

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

Department/School Biology Date 01/14/2015  
 Course No. or level 115 Title Laboratory for Biological Sciences I  
 Semester hours 1 Clock hours: Lecture \_\_\_\_\_ Laboratory 3  
 Prerequisites 105  
 Enrollment expectation 200

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

**Change to Course Title and Course description.**  
 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 \_\_\_\_\_

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2015

Date of School/Department approval 01/14/2015

Catalog description.

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

When completed, forward to the Office of the Provost.

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

Department/School Biology Date 01/14/2015

Course No. or level 106 Title Biological Sciences II

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites 103 and 104, or 105 and 115

Enrollment expectation 200

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

modification **Change to Course Title and Course description.**  
(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 \_\_\_\_\_

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2015

Date of School/Department approval 01/14/2015

Catalog description.

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

When completed, forward to the Office of the Provost. 9/03

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

Department/School BIOLOGY Date 1/15/2015

Course No. or Level 494 Title Pre-Health Program Internship

Semester hours 1 Clock hours: Lecture \_\_\_\_\_ Laboratory 3

Prerequisites \_\_\_ Permission of department \_\_\_\_\_

Enrollment expectation <10

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

BIOL 494: ARCH Program Internship  
modification (change in title, description, credit structure)  
(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 Vernon Bauer

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

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

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

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

9/03

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

Department/School: English

Date: 14 Nov. 2014

**Course No. or Level: 250GS Title: Introduction to Literature: Examining Depictions of Gender**

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: English 200 with a C or better

Enrollment expectation: 25

Indicate any course for which this course is an

alternate to English 250

Students who take English 250GS would meet the General Education requirement for literature, which is often fulfilled by taking English 250, while also receiving three hours of credit toward the Gender Studies program. A student could not receive credit for both English 250 and English 250GS. A student could, for instance, take 250GS and 251 while still receiving credit for both courses.

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

Name of person preparing course description: Catherine England, PhD

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation: Fall 2015

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

Catalog description:

Purpose: 1. For Whom (generally?)

This course is for students from all majors, and it will be particularly relevant to students perusing or considering a minor or collateral in Gender Studies. If approved, this course would be added to the list of cross-listed courses that count toward Gender Studies.

2. What should the course do for the student?

Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to

the human condition and the social and natural worlds around us with a particular emphasis on gender issues. May be supplemented with multimedia and readings from other disciplines

Teaching method planned:

This course relies heavily on discussion; it will also use lecture, group work, student-teacher conferences, creative work, and student presentations in addition to a variety of assessment methods including quizzes, exams, and essays. For more details, please see the attached syllabus.

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

- J. M. Barrie's novel *Peter Pan and Wendy* (popularly known as *Peter Pan*)
- Kate Chopin's *The Awakening*
- X. J. Kennedy and Dana Gioia's *Literature*, 12<sup>th</sup> edition

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.)

The course policies and a week-by-week schedule are attached.

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

9/03

**English 250G**  
**Introduction to Literature:**  
**Examining Depictions of Gender**

**Instructor:** Dr. Catherine England

**Email:** cengland@fmarion.edu

**Telephone:** ext. 1527

**Office Hours:** TBA

**Office Location:** Founders Hall 236

**Mailbox:** English Department Office (first floor of Founders Hall)

**Course Description**

This course will familiarize you with major works of poetry, fiction, and drama. As we pursue this goal, our reading, discussion, and writing will have a sustained focus on gender issues, which enables this section of English 250 to be cross listed with the Gender Studies Program. You will discuss, research, and write about ideas such as constructionism, the mental effects of gendered oppression, and gendered violence. You will have opportunities to relate the course content to your personal experiences, perform an excerpt from a dramatic text, and consider how older texts relate to our society today.

**Materials**

You must purchase the following (and bring your materials on the appropriate days):

- J. M. Barrie's novel *Peter Pan and Wendy* (popularly known as *Peter Pan*)
- Kate Chopin's *The Awakening*
- X. J. Kennedy and Dana Gioia's *Literature*, 12<sup>th</sup> edition

**Objectives**

1. You will learn about the basic qualities of poetry, fiction, and drama
2. You will practice active reading and critical thinking skills.
3. You will write analytically about important literary works while using appropriate terminology.
4. You will practice relating literature to your own experiences and interests.
5. You will practice publically speaking about and performing literature.
6. You will become familiar with using Gender Studies as an approach to literature.

**Assignments**

Major Assignments:

Essay 1: 15%

Essay 2: 15%

Creative Project: 10%

Other Assignments:

Midterm Exam: 15%  
Final Exam: 15%  
Quizzes: 10%<sup>1</sup>  
Participation: 10%  
Homework: 5%  
Presentations: 5%

### Participation

Your participation is extremely important to me. Participating in a discussion-based class like this one is a tremendously generous thing for a student to do, and it the best way you can practice writing before you put pen to paper. I love volunteer participators, but I will also call on people to speak from time to time. Keep in mind that even when you are not speaking out loud, you can participate by being prepared and on time for class, listening actively, taking notes, and projecting a positive, curious attitude.

### Grades

If you have questions about a particular grade or want to know how you are doing in the class, please drop by during my office hours (or set up an appointment). I will not discuss individual grades in class. Later in the syllabus, there is a grading rubric that I will use to assess your writing.

The following are possible final grades for the course: A (90-100), B+ (87-89), B (80-86), C+ (77-79), C, (70-76), D+ (67-69), D (60-66), and F (0-59).

### Late Work

Written assignments are due at the beginning of class. **I will only accept your major assignments late; all other assignments must be turned in on time to receive any credit at all.** If I receive a major assignment late on its due date, it will be penalized five points. Otherwise, I will penalize late assignments one letter grade per day (including weekends) until I have received the assignment.

### Extensions

Under certain circumstances, I will give an individual student an extension for a major assignment. Any requests for extensions should be submitted to me at least twenty-four hours before the assignment is due. I reserve the right to grant or deny extensions depending on the situation. Please note that I do not give extensions or accept late work for Homework, Extra Credit, or other minor assignments.

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<sup>1</sup> At the end of the semester, I will raise your lowest quiz grade to a 100.

## Attendance

Students are expected to attend all classes. Students who accumulate more than **three** unexcused absences may receive an official warning, and further absences will lower their grade. Typically, each absence after the fourth will lower a student's final grade ten points. Once any student has missed nine classes, he or she will automatically be withdrawn from the class.

### **I will not allow absences to affect your grade substantially if you meet all of the following requirements:**

- You notify me as soon as possible about the absences (preferably before they happen).
- You provide a clear and reasonable explanation for the absences (and, when appropriate, documentation).
- You have been attending class and keeping up with your work before the absences in question.
- You attend class and complete all work in a timely manner after the absences in question.

### **What to do if you are absent from class:**

- If you have an academic or athletic excuse, make sure I have it (preferably before the absence).
- Turn in any assignments in hard copy as soon as possible. If you cannot quickly turn in your assignment in hard copy, turn it in electronically.
- Get class notes from a classmate.
- After you find class notes, ask me if you have any questions.
- If you expect to be absent repeatedly, talk to me about your situation.
- Show me a medical excuse if your illness will take you away from class repeatedly or if you have prior absences.

## Tardiness

Our class starts and ends at the scheduled times. On some days, I will begin class with a quiz or some other kind of graded exercise. If you arrive late and miss the assignment, you will receive a zero. **If you are late to class, it is your responsibility to approach me after class so that I will mark down that you attended part of the class.** If you are extremely late to class (or leave significantly early), then you may not be counted for that day.



## Academic Honesty

The FMU Honor Code may be found at <http://www.fmarion.edu/students/fmuhonorcode>. All students in this course must comply with the Code. If you commit plagiarism on an assignment, you will receive a zero, and your work will be brought to the attention of the English Department Chair and/or Composition Program Coordinator.

Remember that academic honesty is based upon a few simple principles:

1. If you quote a source's words, you must use quotations marks, place a parenthetical citation shortly after the quote, and cite the source in your works cited page.
2. If you summarize or paraphrase a source's ideas, you acknowledge this by including a parenthetical citation and citing the source on your works cited page.
3. Whenever you write for a class, your work should be newly created for that specific class.
4. All of your written work should be of your own invention.

## Disability Accommodations

If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to discuss your accommodations, please contact me as soon as possible.

## The Writing Center

FMU has a very helpful Writing Center that is free to students, faculty, and staff. It is located on the first floor of Founders Hall in room 114C. The phone number is 661-1528. I strongly recommend you use this resource.

## Prerequisites

You must have completed English 200 with a C or better to take this class.

## Classroom Civility

My classroom is a place of learning. In order to make this a productive environment, please refrain from eating, gum chewing, sleeping, and wearing hats during quizzes or exams. **Electronics should be neither visible nor audible unless I have specifically announced that they are allowed.** Electronics include but are not limited to these items: laptops, tablets, cell phones, calculators, and headphones. You are required to participate in all class activities in a respectful manner. Choosing not to follow these regulations will lower your participation grade by ten points per incident.

**GRADING RUBRIC**

	<b>Excellent A</b>	<b>Very Good B</b>	<b>Average C</b>	<b>Passing D</b>	<b>Not Acceptable F</b>
Focus and Thesis	Focus is clear, appropriate, sophisticated, and original.	Argument has originality. It is thoughtful and intelligent with some potential unfulfilled.	Overall focus is vague or unoriginal. Thesis is vague, general, or obvious.	Focus is general. Thesis is very weak, reveals poor understanding of the topic's possibilities.	Reveals lack of understanding of material. No thesis. Does not fulfill requirements of the assignment.
Organization	Essay has clear and convincing logic with smooth transitions.	Essay is clear and convincing overall with some unclear or awkward transitions.	Essay is clearly divided into paragraphs, but the logic of their order is unclear. Paragraphs appear to be ordered randomly.	Essay is confusing and has poor transitions and unclear logic. Paragraphs may have more than one idea.	There is little sense of organization; paragraphs do not flow logically.
Content	Essay is interesting, complex, and presented fully. Any length requirement is met fully. If appropriate, the paper will be researched well.	Essay is complex and interesting. Your ideas need some development. Some ideas might be unclear. Length is good. Research is present, if appropriate.	Ideas may be general, repetitive, vague, lacking complexity, or depth of consideration. Connections among ideas may be unclear. Research may not be thorough or well integrated.	Ideas are often unsupported, unexplained, general, repetitive, vague, or simplistic. Research may not be adequate or well integrated.	Ideas are not developed into an argument; there is little critical thinking or reasoning. Research tends to be absent or skimpy.
Diction	Prose is clear, direct, precise, sophisticated, and confident. Your voice is appropriate for audience.	Prose is often clear and precise. Sometimes the phrasing is awkward.	Your ideas may be unclear or your sentence structure may be simple. Your language may be repetitive, general, or vague.	The prose is often unclear, general, or inaccurate. Simple sentence structure and repetitive language is frequent.	Language is so vague, general, or inaccurate that the ideas are unclear.

Mechanics	There are very few errors in grammar, spelling, and punctuation. Required citations are present and correct.	There are a few errors in grammar, spelling, and punctuation, but they do not disrupt the paper's clarity or flow. Citations are present and mostly accurate.	Your paper has some errors that may disrupt the clarity of ideas: for example, subject/verb agreement, pronoun/antecedent agreement, comma splices, sentence fragments, or spelling. Citations may be incorrect or occasionally absent.	Numerous errors may make ideas unclear or the paper hard to read: for example, s/v agreement, comma splices, fragments, or spelling. Citations are frequently incorrect or absent.	Writing has severe problems with grammar, spelling, and punctuation. The ideas are obscured and the credibility of the author is undercut. There may be no citations.
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**Course Schedule for 250GS**

The following schedule roughly describes how the class will progress week by week. This sample syllabus was written for a spring course but could be modified for any semester.

**Week 1: Unit 1: Becoming Gendered**

\*Unit 1 Skills: Active reading and annotation, close reading, proper use of literary terminology, and basic understanding of gender studies

Introduction to course, active reading and annotation, and two poems by Sharon Olds, “Rites of Passage” and “The Only Girl at the Boys’ Party”

**Week 2**

**MLK Day – No class**

Introduction to Gender Studies, practicing active reading and annotation, making personal connections, and Kincaid’s “Girl”

**Week 3**

Introduction to feminism, more practice with reading comprehension skills, introduction to close reading, Behn’s “When maidens are young,” Williams’s “The Young Housewife,” and Showalter’s “Toward a Feminist Poetics” (brief, two paragraph excerpt)

**Week 4**

More practice with close reading, review of literary terminology, and Shakespeare's "Shall I Compare Thee to a Summer's Day," and Donne's "A Valediction: Forbidding Mourning"

**Week 5: Unit 2: Gendered Violence**

\*Unit 2 Skills: Synthesis with literary and secondary sources, awareness of biographical/historical background, critical reading of images, Powerpoint skills, and group collaboration to create informative biographical presentations on each author

Notions of masculinity, more review of literary terminology, more practice making personal connections with texts that may include Roethke's "My Papa's Waltz," Tennyson's "Ulysses," Heaney's "Digging," and Hayden's "Those Winter Sundays"

**Week 6**

Essay 1 due, presentation and Powerpoint skills, students assigned groups for biographical presentations (which will occur over the next two months), discussion of biographical/historical awareness and research, and Browning's "My Last Duchess"

**Week 7**

More practice with biographical/historical awareness, practicing quote integration, Owen's "Dulce et Docorum Est" accompanied by a brief discussion of images from World War I posters, and an initial introduction to drama and Shakespeare's *A Midsummer Night's Dream*

**Week 8: Unit 3: Gender in Shakespearean Comedy**

More on Shakespeare's *A Midsummer Night's Dream* (with excerpts from cinematic versions)

**Week 9**

*A Midsummer Night's Dream* skits, midterm exam review, in-class exam -- We will begin one-on-one conferences on Essay 2 projects this week outside of class time (these conferences will continue over the next several weeks)

**Week 10**

**Spring Break – No class**

**Week 11: Unit 4: Conforming to and Rebelling against Gender Stereotypes**

Examining masculinity and motherhood in Barrie's *Peter Pan* and planning a creative project

**Week 12**

\*Unit 3 Skills: Independent research, working towards more original argumentation, more oral presentation skills, and critical thinking about contemporary gender issues  
Creative project due, Gilman's *The Yellow Wallpaper* (with about six pages of biographical and critical materials from textbook) and Atwood's "Siren Song"

**Week 13**

Essay 2's introduction due, a mini-annotated bibliography due, Cixous's "Castration or Decapitation," Atwood's "You fit into me," Haaland's "Lipstick," and an introduction to Chopin's *The Awakening*

**Week 14**

More on Chopin's *The Awakening*, reflecting on contemporary gender issues, and revising Essay 2 Drafts

**Week 15**

Essay 2 due, research presentations, and final exam review

**Final Exam:**

You will write a timed, in-class essay during our officially scheduled exam period. The exam will take place at this time: **TBA**.



*preparing to work in a healthcare profession.*

2. What should the course do for the student? *The course should prepare the student to address the spiritual needs of the patient.*

Teaching method planned: *online discussions, presentations, and written assignments*

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

*Mauk, K.L., & Schmidt, N.A. (2009.) Spiritual care in nursing practice. Philadelphia: Lippincott, Williams & Wilkins*

*Taylor, E.J. (2007). What do I say: Talking with patients about spirituality. West Conshohocken, PA: Templeton Press*

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.)

Content will include an examination of research on the relationship between health and spirituality, issues in providing spiritual care, and an overview of religions and their impact on healthcare delivery and healthcare practices. Students will explore the role of the healthcare provider in spiritual care and become familiar with various spiritual assessment tools.

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

9/03



### Interprofessional Healthcare

**Course Title:** Spirituality in Healthcare  
**Course Number:** IPHC 200  
**Credit Hours:** (1)  
**Day and time:** Asynchronous Online  
**Prerequisites:** Sophomore status or higher  
**Co-requisites:** None

**Course Coordinator:** Marty Hucks, MN, APRN,BC  
 Office Number: LNB 108  
 Office Phone: 843.661.1695  
 E-mail: [jhucks@fmarion.edu](mailto:jhucks@fmarion.edu)  
 Office hours: Available by email or phone by appointment

**Course Description:** This elective course will explore the relationship between health and spirituality and the process of spiritual development across the lifespan. Current research in these areas will be stressed. Various religions and their impact on healthcare practices will be examined. Means of conducting the spiritual assessment and the healthcare provider's role in spiritual care will be analyzed.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

1. Discuss the relationship between spirituality and health
2. Recognize the importance of providing spiritual care
3. Describe the stages of faith development
4. Discuss research findings related to spiritual care/practices and health outcomes
5. Discuss the tenets of various religions and their influence on healthcare from an historical and modern perspective
6. Analyze various tools used in conducting the spiritual assessment
7. Develop the skills necessary to communicate about spiritual/religious matters with others

Teaching Strategies:

Teaching strategies will consist of online discussions, class presentations, and written assignments.

#### Textbook(s):

Required:

Mauk, K.L., & Schmidt, N.A.(2009). *Spiritual Care in Nursing Practice*. Philadelphia: Lippincott, Williams



& Wilkins.

Taylor, E.J. (2007). *What do I Say: Talking with Patients About Spirituality*. West Conshohocken, PA: Templeton

Press.

## **METHODS OF EVALUATION:**

### **Classroom Evaluation Methods:**

<b>Assignment</b>	<b>Percent of Final Grade</b>
Discussion Board Posts & Responses	5 at 6% each (30% total)
Completion of <i>What Do I Say?</i> Workbook	20%
Spiritual Assessment	15%
Paper on Assigned Religion	20%
Power Point Presentation on Assigned Religion	15%

### **Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

### **Rounding**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

## **ACADEMIC INFORMATION**

### **Online Attendance Policy:**

Attendance for this online class goes from Tuesday through Sunday in order to include both the Friday clinical and the Monday groups. To be considered present, learners

must log on at least one time and make some meaningful contribution to classmates' learning during the week. A student

who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Learners Form, obtains the signature of the Department Chair, and delivers the form to the Registrar's Office.

### **Online Participation:**

The purpose of online discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the week of the posting. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion.

### **Written Paper Requirements:**

Proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and nurses and psychology majors should use APA format.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

### **Work Turned in Late:**

Any assignments that are due in an assigned week will be considered on time if submitted by midnight Sunday night. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade.

### **E-mail**

Electronic mail is an essential component of communication between faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and

signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

### **Phone Usage and Messaging**

Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with student. Contacting faculty (other than an emergency clinical issue) must be done by email.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the course, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the course for lack of maintaining professional standards.

### **Student Responsibilities**

Each learner is responsible for the proper completion of his/her academic program and for familiarity with the *FMU Catalog* and *the University Student Handbook*. Each learner is responsible for maintaining the grade point average required and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Guidelines for Faculty Appointments**

Faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the student may request the faculty to meet at another time.

### **Academic Dishonesty**

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

### **Code of Ethics**

The faculty at Francis Marion subscribe to the “Code of Student Conduct” as defined

in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. Learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the healthcare profession, or themselves.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and

Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to university policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a learner towards another learner,

patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Maintaining current certification is the sole responsibility of the learner.**

If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

### **CONTENT INFORMATION**

#### **Topical Outline**

Module	Date	Content	Resources	Evaluation
One		Spirituality as a Lifelong Journey	Schmidt & Mauk Chapters 1-3	Discussion Board 1
Two		Current Research in the Relationship between Health & Spirituality ; Issues in Spiritual Care	Schmidt & Mauk Chapter 17	Discussion Board 2
Three		Overview of Religions & Their Impact on Healthcare	Schmidt & Mauk Chapters 4-12	Paper on Overview of Assigned Religion due Discussion Board 3
Four		Conducting the Spiritual Assessment The Healthcare Provider's Spiritual Health	Schmidt & Mauk Chapter 14	Discussion Board 4 Spiritual Assessment due
Five		The Role of the Healthcare Provider in Spiritual Care	Schmidt & Mauk Chapters 13, 15-16	Discussion Board 5 Power Point Presentation due <i>What Do I Say?</i> Workbook due

### ASSIGNMENTS:

**Discussion Board:** Initial posts are due by 8:00 PM on Friday of each week. Meaningful response to two peers is due by 8:00 PM the following Sunday (48 hours later). Discussion Board assignments comprise 30% of the course grade.

#### Discussion Board Rubric:

Criteria	Poor	Average	Good	Excellent
	0 pts	80 pts	90 pts	100 pts
Participation in Discussion Board	No original response.  And  No response to other students.	Posts only original response.	Posts original response and one response to another student.	Posts original response and responds to two other students

Understanding	No original response.	Posts demonstrate only minimal understanding.	Posts demonstrate understanding of topic.	Posts demonstrate comprehensive understanding of topic.
Responses/Quality	No response to other students.	Responses are minimal and very general.	Responses are general.	Responses are relevant, specific, and insightful.
Grammar/Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.
APA	No references.	Moderate number of APA errors (2 or greater).	Minimal number of APA errors (1).	Correct APA on references.

**Overview of Assigned Religion:**

Give an overview of the religion and any pertinent history associated with it  
20%

Compare the tenets of the religion to those of other faiths  
20%

Describe any religious practices or rituals that are important to this religion, especially those that impact health care  
25%

Describe how health, illness, and death are viewed by followers of the religion  
25%

Grammar, APA format, clarity  
10%

### **Power Point Presentation of Assigned Religion**

Format the content of the “Overview of Assigned Religion” in a power point presentation that could be used for teaching others. Pay attention to presentation, include highlights on the slides, and be careful not to put too much information on any particular slide. Including video clips, cartoons, illustrations, etc. is acceptable.

### **Spiritual Assessment**

Choose one of the various spiritual assessment tools available to you and administer it on a patient or acquaintance. Write this up, submit, and give a summary of your findings- including a rationale for why you chose to use this particular instrument.



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

Department/School \_\_\_\_\_ Nursing \_\_\_\_\_ Date 1/7/2015

Course No. or Level 302 Title Understanding Veteran Culture and Health

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites Junior or senior status.

Enrollment expectation 12

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 Crystal Graham

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2016

Date of School/Department approval 1-9-15

**Catalog description:** This elective interprofessional course provides the learner with the knowledge needed to understand aspects of Veteran culture and healthcare needs through exposure to sociopolitical elements of the Veteran population.

- Purpose:
1. For Whom (generally?) Students interested in gaining an in-depth understanding of Veteran culture and the challenges faced by those who have served our country and transitioned from military to civilian life.
  2. What should the course do for the student? As veteran numbers are increasing throughout the United States, including increases in the

number of college veterans, this course will aid students to understand the way of life as a service member who has transitioned to civilian life. This course is designed to provide students with the knowledge needed to assist with veterans in all sectors in this transition from military to civilian life.

Teaching method planned: Course will be taught primarily online with the students being required to go out into the community to interview veterans and their family members. There are also online interactive modules that students are required to complete including 1 synchronous group project as a final assignment to the course.

Textbook and/or materials planned (including electronic/multimedia): No textbook required. Multiple electronic resources from the Department of Veteran's Affairs and online evidence-based articles provided.

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.) This course is designed to give the students a comprehensive understanding and vivid picture of what military service members and their families experience as a result of having served our country. This course is not designed for students to develop a negative opinion of the military but to gain understanding of the service members experience so that they may be able to use this knowledge to aid the service member's transition in a variety of disciplines. Students will learn about different veteran memorials, post-traumatic stress disorder, polytraumatic injury, family experiences, and conduct a face to face interview with a veteran and their family. The students will also participate in a group activity to develop content related to veteran's health that can possibly be shared in a nursing course.

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

9/03



**Interprofessional Healthcare**

**COURSE TITLE:** IPHC 302 Understanding Veteran Culture and Health  
**SEMESTER HOURS:** 3  
**DAY/TIME:** Online  
**OFFERED:** Fall Semester  
**INSTRUCTORS:** Crystal Graham, RN, MSN-Ed., CHSE  
**Office Location:** LNB 202  
**Phone:** 661-4658  
**Office Hours:** By appointment Tuesdays 0830am-1230pm  
**E-Mail Office:** [cgraham@fmarion.edu](mailto:cgraham@fmarion.edu)

**PREREQUISITES:** Junior or senior status.

**COURSE DESCRIPTION:** This elective interprofessional course provides the learner with the knowledge needed to understand aspects of Veteran culture and healthcare needs through exposure to sociopolitical elements of the Veteran population.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

1. Demonstrate an understanding of the people, worldview, and culture of veterans.
2. Display awareness of Veteran cultures by interacting with Veterans, their families, and others in culturally appropriate ways.
3. Demonstrate familiarity with and appreciation of Veteran specific healthcare needs, psychosocial issues, and resources in which Veterans may access to meet those needs.
4. Maintain a spirit of cooperation and cohesiveness among the group that will facilitate the experiences we will share.
5. Demonstrate familiarity with and appreciation of Veteran literature, media, and art.

**Course Access and Navigation:**

This course was developed using Blackboard. To access the course, go to <https://blackboard.fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

**Teaching Strategies:**

Teaching strategies will consist of online activities including: audio-visual aids, discussions, group work, presentations, written assignments, and computer-assisted instructions.

**Textbook(s):**

**Currently not one as most resources regarding veterans are available online.**

**METHODS OF EVALUATION:****Evaluation Methods:**

Assignment	Percent of Final Grade
Discussion Boards on Blackboard (10)	50%
Veteran Interview Presentation Assignment	10%
Veteran Memorial Assignment	20%
Synchronous Group Teaching Module	20%

**Undergraduate Classroom Grading Scale:**

Alphabetic	Score
<b>A</b>	<b>90-100</b>
<b>B+</b>	<b>86-89</b>
<b>B</b>	<b>80-85</b>
<b>C+</b>	<b>76-79</b>
<b>C</b>	<b>70-75</b>
<b>D+</b>	<b>66-69</b>
<b>D</b>	<b>60-65</b>
<b>F</b>	<b>0-59</b>

**Rounding**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed for a “C” in this course, as this is rounded to an 80.

**ACADEMIC INFORMATION****Online Attendance Policy:**

Attendance for this online class goes from **Monday through Sunday**. It is strongly encouraged that you make your initial posts early in the week to facilitate discussion amongst your peers. To be considered present, learners must log on at least one time and make some meaningful contribution to classmates’ learning during the week. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be “W”. After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be “F” or “W” based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the

faculty member fills out an Automatic Dropping of Learners Form, obtains the signature of the Department Chair, and delivers the form to the Registrar’s Office.

**Online Participation:**

The purpose of online discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the week of the posting. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion. **You are required to make an initial post, and at least 2 substantial post to your peers during each week of study. Your initial posts should be done by Wednesday of each week. A substantial post is not I agree or I think you are correct, it needs to be one that either adds to or questions what your peer has posted in a professional manner.**

**Written Paper Requirements:**

Proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

**Work Turned in Late:**

Any assignments that are due in an assigned week will be considered on time if submitted by midnight Sunday night. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

**Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center

(*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Learner Responsibilities**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog & the University Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree

requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Academic Dishonesty**

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

### **E-mail**

Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail to all faculty and learners must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should concisely address one issue.

### **Phone Usage and Messaging**

Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any academic issues with students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU, faculty, other learners, clinical experiences, and patient information, in any format are not appropriate on social networking sites. Violations of this policy will result in dismissal from the class for lack of maintaining professional standards.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to

faculty, staff, and learners in this course. Examples of unprofessional or disruptive behavior

include but are not limited to the following:

- Shouting online or using vulgar, profane or abusive language
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a learner towards another learner, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or

- academic advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog* and *Student Handbook*.
  3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the faculty member and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

### **ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

### **COMMUNICATION POLICY FOR BLACKBOARD**

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the course. The intent of online discussions (discussion boards) is to replace the sharing that would occur between learners in the classroom, to allow faculty to identify student learning and correct misconceptions. To help learners become accustomed to working in an on-line classroom, the following guidelines are listed:

1. Learners are expected to check their e-mail daily and discussion board at least every two days for student posts and faculty updates.
2. Each week there will be one (1) discussion board question that requires learner responses. Learners are to respond to each primary question by the end of the day Wednesday of each week.
3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be used to assign grades for each discussion answer. Please find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly.
6. Use a positive and respectful tone.
7. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.
8. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.



9. Reference all information used in your post that is not your own knowledgebase.
10. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
11. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.
12. Never use patient information that can identify a patient (remember HIPAA).

### Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard Learn and/ or by email.

### TOPICAL OUTLINE

Week	Topic	Corresponding Readings	Assignments Due
Week 1	Get to know you, Orientation to class, syllabus (syllabus quiz), Introduction to Veteran Culture	Syllabus and “To Know Them is to Serve Them Better”	<b>Discussion Post 1</b>
Week 2 and Week 3	Completion of Military Cultural Awareness Training (MCAT)	Department of Veterans Affairs online MCAT training program	<b>Discussion Post 2 due in Week 3</b>
Week 4	Military Conflicts of the United States	List of topics(conflicts) provided including Operation Iraqi Freedom(OIF) and Operation Enduring Freedom(OEF)	<b>Discussion Post 3</b>
Week 5	PTSD	Visit the online VA National Center for PTSD <a href="http://www.ptsd.va.gov/">http://www.ptsd.va.gov/</a>  Journal Articles: <ul style="list-style-type: none"> <li>• Supporting veterans with post-traumatic stress disorder</li> <li>• Warriors and healers: Preparing for returning veterans</li> <li>• Post-traumatic stress disorder and</li> </ul>	<b>Discussion Post 4</b>

		health risk behaviors among Afghanistan and Iraq War veterans attending college.	
Week 6	<b>Veteran Memorial Assignment</b>	Readings on your chosen memorial (obtain approval for memorial at the beginning of class)	<b>Discussion Post 5</b>
Week 7 and Week 8	From Military to Civilian Life	Online Lecture from Dr. Diego Hernandez, Psychiatrist at Tampa VA Medical Center Journal Articles: <ul style="list-style-type: none"> <li>• Post military adjustment to civilian life: Potential risks and protective factors</li> <li>• Shaken world: Coping with transition to civilian life</li> <li>• Transition from the Afghanistan and Iraqi battlefields to home</li> </ul>	<b>Discussion Post 6 due in week 8</b>
Week 9	Coping with Major Injury	Visit the Exalted Warrior Foundation website for resources about ways veterans cope: <a href="http://wusf.veteranscominghome.org/resources/exalted-warrior-foundation/">wusf.veteranscominghome.org/resources/exalted-warrior-foundation/</a> Journal Articles: <ul style="list-style-type: none"> <li>• Wounded warrior project</li> <li>• Wounded warrior's perspectives: Helping others to heal.</li> </ul>	<b>Discussion Post 7</b>
Week 10	<b>Veteran Interview Assignment</b>	No readings this week	<b>Discussion Post 8</b>
Week 11 and Week 12	Veterans and their Families	Journal Articles: <ul style="list-style-type: none"> <li>• Returning home from Iraq and Afghanistan: Assessment of readjustment needs of veterans, service members, and their families.</li> <li>• Equipping the nursing workforce to care for the unique needs of veterans and their families</li> <li>• ANA joins forces with First Lady Michelle Obama and Dr. Biden to meet the health needs of veterans and military families</li> <li>• Joining forces to help veterans and their families</li> <li>• Review resources available for veterans and their family members</li> </ul>	<b>Discussion Post 9 due in Week 12</b>
Week 13	<b>Synchronous Group presentation – list of</b>	No readings this week	<b>Discussion Post 10</b>

	<b>presentation times will be sent out for your group to sign up.</b>		
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**GRADING RUBRICS for DISCUSSION POSTS**

<b>Class/ discussion board participation</b>				
<b>1 point</b>	<b>.75</b>	<b>.50</b>	<b>.25</b>	<b>0</b>
Present and contributed meaningfully to discussion in a timely manner (initial post by Wed of each week)	Present and contributed mostly to the discussion	Present and contributed at points	Present but barely contributed	Not present

Discussion board participation may include other minor assignments such as an extra reading or web site to visit in order to enhance the discussion.

<b>Veteran Interview</b>	
<p>The purpose of this assignment is to help the learner gain familiarity and appreciation for selected Veterans in history. The requirements for this assignment include:                      Select a Veteran family member, friend, or unknown Veteran (through other sources) that you would be interested in researching and presenting.                      Research through personal interviews or if not possible by reading “The Greatest Generation” book, viewing “The Greatest Generation” DVDs, or other sources of your choosing (cleared by a faculty member first).                      Prepare a 10-15 minute presentation and synopsis on the life and military-related experience of your selected Veteran. Share why you chose this particular Veteran.                      The presentation should be typed and have a professional appearance; pictures and other attachments may be included to enhance your presentation.</p>	
Introduction paragraph – provide the basis for your chosen veteran.	10%
Background information.	10%
Interview guide	15%
Well-developed interview questions that elicited meaningful discussion with your interviewee.	50%
Grammar and references	15%

<b>Veteran Memorial Presentation</b>
<p>Through self-research, become familiar with the Veteran memorial that you selected. Prepare a 10-15 minute presentation on your selection that will be reviewed by your faculty that you will post online for faculty and peers to view and provide feedback. Prepare a 1 to 2 page professionally prepared handout (i.e. brochure format or front/back) about your selection. You will be the expert on your selected monument/memorial. An electronic copy of the handout is required. Memorials to choose from include (only 1</p>

memorial per student ): <b>Memorials to choose from include:</b>	
Arlington National Cemetery Memorial Jefferson Memorial Korean War Memorial Lincoln Memorial  WWI Memorial Vietnam Veterans’ Memorial US Navy Memorial	Women in Military Service for America  WWI Memorial 9/11 Memorial (Pentagon) Marine Corps War Memorial / Iwo Jima  Tomb of the Unknown Soldier Ft McHenry / Star Spangled Banner
Introduction paragraph – provide the basis for your chosen memorial.	10%
Background information.	15%
Demonstration of depth, insight, and understanding of information provided.	30%
Electronic and hard copy of brochure on memorial chosen.	30%
Grammar and references	15%

<b>Group Presentation</b>	
You will have the opportunity to participate in producing (in small teams) a teaching module related to the Veteran health to be used in a nursing course. You will have the opportunity to participate in producing (in small teams) an education module based on material learned in this course and other resources including learning activities. The module can include: <ol style="list-style-type: none"> <li>1. Case scenario/study</li> <li>2. PowerPoint or Prezi presentation suitable for use in the classroom of nursing course</li> <li>3. Test question bank (minimum of 10 questions), including annotated answer key</li> <li>4. Resource bank for faculty/instructor: i.e. video clips, articles, references, etc. a scholarly paper, or 2 professional posters.</li> </ol> <b>Your group is required to get prior approval from faculty.</b>	
Rationale for chosen topic	10%
Background information.	10%
Materials presented	60%
Creativity	15%
Grammar and references	5%

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

Department/School SOE Date 12/5/2014

Course No. or level PE 220 Title Yoga for Beginners

Semester hours 1 Clock hours: Lecture \_\_\_\_\_ Laboratory V

Prerequisites NO

Enrollment expectation 15

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 Claudia Wang

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

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

**Catalog description:**

This course is designed to introduce the student to the fundamental philosophies, skills, and terms of Hatha Yoga. Emphasis is placed on yoga for health and how to correctly practice yoga including Asanas (yoga poses), Pranayama (breathing), and meditation in everyday life. Subtopics include Yoga

for stress reduction, Yoga for neck and back pain, Yoga for weight management, and Yoga for relaxation.

- Purpose:**
1. For Whom (generally?)
  2. What should the course do for the student?

This course is open for students at FMU. This course should provide theory and practice for students to use yoga and yogic philosophy to improve their health and reduce stress.

**Teaching method planned:**

The teaching methods include demonstration, explanation, activity, and lecture.

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

Suggested textbook: 1) *Yoga for Wellness* by Gary Kraftsow, and 2) *Yoga, Mind, Body and Spirit: A Return to Wholeness*, by Donna Farhi

Equipment: Yoga mat and an open & quiet place

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.)

Tentative course content includes: 1) Yoga postures, 2) Deep breathing skills, 3) Meditation, 4) Yogic Lifestyle, and 5) Yoga flow.

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

## PE 220 Yoga for Beginners

### CLASS MEETING INFORMATION

**Days/Times:** Tuesday & Thursday, 11:20 am – 12:10 pm  
**Location:** UC Side Gym

### CONTACT INFORMATION

**Instructor:** Dr. Claudia (Chunyun), Wang  
**Office:** CEMC 218  
**E-mail:** [cwang@fmarion.edu](mailto:cwang@fmarion.edu)

### COURSE DESCRIPTION

This course is designed to introduce the student to the fundamental philosophies, skills, and terms of Hatha Yoga. Emphasis is placed on yoga for health and how to correctly practice yoga including Asanas (yoga poses), Pranayama (breathing), and meditation in everyday life. Subtopics include Yoga for stress reduction, Yoga for neck and back pain, Yoga for weight management, and Yoga for relaxation.

### COURSE OBJECTIVES

By the end of the semester, students will learn:

- 1) The philosophy of Yoga, right brain/left brain modalities, the four levels of mind and how to focus the mind
- 2) How to relax the muscles and release tension from the body
- 3) How to release unwanted emotions from the mind
- 4) How to correctly practice the 20 basic Hatha Yoga postures
- 5) How to do diaphragmatic breathing, the alternate nostril breathing, and some other basic cleansing practice
- 6) How to practice a basic seated meditation and a whole body relaxation

### COURSE REQUIREMENTS

Please wear loose, comfortable clothing (eliminate anything that restricts movement or breathing, i.e., tight jeans, belts, heavy jewelry, etc.). Generally, please refrain from heavy eating for at least two hours before the class. Practice yoga on a regular basis and attend all the classes. **Be respectful** of your Instructor and classmates: Turn cell phones off *before* coming in, enter classroom quietly, roll out your yoga mat and **be ready to begin on time**. Turn in your reflection paper in hard copy by the due day. (To be added on official syllabus). Late assignments will not be accepted.

There are currently no required texts or tests, though I recommend *Yoga for Wellness* by Gary Kraftsow, and *Yoga, Mind, Body and Spirit: A Return to Wholeness*, by Donna Farhi as comprehensive sources of reference.

## **EQUIPMENT**

You are required to purchase your own Yoga mat, which you must bring to each class. A blanket is also required for this Yoga class. Please wear comfortable clothing to each class meeting.

## **SAFETY**

Please inform me of any issues you may have so that I may be better able to assist you. Always listen to your own inner guidance and do what is best for you. Move slowly and mindfully and breathe naturally, through the nostrils if possible. Feel free to talk to me before or after class for guidance, questions, concerns etc. \*Women: During your monthly cycle please refrain from doing inverted (upside down) poses, such as plow, shoulder stand, and headstand.

## **CLASS ATTENDANCE POLICY**

Attendance is mandatory for success in this course. Because of the progressive nature of the class and our limited time each period, it is imperative that you attend class regularly and are ON TIME. Arriving at class more than 10 minutes late will result in an absence for the day. If you came to class after class began but within the 10 minute late grace period, you should tell the instructor at the end of class that you are present. Otherwise, there will be no record of your attendance that day.

If a student is absent more than three times, he/she will automatically receive a letter grade reduction for his/her final grade. If a student is absent more than four times, a grade of **F** or **W** will be assigned unless absences have been excused by the instructor.

**Bonus points:** In this Yoga class, 20 bonus points can be earned by having perfect attendance (attending every class) and 10 bonus points for having only one absence.

## **Learning Assessment:**

Your grade will be based on a 100 point total: 1) Attendance (60), 2) Participation in class (20), 3) One reflection paper (10), and 4) a Practical Final (10). (Dates to be added to official syllabus) (Students can earn a B by perfect attendance without doing reflection paper and final practice.)



<b>Grading Scale</b>					
A	90-100%	B+	86-89%	B	80-85%
C+	76-79%	C	70-75%	D+	66-69%
D	60-65%	F	0-59%		

Final grades will be rounded up to be the next percentage point starting at .5%. For example: An 89.5% will be rounded up to 90%, and 89.4% will remain an 89%.

## **ACADEMIC INTEGRITY**

Academic integrity is taken very seriously in this course. Cheating, plagiarizing, or other forms of academic misconduct is not accepted and will result in actions defined in the FMU handbook.

## **COURSE EVALUATION**

It is the policy of the university to evaluate all courses taught. Final student course evaluations will be conducted in a manner that maintains the integrity of the process and anonymity of evaluators.

## **Tentative Weekly Schedule**

Week 1: Syllabus review, guidelines for practice, 5 aspects of Yoga lifestyle, Full body stretch, OM practice, deep belly breathing, corpse for relaxation

Week 2: Review full body stretch; introduce rocking side to side, spinal twist on back, cat stretch, child pose, deep breathing, and basic seated meditation

Week 3: Importance of breath, introducing diaphragmatic breathing, Hip Opening practice with Butterfly, Basic Seated Spinal Twist, Seated Side Stretch, and Yoga Mudra

Week 4: Mountain Pose, Spinal Curl, Basic Balance Posture, and Sun Salutation

Week 5: Sun Salutation, Basic Balance, Half Lotus, Spinal Twists, Forward Bend, Fish Pose, Yoga Mudra, and 5 minutes seated meditation

Week 6: OM practice, full body stretch, review Sun Salutation, Basic Balance, Plough, Shoulder Stand, Corpse relaxation

Week 7: OM practice, Sun Salutation, Introduce Alternate Nostril Breathing, Deep Relaxation

Week 8: Standing Forward Bend, Backward Bend, Spine Twisting, Knee Exercise, Tree, Standing Chest Expansion, and Basic Triangle

Week 9: Review Yoga Postures and Introduce **Kriyas** (Neti Cleaning)

Week 10: Reviewing Yoga Postures, Introduce Bow, Warrior, Alternate Nostril Breathing, and Meditation

Week 11: OM practice, Reviewing Yoga Postures, Introduce Upward Dog, Warrior, Shoulder Stand, Wheel, and Meditation

Week 12: Reviewing deep breathing, Yoga postures, meditation, and learn to create a Yoga Flow based on your own needs

Week 13: Yoga Flow demonstration including OM, deep breathing, warm up, standing postures, balance postures, seated postures, meditation, and deep relaxation

Week 14: Self-choose Asanas demonstration & Being Peaceful Warriors

Week 15: Finals Week: No classes! **Remember to breathe!**

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

**Department/School:** MGT/Business

**Date:** November 11, 2014

**Course No or level:** 359

**Title:** Employment Law  
and Labor Relations

Semester Hours: 3    Clock Hours:    Lecture: 3    Laboratory:

Prerequisites: MGT 351

Enrollment expectation: 15

Indicate any course for which this course is (an)  
addition This course will be added to the list of required courses for Management  
majors in the Bachelor of Business Administration Program

Name of the person preparing course description  
Dr. Regina Yanson

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

**Catalog Description:**

The study of labor and employment law its impact on the employer-employee relationship and the business environment.

**Purpose:**

**1. For Whom (generally)**

This course is for MGT students who wish to pursue a career in Human Resource Management.

**2. What should the course do for the student?**

Students will learn about employment law and how to manage labor relations.

**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):**

Bennett-Alexander, and Hartman. (2012). Employment Law for Business, 7th Edition

**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)**

Exam One: Overview of employment law

Americans with Disabilities Act of 1990 and as amended in 2008  
Reasonable accommodation  
Title VII of the Civil Rights Act of 1964 and 1991  
Fair Labor Standards Act of 1938 (FLSA)  
Family and Medical Leave Act of 1993 (FMLA)  
Occupational Safety and Health Act of 1970 (OSHA)  
Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)

Exam Two: Union-related and Labor Relations Law

Labor Management Reporting and Disclosure Act of 1959 (LMRDA)  
National Labor Relations Act of 1935 (NLRA)  
Labor Management Relations Act of 1947 (LMRA)  
Employer unfair labor practices  
Union/management relations  
Collective bargaining  
Strikes, boycotts and work stoppages

Exam 3: Staffing Laws

Employment contracts and the employment-at-will doctrine  
Disparate impact and disparate treatment  
Fair Credit Reporting Act (FCRA)  
Immigration Reform and Control Act (IRCA)  
Negligent hiring  
Unlawful harassment/sexual harassment

**Course Syllabus – Spring Semester  
MGT 359: Employment Law and Labor Relations**

Professor: Ms. Kathy Elmore                      Phone:  
Office:    Email:  
Course Days: MWF  
Prerequisites: MGT 351

**Required Text:**

Bennett-Alexander, and Hartman. (2012). Employment Law for Business, 7th Edition

**I. Course Description**

The study of labor and employment law its impact on the employer-employee relationship and the business environment.

**II. Course Objectives and Expectations**

The purpose of this course is to introduce students to employment laws that have a substantial impact on business and the workplace. The course will cover laws that prohibit discrimination in the workplace such as those under Title VII of the Civil Rights Act and the Age Discrimination in Employment Act, protect employees under the Americans with Disabilities Act, the Family Medical Leave Act, and Occupational Safety and Health Act, and regulate the relationship between management and organized labor.

**III. Textbook**

Bennett-Alexander, and Hartman. (2012). Employment Law for Business, 7th Edition

**IV. Assignments, Projects, Examinations, and Extra Credit**

- 1.) Homework: Weekly homework assignments will be given. Homework that is not turned in at the start of class will be considered late.
  
- 2.) **Exams:** There will be three non-cumulative exams during the semester. Each exam will be worth 25% of your course grade. Exam grades will be posted on Blackboard within two weeks from when the exam was given.

**Exam topics are as followed:**

Exam One: Overview of employment law

Americans with Disabilities Act of 1990 and as amended in 2008  
Reasonable accommodation  
Title VII of the Civil Rights Act of 1964 and 1991

Fair Labor Standards Act of 1938 (FLSA)  
 Family and Medical Leave Act of 1993 (FMLA)  
 Occupational Safety and Health Act of 1970 (OSHA)  
 Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)

Exam Two: Union-related and Labor Relations Law

Labor Management Reporting and Disclosure Act of 1959 (LMRDA)  
 National Labor Relations Act of 1935 (NLRA)  
 Labor Management Relations Act of 1947 (LMRA)  
 Employer unfair labor practices  
 Union/management relations  
 Collective bargaining  
 Strikes, boycotts and work stoppages

Exam 3: Staffing Laws

Employment contracts and the employment-at-will doctrine  
 Disparate impact and disparate treatment  
 Fair Credit Reporting Act (FCRA)  
 Immigration Reform and Control Act (IRCA)  
 Negligent hiring  
 Unlawful harassment/sexual harassment

- 3.) **Attendance:** Class attendance is a critical part of being a successful student. **FOUR** absences for the semester are allowed to provide for life circumstance (no excuse required although appreciated). Beyond **FOUR** absences, you will begin to lose attendance points. It is up to you to keep track of how many classes you have missed.

**V. Method of Evaluation Outcome**

Homework	20%
3 Exams (25% each)	75%
Attendance	5%
<hr/>	
TOTAL	100%

**Grading Scale**

A	=	<b>92 and above</b>
B+	=	88 – 91
B	=	82 – 87
C+	=	78 – 81
C	=	72 – 77

D+	=	68 – 71
D	=	62 – 67
F	=	<b>61 and below</b>

I expect all students to be **active participants** in the classroom. Participation is the ability to discuss what was learned and integrate it with the perspectives of the other individuals in the class as well as any and all relevant past work/life/school experiences. It is difficult to be an active participant without being prepared for class!

All university standards of conduct and ethics must be followed at all times, especially as it applies to cheating and plagiarism. Cheating will NOT be tolerated in this course. If cheating is suspected, the student will receive a zero for that assignment or exam. In addition, the Provost's Office will be formally notified.

**VI. Disability Accommodations:** To allow students with disabilities to have access to the learning environment at FMU, it is the intention of FMU to comply with:

- The Americans with Disabilities Act of 1992,
- Section 504 of the Rehabilitation Act of 1973, and other federal and state legislation.

If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to discuss your accommodations, please contact me as so as possible.

**VII. Conduct in the Classroom:** I expect all students to be respectful of others. Cell phones are NOT permitted to be used in the classroom, and **absolutely no texting** in the classroom. If a student is playing on their phone (texting, playing a game, Facebook, etc.) they will asked to leave the classroom. If you must have your phone turned on you must keep it on vibrate. *During exams all personal items must be put away.* Please refrain from wearing a hat that may cover part of your face (e.g. baseball cap) during exams. If you do wear a hat, I may ask you to remove it.

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

**Department/School:** MGT/Business

**Date:** November 11, 2014

**Course No or level:** 469  
**Management**

**Title:** Strategic Human Resource

Semester Hours: 3    Clock Hours:            Lecture: 3    Laboratory:

Prerequisites: MGT 353

Enrollment expectation: 15

Indicate any course for which this course is (an)

addition This course will be added to the list of required courses for Management majors in the Bachelor of Business Administration Program

Name of the person preparing course description Regina Yanson

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

**Catalog Description:**

A study of current topics and trends in strategic human resource management. The course will discuss trends in topics such as compensation and benefits, worker safety, the role of human resource management as a strategic partner to the organization among others.

**Purpose:**

**1. For Whom (generally)**

This course is designed for Human Resource Management students in their senior year.

**2. What should the course do for the student?**

Students will explore current topics in strategic human resource management.

**Teaching method planned:**

This course is a seminar and students will be expected read articles and discuss them in a round table setting.



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

There is no textbook for this course and no tests, but each student will review articles, make oral presentations about current trends in Human Resource management and strategy. Some of the articles are listed below.

1. Dezsö, Cristian L. and David Gaddis Ross. “Does Female Representation in Top Management Improve Firm Performance? A Panel Data Investigation.” *Strategic Management Journal* 33, no. 9 (September 2012): 1072-1089.
2. Lafley, A.G., Roger L. Martin, Jan W. Rivkin, and Nicolaj Siggelkow. “Bringing Science to the Art of Strategy.” *Harvard Business Review* (September 2012): 56.
3. Lux, Sean, T. Russell Crook, and Terry Leap. “Corporate Political Activity: The Good, the Bad, and the Ugly.” *Business Horizons* 55, no. 3 (May 2012): 307-312.
4. Karnani, Aneel. “Doing Well by Doing Good: The Grand Allusion.” *California Management Review* 53, no. 2 (Winter 2011): 69-86.
5. Rubin, Joel D. “Fairness in Business: Does it Matter, and What Does it Mean?” *Business Horizons* 55, no. 1 (January 2012): 11-15.
6. Bloom, Nicholas, Christos Genakos, Raffaella Sadun, and John Van Reenen. “Management Practices Across Firms and Countries.” *The Academy of Management Perspectives* 26, no. 1 (February 2012): 12.
7. Waldman, David A., Mary Sully de Luque, and Danni Wang. “What Can We Really Learn About Management Practices Across Firms and Countries?” *The Academy of Management Perspectives* 26, no. 1 (February 2012): 34.
8. Elizabeth Bernstein “The New Rules of Flirting,” *Wall Street Journal* (11-13-12): D1.

**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)**

Some of the topics covered in the course will include

1. The impact of the high cost of health care on organizations.
2. A more competitive global business landscape and the rise of emerging economies.
3. The impact of information and communications technologies.
4. A more complex legal environment and changes to laws influencing employee rights and employer legal compliance.
5. The aging of the workforce and retirement of the Baby Boomer generation (those born between 1945 and 1964).
6. The impact of Generation X on the workplace (those born between 1965 and 1980).
7. The emergence of Millennial generation (Gen Y) in the workplace (those born between 1981 and 2000).
8. Problems finding skilled workers.
9. Economic uncertainty and volatility.
10. Greater demand for work/life balance.
11. The growing emphasis on HR metrics.

12. The role of outsourcing in HR.
13. Managing Human Resources in mergers and acquisitions.
14. Managing diversity in the workplace
15. HR practices in other countries
16. Employment branding
17. Creating an ethical workplace
18. Effective compensation strategies
19. The growth of employee wellness plans
20. The emergence of social media in HR practices (for example, in recruiting).

**Course Syllabus – Spring Semester  
MANAGEMENT 469– STRATEGIC HUMAN RESOURCE MANAGEMENT -  
SYLLABUS -**

Professor:  
Office Number:  
Office Hours:

Telephone:  
E-Mail:

**I. Course Description:**

A study of current topics and trends in strategic human resource management. The course will cover trends in topics such as compensation and benefits, worker safety, the role of human resource management as a strategic partner to the organization among others.

**II. Required Background or Experience:**

Prerequisites: MGT 353

**III. School of Business Vision and Mission**

**Existing Vision Statement**

The School of Business at Francis Marion University strives to provide the highest quality baccalaureate and master's degree business programs offered at a small comprehensive university in the southeastern United States.

**Existing Mission Statement**

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission to 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. Our internship program and placement efforts actively assist students in finding meaningful jobs. Our faculty conducts research and service activities that enhance the region's economic and industrial development. Most of our undergraduate students major in management, marketing, accounting, finance, business economics, management information systems, or general business and earn a Bachelor of Business Administration degree. Other School of Business students major in economics or computer science and receive a Bachelor of Arts or Bachelor of Science degree. Our graduate students receive a Master of Business Administration degree and may become

certified in Health Management. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

#### **IV. Course Objectives:**

To provide students the opportunity to explore in depth various business tools, concepts, techniques, and practices across different organizational settings and countries.

To provide students with the opportunity to present research topics in front of the class, field questions appropriately, and practice oral and written communication skills leading the class in roundtable discussions.

#### **V. Text and References:**

There is no textbook for this course and no tests, but each student will review articles, make oral presentations about current trends in Human Resource management and strategy. Some of the articles are listed below.

1. Dezsö, Cristian L. and David Gaddis Ross. “Does Female Representation in Top Management Improve Firm Performance? A Panel Data Investigation.” *Strategic Management Journal* 33, no. 9 (September 2012): 1072-1089.
2. Lafley, A.G., Roger L. Martin, Jan W. Rivkin, and Nicolaj Siggelkow. “Bringing Science to the Art of Strategy.” *Harvard Business Review* (September 2012): 56.
3. Lux, Sean, T. Russell Crook, and Terry Leap. “Corporate Political Activity: The Good, the Bad, and the Ugly.” *Business Horizons* 55, no. 3 (May 2012): 307-312.
4. Karnani, Aneel. “Doing Well by Doing Good: The Grand Allusion.” *California Management Review* 53, no. 2 (Winter 2011): 69-86.
5. Rubin, Joel D. “Fairness in Business: Does it Matter, and What Does it Mean?” *Business Horizons* 55, no. 1 (January 2012): 11-15.
6. Bloom, Nicholas, Christos Genakos, Raffaella Sadun, and John Van Reenen. “Management Practices Across Firms and Countries.” *The Academy of Management Perspectives* 26, no. 1 (February 2012): 12.
7. Waldman, David A., Mary Sully de Luque, and Danni Wang. “What Can We Really Learn About Management Practices Across Firms and Countries?” *The Academy of Management Perspectives* 26, no. 1 (February 2012): 34.
8. Elizabeth Bernstein “The New Rules of Flirting,” *Wall Street Journal* (11-13-12): D1.

#### **VI. Method of Evaluating Outcomes:**

Presentation 1	33.3%
Presentation 2	33.3%
Written Assignments and Class Participation	33.3%

TOTAL 100%

A ten-point grading scale will be used throughout the course, where A= 90-100, B= 80-89, C= 70-79, D= 60-69, and F=0-59 points. Yes I do give +'s and -'s. Yes I use a ten-point scale and round up. For example, 84.5 = B+.

## VII. Course Guidelines:

Each student will select two topics to research and lead the class in discussing those topics on separate days during the semester. To prepare for your presentation, you need to:

1. Identify, copy, and read 4 journal articles and 4 newspaper/magazine articles about the topic; include all 8 on a reference page.
2. Prepare and administer a 10-item survey to 20 students/friends to examine issues about your topic.
3. Write your paper and then develop a 15 (or so) slide Power point presentation to summarize your findings for the class. Email to the class and Dr. David your Power Point 12 hours before your presentation, so each student can bring a copy of your presentation to class. This will enable you to “tell a story” about your topic/slides, ie rather than “reading to us your slides.” Do not be a robot reading from slides or notecards in this class.
4. Deliver a 20-minute presentation to the class summarizing your findings and research (do not just describe some topic for 20 minutes). Be prescriptive/insightful rather than descriptive/boring in your presentation.
5. Facilitate class discussion of your topic for 10 minutes. Perhaps give the class a handout or copy of the results of your survey.

A maximum of two notecards are allowed as part of your presentation because I do not want anyone reading anything to us.

We will cover two topics during each class meeting. We will meet on Tuesday and Thursday the first week of class, and then will meet only on Thursdays the remaining weeks in the semester. Your oral case presentation will be graded on two parts, Content and Delivery. Content includes whether your presentation was informative, insightful, accurate, complete, specific, detailed, error free, and followed the guidelines given above. Delivery includes whether your presentation was interesting, lively, special, upbeat, clear, and followed the guidelines given above.

One third of this class evaluation is you simply attending class and participating in the discussions. There is no paper to be turned in beyond your PPoint. Each student will give 2 presentations during the semester.

Note the difference between journal articles and magazines/newspapers. Find 4 journal articles related to your topic in journals such as:

*Business Horizons; Academy of Management Perspectives; Journal of Marketing Harvard Business Review; Advanced Management Journal; Strategy and Leadership; Long Range Planning;*

Scan the following magazines:

*Forbes; Business Week; Fortune*

Search the following newspapers:

*Wall Street Journal; USA Today; New York Times*

All of the following topics are considered important forces that will shape the workplace of the future.

1. The impact of the high cost of health care on organizations.
2. A more competitive global business landscape and the rise of emerging economies.
3. The impact of information and communications technologies.
4. A more complex legal environment and changes to laws influencing employee rights and employer legal compliance.
5. The aging of the workforce and retirement of the Baby Boomer generation (those born between 1945 and 1964).
6. The impact of Generation X on the workplace (those born between 1965 and 1980).
7. The emergence of Millennial generation (Gen Y) in the workplace (those born between 1981 and 2000).
8. Problems finding skilled workers.
9. Economic uncertainty and volatility.
10. Greater demand for work/life balance.
11. The growing emphasis on HR metrics.
12. The role of outsourcing in HR.
13. Managing Human Resources in mergers and acquisitions.
14. Managing diversity in the workplace
15. HR practices in other countries
16. Employment branding
17. Creating an ethical workplace
18. Effective compensation strategies
19. The growth of employee wellness plans
20. The emergence of social media in HR practices (for example, in recruiting).

### **VIII. Timeline and Assignments - Spring 2014 Schedule**

<b>Day</b>	<b>Date</b>	<b>Topic</b>
Tues	Jan 7	Introduction
Thur	Jan 9	Students Select 2 Research Topics Each
Thur	Jan 16	Presentation 1 & 2
Thur	Jan 23	Presentation 3 & 4

Thur	Jan 30	Presentation 5 & 6
Thur	Feb 6	Presentation 7 & 8
Thur	Feb 13	Presentation 9 & 10
Thur	Feb 20	Presentation 11 & 12
Thur	Feb 27	Presentation 13 & 14
Thur	Mar 6	Presentation 15 & 16
Thur	Mar 13	Presentation 17 & 18
Thur	March 20	Spring Break
Thur	March 27	Presentation 19 & 20
Thur	April 3	Presentation 21 & 22
Thur	April 10	Presentation 23 & 24
Thur Tues	April 17 April 22	Presentation 25 & 26 Reading Day

**Ad Hoc Committee to Evaluate the Future of the Major in Management  
Information Systems (MIS)**

I Members

1. Dr. Hari K. Rajagopalan (Chair)
2. Dr. Allen E. Smith
3. Dr. Yong B Shin
4. Dr. Hubert Setzler
5. Dr. Elizabeth Sharer
6. Dr. Hrishi Goradia

**Table 1: MIS Enrollments from 2009 – 2014**

Course	2009	2010	2011	2012	2013	2014
225 Modern Programming	16	10	9	4	3	5
327 Information Systems Fundamentals	226	149	191	156	140	126
347 (Fall) Business Data Communications	5	16	17	12	6	7
378 (Fall) Business Decision Support Systems	0	12	8	13	4	6
447 (Spring) Data Base Management	8	14	11	19	8	7
467 (Fall) E-Commerce – Data Driven Web Application Design	5	12	12	13	4	8
477 Special Topics in Information Systems	8	5	6	9	7	3
497A Special Studies	0	1	0	0	0	0
777 Management Information Systems (MBA)	12	21	10	12	10	0

MIS327 is a required class for all School of Business Majors and as can be seen from Table 1 the numbers show a decline in the School of Business enrollment (from 226 to 126 over the last six years). Appendix A is a record of the number of graduates in all majors from the School of Business in the last seven years. As can be seen, the number of students graduating with MIS degrees is relatively low when compared to some of the other School of Business majors.



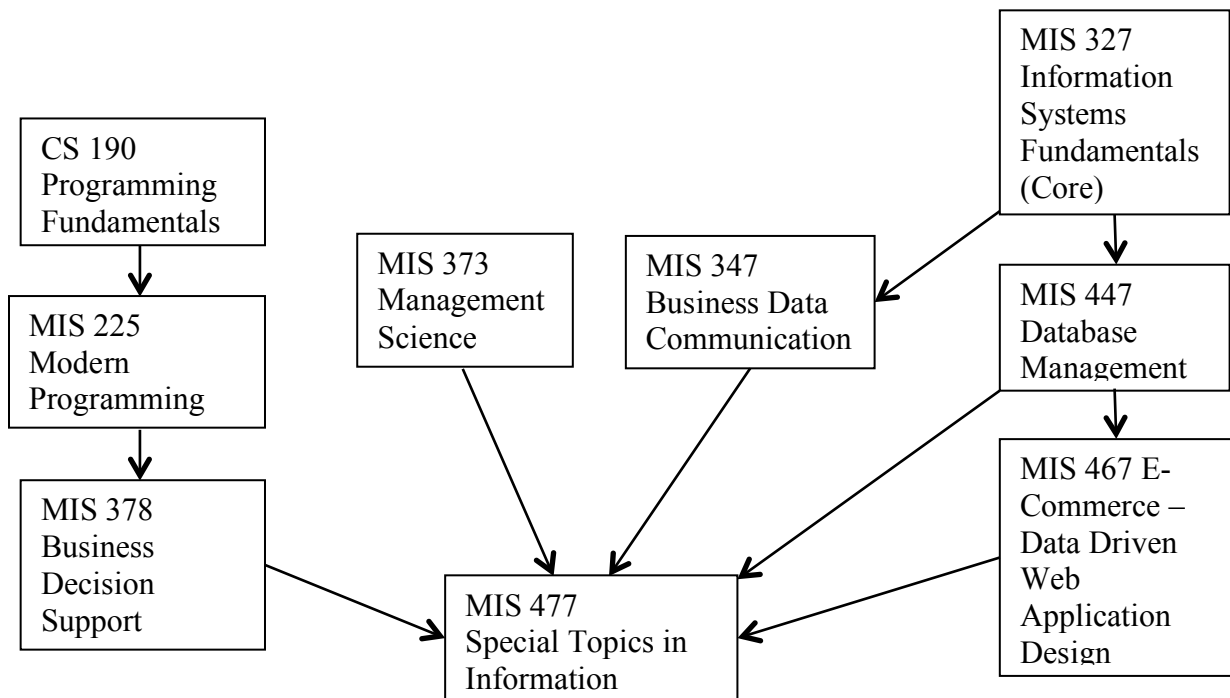
## II Issues

Due to falling enrollment in Management Information Systems (MIS), this ad hoc committee has been charged with considering the future of the MIS major.

### II.1 Areas of concern

1. MIS 477 (Special Topics in Information Systems) enrollments have been very low. For example, in Fall 2013 and Fall 2014, no students were enrolled in MIS 477.
2. MIS 225 (Modern Programming) enrollments have dropped dramatically.
3. Hence, not surprisingly, the number of graduates from MIS has also been declining.

**Figure 1: Current MIS Major Course Offerings and the Required Sequence of Courses**



Total Number of Hours Presently Required for an MIS Degree: 21 hours. Figure 1 shows the present configuration of courses, and their pre-requisites, for the MIS degree.

### Possible Solutions

1. Do nothing
2. Change the curriculum in MIS to make it more attractive for students to pursue the major
3. Evolve the MIS major into a track in Management
4. Remove MIS major without regard to potential students who may wish to pursue an MIS degree.

III Recommendation from the Committee

The Ad Hoc Committee met on October 21<sup>st</sup>, 2014, and came up with the following decisions.

1. It was agreed by all the participants doing nothing was not a viable option.
2. The committee also agreed that drastic measures, such as removing the MIS major or reconfiguring it as a potential track into management, was not in the best interest of students or the School of Business at this point. It was agreed that an MIS degree is still a valuable and sought-after degree. A survey of existing programs from other institutions showed that very few of our competitors and peers have an MIS program; however, most of our aspirant schools do (See Appendix B). Based on our discoveries, the committee has concluded that it is important to retain the MIS program. The importance of an MIS degree is further reinforced by the Table 2, which shows the differences between MIS and Computer Science.

**Table 2: Difference between MIS and Computer Science<sup>2</sup>**

	<b>MIS</b>	<b>Computer Science</b>
<b>Focus</b>	Business	Software
<b>Objective</b>	More efficient and effective business	Reliable computer programs
<b>Core skills</b>	Problem Solving	Logic/procedures
<b>Core tasks</b>	Determine business requirements	Deliver information systems for requirements
<b>Starting title</b>	Business Systems Analyst	Application Programmer
<b>Career goals</b>	Senior organizational manager	Programming manager
<b>College home</b>	Business	Arts & Sciences or Engineering

- 3.
4. It is the recommendation of the committee that the MIS curriculum be modified to make it more attractive to students. Specific suggestions derived by the committee are as follows.
  - a. CS 190 will be eliminated. Presently, all Business students except MIS students must take CS 150. Declared MIS students are required to take CS 190. However, students who decide to change their major after taking CS 150 are required to take CS190. In other words, a student who considers MIS as a major during their sophomore year likely would have already taken CS 150, and, presently, they would have to take CS190. This is

<sup>2</sup> From Lamar University College of Business

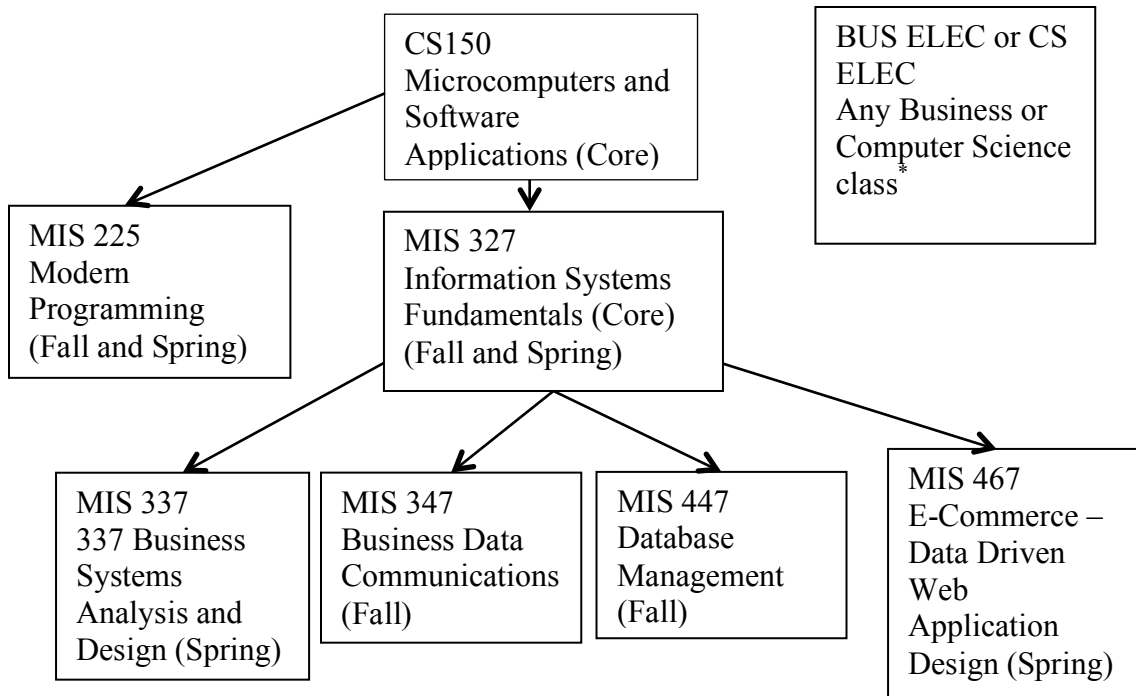
creating a significant roadblock which may be dissuading undecided students from pursuing an MIS degree starting in their sophomore or junior year.

- b. MIS 225 will be the primary programming class for MIS majors. The prerequisite for MIS 225 will be CS 150 or above.
- c. The committee concluded that MIS majors should be required to take a Business elective to strengthen their business background. This is a requirement for many of the majors in the School of Business.
- d. The committee decided that the current sequence of courses is too vertical and needs to be simplified to provide greater flexibility to students.
- e. The committee recommends rearranging courses for the MIS curriculum. This new configuration takes into consideration the results of a survey of MIS programs from the list of peers, competitors, and aspirant schools as shown in Appendix C. The committee identified the courses which are the most critical for an MIS curriculum for our students. This new curriculum with a flatter structure than presently in place will enable students more flexibility and a greater opportunity to graduate earlier. Most importantly, this structure may encourage undecided students to select MIS as a major in their sophomore or junior year without causing undue delay to their graduation time tables.

#### IV New MIS Curriculum and New Sequence of Courses

The new sequence of courses, as show in Figure 2, will consist of classes that have fewer pre-requisites. All courses except MIS 225 and MIS 327 will be offered once a year.

#### **Figure 2: Diagram of New MIS Curriculum and New Sequence of Courses**



\* Have to be approved by an MIS advisor

Total Number of Hours Required for a New MIS Degree: 18 hours. Figure 2 shows the proposed new configuration of courses, and their pre-requisites, for the MIS degree.

#### V Faculty and Course Offerings for the Proposed New MIS Degree

The faculty teaching the required courses are the following:

1. Dr. Ken Araujo (Computer Science)
2. Dr. Yong B Shin (Management Information Systems)
3. Dr. Allen Smith (Management Information Systems)

The faculty’s tentative teaching schedules are shown in Figure 3.

**Figure 3: Faculty’s Tentative Teaching Schedule for Proposed New MIS Degree**

<b>Faculty</b>	<b>Spring</b>	<b>Fall</b>
Ken Araujo	MIS 225	MIS 225
Yong B Shin	MIS 327 MIS 327 MIS 467	MIS 327 MIS 347 MIS 447
Allen Smith	MIS 327 MIS 327 MBA 710	MIS 327 MIS 327 MIS 337

## VI Appendix A: Graduates in the different majors in the School of Business

<b>Major</b>	<b>2013-2014</b>	<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
<b>Accounting</b>	27	19	20	24	17	20	15
<b>Business Economics</b>	2	1	2	2	4	1	3
<b>Economics</b>	2	4	7	5	2	2	3
<b>Finance</b>	14	17	18	21	16	24	12
<b>General Business</b>	12	4	14	15	22	16	16
<b>Management</b>	32	26	31	35	41	24	23
<b>Management Information Systems</b>	3	13	8	9	3	10	12
<b>Marketing</b>	15	23	29	20	28	17	13
<b>Total</b>	<b>112</b>	<b>113</b>	<b>128</b>	<b>131</b>	<b>133</b>	<b>114</b>	<b>97</b>

## VII Appendix B: Survey of MIS courses in Peers, Competitors and Aspirant Schools

<b>Courses</b>	<b>FMU Equivalent</b>
<b>Augusta State University</b>	
<b>Database Management Systems (Required)</b>	MIS 447
<b>System Analysis &amp; Design (Required)</b>	MIS 337
<b>Business Intro. to Networking (Elective)</b>	MIS 347
<b>Business Intro. To Web. Dev (Elective)</b>	MIS 467
<b>Applications Programming (Elective)</b>	MIS 225
<b>User Interface Design (Elective)</b>	Not offered as a separate class but taught in MIS 327
<b>Internet Programming (Elective)</b>	Taught as part of MIS 467
<b>Introduction to E-Commerce (Elective)</b>	Taught as part of MIS 467
<b>Spreadsheet Modeling &amp; Dec. Analysis (Elective)</b>	MGT 373 (Business Elective)
<b>Business Analytics (Elective)</b>	MGT 373 (Business Elective)
<b>Operations &amp; Supply Chain Management (Elective)</b>	MGT 467 (Business Elective)
<b>Lamar University</b>	
<b>IS Infrastructure</b>	Not offered
<b>IS Analysis and Design</b>	MIS 337
<b>E-Commerce Design and Development</b>	MIS 467
<b>Project Management and Practice</b>	Not offered
<b>ERP Overview</b>	Not offered
<b>IS Development</b>	MIS 337 will have portions of this
<b>Special Topics in MIS</b>	MIS 477 could be offered as a Business Elective
<b>Visual BASIC Development</b>	MIS 225
<b>Appalachian State University</b>	
<b>Systems Analysis and Design</b>	MIS 337
<b>Networking IT Infrastructure</b>	MIS 347
<b>Programming Software Solutions</b>	MIS 225
<b>Database Management</b>	MIS 447
<b>IS Project</b>	Internship program (Business Elective)
<b>Georgia Southern</b>	
<b>Systems Analysis and Design</b>	MIS 337
<b>Data Communications</b>	MIS 347
<b>Advanced Java</b>	MIS 225 (We teach Visual Basic)
<b>Database Management</b>	MIS 447
<b>Global Information Resource Management</b>	N/A
<b>Rowan University</b>	
<b>Design of Database Systems</b>	MIS 447
<b>Advanced Database Management</b>	MIS 447
<b>Network Management</b>	MIS 347
<b>Business Web Applications</b>	MIS 467
<b>Business Systems</b>	MIS 337

<b>Courses</b>	<b>FMU Equivalent</b>
<b>Principles of Systems Design</b> <b>Project Management</b> <b>E-Business: IS Perspective</b> <b>MIS Capstone Experience</b>	MIS 337 MGT 373 (Business Elective) Not offered Internship program (Business Elective)
<b>University of North Carolina Wilmington</b>	
<b>Management of Databases Systems</b> <b>Computer Concepts and Applications</b> <b>Business Telecommunications</b> <b>Information Systems Analysis</b> <b>Information Systems Design</b>  <b>IS Elective</b>  <b>Business Elective</b>	MIS 447 MIS 225 MIS 347 MIS 337 MIS 337 MIS 467 (E-Business is one of the Electives) Business Elective
<b>North Kentucky University</b>	
<b>Business Programming</b> <b>Introduction to Databases</b> <b>Introduction to Networks and Data Communication</b> <b>Introduction to Web Development</b> <b>Structured Analysis and Design</b> <b>Quantitative Analysis with Excel (Elective)</b> <b>Information Security and Controls (Elective)</b> <b>Programming for E-Commerce (Elective)</b> <b>Advanced Analysis and Design (Elective)</b> <b>Workflow Design and Management (Elective)</b> <b>Database Management Systems (Elective)</b> <b>Global Information Technology Management (Elective)</b>  <b>Topics in Business Informatics (Elective)</b>  <b>Knowledge Management and Enterprise Applications (Elective)</b>	MIS 225 MIS 447 MIS 347 MIS 467 MIS 337 MGT 373 (Business Elective) Not offered Covered in MIS 467 Covered in MIS 337 Not offered Covered in MIS 447 Not offered Can be offered in MIS 477 as Special Topics Not offered
<b>Western Carolina University</b>	
<b>Computer Information Systems Analysis and Design</b> <b>Business Applications Development I</b> <b>Business Applications Development II</b> <b>Business Applications Development III</b> <b>Database Theory, Practice and Application Development</b>  <b>Database Management Systems</b> <b>Enterprise Technology Management</b>	MIS 337 MIS 225 We have only one course MIS 225 We have only one course MIS 225 MIS 447 One course MIS 447 Not offered
<b>Kennesaw State University</b>	
<b>Application Development I</b>	MIS 225

<b>Courses</b>	<b>FMU Equivalent</b>
<p><b>IT Infrastructure</b>  <b>Systems Analysis &amp; Design</b>  <b>Global IS Project Management</b>  <b>Web Development I</b>  <b>Data Management</b>  <b>IS Capstone Course</b></p>	<p>MIS 347  MIS 337  Not offered  MIS 467  MIS 447  Internship</p>
<b>University of North Carolina at Charlotte</b>	
<p><b>Business Data Communications and Information Security</b>  <b>Business Applications Development</b>  <b>Data and Information Management</b>  <b>Business Information Systems Analysis and Design</b>  <b>eBusiness Systems</b>  <b>Accounting Information Systems (Electives)</b>  <b>Business Analytics (Elective)</b>  <b>Decision Modeling and Analysis (Elective)</b>  <b>Management of Service and Project Operations (Elective)</b>  <b>Quality Assurance and Management (Elective)</b>  <b>Topics in Management Information Systems</b>  <b>Technical Support</b>  <b>Advanced Business Information Systems Development</b>  <b>Current Issues in the Management of Information Systems</b>  <b>Information Audit, Control, and Risk Management</b>  <b>Management Information Systems Internship</b></p>	<p>MIS 347  MIS 225  MIS 447  MIS 337  MIS 467  ACT 320 (Business Elective)  MGT 373 (Business Elective)  MGT 373 (Business Elective)  MGT 357 (Business Elective)  MGT 356 (Business Elective)  MIS 477 Special Topics (Business Elective)  Not offered  Covered in MIS 337  MIS 477 Special Topics (Business Elective)  Not covered  Internship Program (Business Elective)</p>



## VIII Appendix C: Survey of Comparable Peers, Aspirant and Competitors

	MIS Major	Prog. Pre-req	Notes
<b>Comparable Peers</b>			
1	Augusta State University	Yes	1 Intro to Prog
2	California State University, Bakersfield	No	
3	Columbus State University	No	
4	Colorado State University, Pueblo	No	15 credits from CS
5	Clarion University of Pennsylvania	No	
6	Henderson State University	No	
7	Lamar University	Yes	No
8	The University of Texas of the Permian Basin	No	
<b>Competitive Group</b>			
9	Coastal Carolina University	No	
10	College of Charleston	No	
11	South Carolina State University	No	
12	Winthrop University	No	
<b>Aspirant Group</b>			
13	Appalachian State University	Yes	No
14	Georgia Southern University	Yes	No
15	North Carolina A&T State University	No	
16	Rowan University	Yes	No
17	University of North Carolina Wilmington	Yes	No
18	North Kentucky University	Yes	
19	University of West Georgia	No	
20	Western Carolina University	Yes	No
<b>Other Schools</b>			
21	Clayton State University	No	
22	Kennesaw University	Yes	No
23	University of North Carolina at Charlotte	Yes	No