. The final exam is required.

**\*\*Important Note\*\*** Under NO circumstances should the student seek outside help with any work- this includes the internet (and online translators)! It is exceptionally clear when cheating/plagiarism has occurred. Anything that is not your own writing is considered PLAGIARISM. If you cheat and/or plagiarize, you will receive a grade of zero (0) on the assignment and an F *in the class* and the case will be forwarded to the *Provost's office*.

**General Course Calendar:**

Semanas (*Weeks*) 1 and 2: Presentaciones

Semanas 3 and 4: La entrevista

Semanas 5 and 6: La tecnología y negocios

Semanas 7 and 8: La gerencia y la evaluación de empleados

Semanas 9: Entrevistas (Aplicar para un trabajo)

Semanas 10 and 11: La campaña publicitaria

Semana 12: Escribir un CV y Escribir una carta de interés

Semanas 13 and 14: Consideraciones éticas

Semana 15: Anuncios de campaña de mercadeo

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

**Department/School** English, Modern Languages and Philosophy **Date** 2/13/16

**Course No. or Level** French 300 **Title** Introduction to Reading Literature in French

**Semester hours 1** **Clock hours 2** **Lecture** x **Laboratory** \_\_

**Prerequisites** Completion of French 202 with a grade of C or higher or equivalent.

**Enrollment expectation** 15-20

This course is a modification for French 300.

**Name of person preparing course description:** Dr. Liz Zahnd, French Program Coordinator

**Department Chairperson's Signature** Baki Flannery

**Provost's Signature** Ree King

**Date of Implementation** Spring 2018

**Date of School/Department approval** 2/28/17

**Catalog description:** **300 Introduction to Reading Literature in French** (3) 300 Introduction to Reading Literature in French (3) (Prerequisite: 202 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone literature. Guided readings and discussions of a variety of texts in French, including literary excerpts and a range of essays from digital media.

**Purpose:**

1. This class is for French majors, French minors, and any other student who plans to take upper-level French literature courses.
2. After this class, the student should be able to...

- Demonstrate knowledge of specialized vocabulary in French related to works of literature.
- Deepen his or her understanding of the French language and increase reading proficiency in French.
- Demonstrate comprehension of a variety of French literary texts from print and digital sources.
- Summarize literary readings from the French and Francophone world.
- Examine and discuss literary readings in French.
- Make brief oral presentations related to literary readings in French.
- Produce written reports based on literary readings in French.

**Teaching method planned:** lecture/discussion

**Textbook:** *Graded French Reader* by Camille Bauer; digital excerpts, essays and literary blogs.

**Course Content:** See attached syllabus.



**Course Title:** Introduction to Reading Literature in French  
**Instructor:** Dr. Elizabeth Zahnd  
**Office:** 113E Cauthen Educational Media Center (CEMC)  
**Phone:** 661-1600  
**E-mail:** ezahnd@fmarion.edu

**Textbook:** *Graded French Reader* by Camille Bauer; digital excerpts, essays and blogs.

**Catalog Description: 300 Introduction to Reading Literature in French (3)** 300 Introduction to Reading Literature in French (3) (Prerequisite: 202 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone literature. Guided readings and discussions of a variety of texts in French, including literary excerpts and a range of essays from digital media.

**Prerequisite:** French 202 or equivalent on the placement test.

**Course Rationale:** This course is a bridge between the foundational language courses and the upper division study of literature and culture intended for advanced students and language majors. The goal of this course is to prepare the student to read and analyze authentic French texts and study the major works of French literature in their original form. The student will read works representing a variety of styles, genres, and periods of literature, and of varying difficulty. Some texts will be read in their original form, and some will be in an abridged, modified, or annotated form. Advanced points of grammar will be studied as needed (for example the passé simple), and a major focus will be vocabulary development. Written assignments will be required.

**Student Learning Outcomes:**

- Demonstrate knowledge of specialized vocabulary in French related to works of literature.
- Deepen his or her understanding of the French language and increase reading proficiency in French.
- Demonstrate comprehension of a variety of French literary texts from print and digital sources.
- Summarize literary readings in French from the French and Francophone world.
- Examine and discuss literary readings in French.
- Make oral brief presentations related to literary readings in French.
- Produce written reports based on literary readings in French.

**Requirements and Grading Policy:** Regular class attendance is expected of all students. Your course grade will include the average of reading assignments and homework, reading quizzes, participation/class presentations, and two written exams. The grade will be determined by an absolute, ten-point scale, i.e., there is no curve. 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=NC. Late work will result in a loss of one letter grade per day late.

Reading Assignments and homework	25%
Reading Quizzes	20%
Participation/Class Presentations	25%
Exams (2)	30%

**Attendance and Make-Up Policy:** After more than eight (8) unexcused absences, you will be automatically dropped from the course with a grade of F. You are expected to be present for all exams on the dates listed. No make-up exams will be given unless I am notified at least one week in advance.

**Statement on Plagiarism:** Any copying from undocumented sources or from classmates and/or any use of automatic translation programs will be considered an act of academic dishonesty. This entails an automatic grade of F and a report to Student Affairs.

**Statement on the use of Digital Media and Other Distractions:** No digital media (including, but not limited to, cell phones, laptops, mp3 players, voice recorders, etc.) will be allowed during class time except with the express permission of the instructor. Initial use of such items or other digital or non-digital distractions may result in the student being counted absent for the class session, and continued or disruptive use of such items or other distractions constitutes grounds for dismissal from the course with a grade of F.

**General Course Calendar:**

**Week 1:** Introduction to reading techniques for second language learners.

**Week 2:** "L'homme au masque de fer," excerpts from *Le Vicomte de Bragelonne* by Alexandre Dumas.

**Week 3:** "Le Pont Mirabeau" by Guillaume Appolinaire, excerpts from Act III of *Candide ou l'optimisme* by Voltaire.

**Week 4:** "La Parure" by Guy de Maupassant.

**Week 5:** *Le chant des sirènes*, by Marie -Thérèse Colimon-Hall.

**Week 6:** "La Femme Adultère", a short story from the collection *L'exil et le Royaume*, by Albert Camus.

**Weeks 7-8:** *Le Malade imaginaire*, by Molière

**Week 9:** Review and midterm exam.

**Week 10:** "Mateo Falcone", by Prosper Merimée.

**Weeks 11-12:** *Le Petit Prince* , by Antoine de Saint-Exupéry .

**Week 13:** "Le Petit Chaperon Rouge", from *Contes de la Mère l'Oye*, by Charles Perrault.

**Week 14:** "Le Loup et l'Agneau", a fable of Jean de La Fontaine.

**Week 15:** Digital excerpts from contemporary authors; review for final exam.