

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

Department/School History Date 02/14/12

Course No. or Level 370 Title African History

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 200-level history course or permission of department

Enrollment expectation 25

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

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

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

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

Name of person preparing course description Louis Venters

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

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

Date of Implementation Fall 2012 or Spring 2013

Date of School/Department approval 02/06/12

Catalog description:

- Purpose:
1. For Whom (generally?) **Majors & minors in history, other social sciences and humanities, education; any interested student.**
  2. What should the course do for the student? **The course will acquaint students with some of the people, places, and events in the history of Africa; promote understanding and insight into some of the major themes or problems of African history; and develop students' powers of perception, analysis, and expression.**

Teaching method planned: **Highly participatory, based on close reading of the text and other books; completion and discussion of the comprehensive study guide; extensive work with maps and primary historical documents; and discussion of relevant films.**

Textbook and/or materials planned (including electronic/multimedia): **Books: Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*, 3<sup>rd</sup> ed. (2012); D.T. Niane, ed., *Sundiata: An Epic of Old Mali*, rev. ed. (2006); Chinua Achebe, *Things Fall Apart*, repr. (1994). Films: *Besouro* (2009); *Sanders of the River* (1938); *Black Girl* (1966); *Munyurangabo* (2007).**

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.) **The course is a broad survey of the history of the African continent—including North Africa as well as sub-Saharan Africa—from human origins to the contemporary era. In addition to an excellent new textbook, students will study primary historical documents, maps, a medieval West African oral history, an independence-era Nigerian novel, and several relevant films from Africa, Europe, and Brazil. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa. Throughout the course there will be particular emphasis on understanding Africa in a global context.**

When completed, forward to the Office of the Provost.

9/03

## HIST 370--African History Spring 2013

TTH 12:45-2:00, FH 210B

Louis Venters  
LVenters@fmarion.edu  
661-1593  
FH 273

Office hours: Tues. 10:00-11:00 a.m., Wed. 3:00-4:00 p.m., other times by appointment

### Course Objectives

The principal objectives of this course are: to acquaint students with some of the people, places, and events that have shaped the history of the African continent from human prehistory to the recent past; to promote understanding and insight into some of the major themes or problems of African history from the local to the global perspective; and to develop students' powers of perception, analysis, and expression, primarily through close reading, speaking, and writing.

### Course Requirements

**Required Reading & Study Guide:** The basic text for this course is Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*, 3<sup>rd</sup> ed. (2012). Every student must have his or her own copy of this text and bring it to class every time. During the semester we will also write formal reviews of a medieval African oral history, D.T. Niane, ed., *Sundiata: An Epic of Old Mali*, rev. ed. (2006) and an independence-era African novel, Chinua Achebe, *Things Fall Apart* (1994). The comprehensive study guide—which includes additional primary historical document readings, lecture notes, and numerous reading and writing exercises to assure your good understanding of the materials—is available electronically on the course's Blackboard site. Students should print their own copies of each lesson of the study guide well before the date it is assigned for class discussion. The reading schedule is attached to this syllabus.

**Class Format:** Class sessions will be based primarily on discussion of the readings, both in small groups and as a class. During the semester we will also view and analyze several films. For each topic on the schedule, students must complete the assigned reading and the appropriate lesson in the study guide or other writing assignment **BEFORE THE BEGINNING OF CLASS** and come, textbook and study guide in hand, prepared to contribute questions and insights. This is a flexible but demanding format in which the primary responsibility for learning rests with the student, not with the instructor. The course is designed to be highly participatory, and individual preparation is indispensable.

**Class Participation:** It is in students' best interest to take good notes—of each other's comments as much as of the instructor's—during class sessions. Courtesy and consideration for one's classmates and instructor are essential aspects of a successful learning environment. Two specific requests: 1) please turn off cell phones or put them on vibrate; 2) please do not wear hats or sunglasses during class—we need to see each other's faces!

**Academic Integrity:** Plagiarism in any form is unacceptable and will be dealt with according to the University's academic integrity policy. Please acquaint yourself with the policy as set forth in the student handbook. Note that plagiarism will **AT LEAST** result in failure on the assignment.

**Attendance:** Because of the participatory nature of the course, regular attendance, punctuality, and attentiveness are critical. Absences in excess of the limit set by University policy (four absences, or twice the number of weekly class meetings) will **AT LEAST** result in the student's receiving a failing class participation grade and may, at the instructor's discretion, result in his or her removal from the class with a grade of F or W. Each tardy will be counted as 1/3 of an absence.

**Makeups:** Study guide lessons, which will be collected from time to time, are due at the end of class on the date they are discussed; lessons will be marked down for every day they are late. If your study guide lesson is late, please bring a hard copy to my office or to the History Department office and then email me a note so I have a record of the date and time you turned it in. Map quizzes and midterms can only be made up in extreme circumstances. A missed final will automatically receive a grade of 0.

**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.

**University Athletics:** Any student-athlete who will miss class due to competition schedules should provide a letter of verification from his or her coach as soon as possible. Such absences will generally not be counted against the total for the course, but responsibility for all course work rests with the student-athlete.

## Grading

Assessment for this course will be based on participation in class; unannounced review from time to time of the study guide; midterm and final exams; and a final research paper and presentation.

Class participation	150
Study guide	150
Map quizzes (4x25)	100
Book reviews (2x100)	200
Midterm exam	200
Final exam	200
<b>TOTAL</b>	<b>1000 points</b>

### Schedule and Readings

- |   |                |  |
|---|----------------|--|
| 1 | Tues. Jan. 10  | <b><u>Introductions</u></b>  |
|   | Thurs. Jan. 12 | <b><u>Geographic Foundations</u></b><br>Gilbert & Reynolds, Ch. 1 & Study Guide, Lesson 1  |
| 2 | Tues. Jan. 17  | <b><u>Africa &amp; Human Origins</u></b><br>Gilbert & Reynolds, Ch. 2 & Study Guide, Lesson 2<br>Map quiz 1                              |
|   | Thurs. Jan. 19 | <b><u>Finding Food &amp; Talking about It: The First 100,000 Years</u></b><br>Gilbert & Reynolds, Ch. 3 & Study Guide, Lesson 3          |
| 3 | Tues. Jan. 24  | <b><u>Settled Life: Food Production, Technology &amp; Migrations</u></b><br>Gilbert & Reynolds, Ch. 4 & Study Guide, Lesson 4            |
|   | Thurs. Jan. 26 | <b><u>North &amp; Northeast Africa in Early World History</u></b><br>Gilbert & Reynolds, Ch. 5 & Study Guide, Lesson 5                   |
| 4 | Tues. Jan. 31  | <b><u>Africa &amp; the Early Christian World</u></b><br>Gilbert & Reynolds, Ch. 6 & Study Guide, Lesson 6                                |
|   | Thurs. Feb. 2  | <b><u>North &amp; West Africa &amp; the Spread of Islam</u></b><br>Gilbert & Reynolds, Ch. 7 & Study Guide, Lesson 7                     |
| 5 | Tues. Feb. 7   | <b><u>North &amp; West Africa &amp; the Spread of Islam, cont'd</u></b><br>Reviews due, Niane, ed., <i>Sundiata: An Epic of Old Mali</i> |
|   | Thurs. Feb. 9  | <b><u>North &amp; West Africa &amp; the Spread of Islam, cont'd</u></b><br>Film, <i>Desert Odyssey</i> (2001)                            |
| 6 | Tues. Feb. 14  | <b><u>East Africa &amp; the Advent of Islam</u></b><br>Gilbert & Reynolds, Ch. 8 & Study Guide, Lesson 8                                 |
|   | Thurs. Feb. 16 | <b><u>Slavery &amp; the Creation of the Atlantic World</u></b><br>Gilbert & Reynolds, Ch. 9 & Study Guide, Lesson 9<br>Map quiz 2        |
| 7 | Tues. Feb. 21  | <b><u>Slavery &amp; the Creation of the Atlantic World, cont'd</u></b><br>Film, <i>Besouro</i> (2009)                                    |
|   | Thurs. Feb. 23 | <b><u>West &amp; West-Central Africa: 1500-1880</u></b><br>Gilbert & Reynolds, Ch. 10 & Study Guide, Lesson 10                           |
| 8 | Tues. Feb. 28  | <b><u>North Africa &amp; the Soudan, 1500-1880</u></b><br>Gilbert & Reynolds, Ch. 11 & Study Guide, Lesson 11                            |

- Thurs. Mar. 1 **East Africa, 1500-1850**  
Gilbert & Reynolds, Ch. 12 & Study Guide, Lesson 12
- 9 Tues. Mar. 6 **MIDTERM EXAM**
- Thurs. Mar. 8 **Southern Africa, 1500-1870**  
Gilbert & Reynolds, Ch. 13 & Study Guide, Lesson 13
- 10 Mon. Mar. 12-  
Fri. Mar. 16 **SPRING BREAK—No class!**
- 11 Tues. Mar. 20 **Colonialism & African Resistance**  
Gilbert & Reynolds, Ch. 14 & Study Guide, Lesson 14
- Thurs. Mar. 22 **Economic Change in Modern Africa: Forced Integration into the World System**  
Gilbert & Reynolds, Ch. 15 & Study Guide, Lesson 15
- 12 Tues. Mar. 27 **Political Change in the Time of Colonialism**  
Gilbert & Reynolds, Ch. 16 & Study Guide, Lesson 16  
Map Quiz 3
- Thurs. Mar. 29 **Political Change in the Time of Colonialism, cont'd**  
Reviews due, Achebe, *Things Fall Apart*
- 13 Tues. Apr. 3 **Political Change in the Time of Colonialism, cont'd**  
Film, *Sanders of the River* (1938)
- Thurs. Apr. 5 **African Culture in the Modern World**  
Gilbert & Reynolds, Ch. 17 & Study Guide, Lesson 17
- 14 Tues. Apr. 10 **Politics in the Era of Decolonization & Independence**  
Gilbert & Reynolds, Ch. 18 & Study Guide, Lesson 18
- Thurs. Apr. 12 **Politics in the Era of Decolonization & Independence, cont'd**  
Film, *Black Girl* (1966)
- 15 Tues. Apr. 17 **Contemporary Africa**  
Gilbert & Reynolds, Ch. 19 & Study Guide, Lesson 19  
Map quiz 4
- Thurs. Apr. 19 **Contemporary Africa, cont'd**  
Film, *Munyurangabo* (2007)
- 16 Tues. Apr. 24 **READING DAY**
- Mon. Apr. 30 **FINAL EXAM—8:30-10:30 a.m., FH 210B**

**Note: Schedule and readings are subject to modification during the course of the semester!**

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

Department/School Psychology Date February 1, 2012

Course No. or Level 220 Title Careers in Psychology

Semester hours 1 Clock hours: Lecture X Laboratory

Prerequisites Psychology 206 and 216, declared as a psychology major

Enrollment expectation per section 25

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

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

Name of person preparing course description: Crystal R. Hill-Chapman, PhD

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2012

Date of School/Department approval

Catalog description:

**FROM:**

**220 Careers in Psychology** (1:1) F, S. Provides general knowledge concerning careers that may be pursued in Psychology. Topics include strategies in making career decisions, how to apply to graduate schools and how to seek bachelor's level jobs. Entry-level evaluation of the major will occur.

**TO:**

**220 Careers in Psychology** (1:1) (Prerequisites: Psychology 206 and 216, declared as a psychology major; does not count toward general education requirements or the psychology minor or collateral) F, S. Provides general knowledge concerning careers that may be pursued in Psychology. Topics include strategies in making career decisions, how to apply to graduate schools, and how to seek entry-level jobs with a bachelor's degree. Entry-level evaluation of the major will occur.

**Rationale:**

Based on faculty discussion, this course is inappropriate for those not majoring in psychology. This allows the course instructor to focus solely on psychology majors seeking careers in the field after completing a Bachelor of Arts or a Bachelor of Science. The course is not aimed to cover material for career decision-making for students who are completing other majors or completing a minor or collateral in psychology.

The prerequisites that have been added are to ensure that students have a basic understanding of psychology as a science prior to undertaking study in the field.

## Psychology 220 Careers in Psychology

**Instructor:** Dr. Crystal R. Hill-Chapman

**Phone:** (843) 661-1721

**Office:** CEMC 109I

**e-mail:** [chillchapman@fmarion.edu](mailto:chillchapman@fmarion.edu)

**Office Hours:** T TH 9 a.m. – 11 a.m. or by appointment

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### Text:

Herzog, T. K., Jordan, J. J., & Hill-Chapman, C. R. (2011). *Psychology 220: Careers in Psychology*.

### Description:

This course is an introduction to the issues involved in your choice of an undergraduate degree in psychology as a launching pad for your future career. You have made a great choice! This course explores the possibilities, including (but not limited to) psychology graduate school programs, professions requiring a degree in psychology, and related fields where knowledge of psychology is a big advantage.

### Objectives:

1. To identify goals using your major in psychology – Why psychology?
2. To plan activities for a resume – What qualifications do I need for my dream job?
3. To explore options regarding a career – What can I do with my bachelor's degree?
4. To develop templates to pursue a career – What tools do I need to best use my degree?

### Requirements:

**Attendance:** Because there are only 14 class meetings, attendance is required. Classes will begin with attendance and then a speaker presentation. The door will be closed and locked at the beginning of class and late students ***will not*** be admitted. Students missing one class of the first four classes or two (2) classes total (excused or unexcused) will be dropped from the class with a grade of WF. No exceptions, including deaths of family members or illness. Please note: **If you are absent or late your attendance grade will be adjusted by subtracting 50 points.**

**Participation:** This course relies on student participation in order for it to be meaningful. *You will get out of this course what you put into it.* Students are expected to read assignments prior to the class period and ask thoughtful questions. In order to respect the learning environment, students who wish to sleep or use technology during the course of the class period will be requested to leave the room. Please note: **If you are asked to leave the class, your attendance and participation grades will be adjusted by subtracting 50 points from each.**

Curriculum Vitae/Résumé: Students will be asked to create a résumé/curriculum vitae as well as write a cover letter and post at [www.collegecentral.com/fmarion](http://www.collegecentral.com/fmarion) by March 1, 2012. A member of the Career Development staff then will read your submission checking for spelling, punctuation, and formatting problems. The staff member will then provide you feedback either through e-mail or request that you come in to see them. You are required to make the changes they request and a final completed résumé/curriculum vitae and cover letter submitted by March 29, 2012. The Career Development staff will inform me when all of these steps have been completed.

Workbook Activities:

Students are responsible for completing ALL workbook activities prior to coming to class. All workbook activities must be typed, double-spaced, and in 12-point Times New Roman font with one inch margins. Correct APA formatting is expected. Please be sure to put a header in the right hand upper corner that includes your legal name, the class period you are in (either T or TH), and the activity number. Please see the instructor’s policy on late assignments. **Any assignments not being turned in on time will receive a zero for the grade.**

Personal Statement/Cover Letter: Students will be asked to write a cover letter and a personal statement. The requirements for this activity are outlined in your text.

Final Exam: To ensure that students have adequately mastered in this class a short multiple choice and essay exam will be given during the final exam period.

**Evaluation:**

Final Grading Policy:

<b>Activity</b>	<b>Weight</b>
Class Attendance	5%
Class Participation	5%
Curriculum Vitae/_Résumé	30%
Cover Letter	15%
Personal Statement	15%
Other Workbook Activities	20%
Final Exam	10%

Final Grades will be distributed as follows:

<b>Grade</b>	<b>Range</b>
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
D+	68-69
D	60-67
F	<60

**Important Notices:**

Blackboard: All PowerPoint presentations and supplementary materials will be posted on Blackboard, under 'Course Information' and 'Course Documents' respectively. The password for this class: goalsetting.

*Please Note: Because many of our guests are busy professionals, this schedule is subject to change. Any alterations will be announced in class and revisions will be posted on an updated syllabus on Blackboard.*

Keeping organized in this course: **Bring your text to each class to record important course updates and to hand in class assignments.**

Professionalism: The overriding philosophy of this class is that students be held to the same standard in class as they would be held on a job. This approach has numerous features. First, it gives the student a diagnostic (i.e., accurate feedback) on how well they accomplish those tasks that are prized by employers:

Dedication  
Promptness  
Engagement  
Real-world skills

Dedication: **Can I attend class?**

The FMU catalog states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled."

Promptness: **Can I be on time?**

When the class is set to begin, the door will be closed and students will not be admitted. Thus, students arriving late to class will not be counted as present. No exceptions.

Engagement: **Can I invest myself in the class, with the intention of getting a lot out of it and having a positive experience?**

Real-World Skills: **Can I display professional attitudes and behaviors?**

**Other Course Policies:**

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

Students with Special Needs: Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

Cell Phones: Cell phone use (of *any* kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered *inaudible* (either turn them off completely or at least set them not to make noise) during class time. Should they ring/vibrate at any time during the course period; the student will be considered not participating in the class and the course participation grade adjusted accordingly. Students who are involved in texting in class will also be considered not participating in the class and their course participation grade adjusted accordingly. Finally, should a student be seen using their cell phone in any manner, he or she will be asked to leave the class for that day.

Scholastic Dishonesty: As commonly defined, plagiarism consists of passing off, as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. *Cheating* is using any other tool than memory to accomplish a test of class material. *Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment, but also the course.* If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, "Academic Integrity."

Late Policy: Because you have ample time to prepare your schedule to take exams and turn in assignments, there will be no opportunity to "make up" or turn in late assignments. **Any assignments not being turned in ON TIME will receive a zero for the grade.** Please be advised that there is no exception to this rule, except for in the event of death (e.g., immediate family consisting of parents, grandparents, and siblings or aunts/uncles). For these exceptions, an allotted three calendar days from your absence will be allowed to make up the assignment. However, at the time that the assignment is turned in, the student must present to the professor an obituary or other proof of funeral attendance. Please note, that in both cases, the student is still considered absent and his or her class attendance and participation grades will be adjusted accordingly.

Caveat: This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.

**PLEASE NOTE THAT THE FOLLOWING WILL ALSO AFFECT YOUR GRADE:**

- 1) Failure to follow my instructions or directions regarding class matters**
- 2) Any unprofessional behavior with me, other faculty or staff, or other students in the class.**

Reduced grade or failure of PSY 220 will be precipitated by only 1 or 2 incidents of the above, at my discretion. For grade-reduction offenses, I will reduce your grade for every offense, and will most likely just fail you for more than two.

## Course Schedule

<i>Week</i>	<i>Topic</i>	<i>Assignments</i>
1/10 – 1/12	Introduction & Syllabus	
1/17 – 1/19	Is Psychology the Major for Me?	Read Chapters 1 & 2 <b>Due: Exercise 2</b>
1/24 – 1/26	Career Apprentice Presentations "Ronald Trump" (i.e., Dr. Ron Murphy)	Read Chapter 3 <b>Due: Exercise 3</b>
1/31- 2/2	Exploring Abilities, Interests, Skills, & Values Ms. Krystal Souther	Read Chapter 4 <b>Due: Exercise 1</b>
2/7 - 2/9	Preparing Cover Letters and Resumes Interviewing Tips Ms. Krystal Souther	Read Chapters 6, 7 & 13 <b>Due: Exercise 4</b> <b>DISCOVER</b>
2/14 – 2/16	Entry-Level Jobs for Psychology Majors Applied Behavior Analysis Dr. Sam Broughton	Read Chapter 5 <b>Due: Exercise 5</b>
2/28 – 3/1	Career Options for Psychology Majors Dr. Teresa Herzog	Read Chapter 9 – Experimental Psychology <b>Due: Exercise 7 - Resume Draft</b> <b>Upload Resume Draft to collegecentral .com</b>
3/6 - 3/8	Develop and Academic Plan	Read Week 8 Develop an Academic Plan <b>Bring Degree Audit to Class</b> <b>Due: Exercise 6</b>
3/20 - 3/22	Career Options for Psychology Majors Dr. Rebecca Lawson	Read Chapter 9 – Clinical Psychology <b>Due: Exercise 8</b> <b>Due: Exercise 13 – Cover Letter</b>
3/27 - 3/29	Career Options for Psychology Majors School Psychology Graduate Students	Read Chapter 9 –School Psychology <b>Due: Upload Approved Resume to FMU Career Website</b>

4/3 - 4/5	Graduate School & the GRE	Read Chapters 10 & 11 <b>Due: Exercises 9 &amp; 11</b>
4/10 - 4/12	The Personal Statement	Read Chapter 12 <b>Due: Exercise 10</b>
4/24 - 4/26	*Career Apprentice Evaluations "Ronald Trump" (i.e., Dr. Ron Murphy)	<b>Bring Degree Audit to Class</b> <b>Due: Exercise 12 – Personal Statement</b>
4/27 3 – 5 PM	Wrap-up	<b>FINAL EXAM</b>

\*\* NOTE – There will not be class on February 21 or February 23 due to the professor's absence. Also, there will be no class on March 13 or March 15 due to Spring Break. Please use your time wisely!

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

Department/School: **Biology** Date: **2-10-12**

Course No. or level: **215** Title: **Microbiology for Healthcare Professionals**

Semester hours: **4** Clock hours: **6** Lecture: **3** Laboratory: **3**

Prerequisites: **BIOL 105**

Enrollment expectation: **48**

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

modification: **None**  
(proposed change in course title, course description, course content or method of instruction)

substitute: **None**  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate: **BIOL311 (Microbiology)**  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Gregory Pryor**

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

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

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

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

**Catalog description:** Introduction to the cause, diagnosis, treatment, and prevention of infectious diseases, with an emphasis on clinical considerations and real-world healthcare applications. Intended for pre-nursing majors.

- Purpose:
1. **For Whom (generally?):** Pre-nursing students
  2. **What should the course do for the student?** To introduce students to the fundamentals of microbiology and prepare them for advanced classes and clinical experiences in the nursing curriculum.

**Teaching method planned:** Three hours of lecture and one three-hour laboratory per week. The laboratories will include hands-on exercises to teach clinical techniques (e.g., aseptic technique, microbial culture, specimen handling).

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

*Microbiology for the Healthcare Professional*, by K.C. VanMeter, W.G. VanMeter, and R.J. Hubert. Mosby Elsevier publishers.

*Microbiology Laboratory: Fundamental Skills and Experiments*, by G. Pryor (instructor of the proposed course) and L.J. McCumber. RLSimonson Studies, Inc.

A website will also be created for the course, and will include the syllabus, documents prepared by the instructor, grades, review materials, and links to relevant news articles and websites (e.g., Centers for Disease Control, World Health Organization).

**Rationale:** The existing 300-level Microbiology course does not emphasize clinical applications of Microbiology, such as case studies, diagnostics, and treatment of infectious disease. It does not have a “system-based” approach (i.e., infections of the respiratory system, gastrointestinal system, urinary system). Familiarity with these topics is critical for pre-nursing students, pre-medical students, pre-dental students, and other students interested in healthcare careers. Furthermore, the existing course covers topics that are not directly relevant or applicable to healthcare professionals (e.g., taxonomy and classification, biotechnology, industrial and environmental microbiology).

**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.)

\* Please see attached syllabi for the existing BIOL311 and the proposed BIOL215 courses.

Proposed 200-level Microbiology course:

**Syllabus: *MICROBIOLOGY FOR HEALTHCARE PROFESSIONALS*  
(BIOL 215 and BIOL 215L)  
Fall 2012 -- Dr. Pryor**

Lectures (LSF 202):

T and TH (9:55am – 11:10pm)

Labs (LSF 210):

W (12:30pm - 3:30pm) or

TH (12:45pm – 3:45pm)

**INSTRUCTOR:**

Dr. Greg Pryor

E-mail: GPRYOR@fmarion.edu

Phone: (843) 661-1403

Office: MSB 301A

Office hours: M, W, and F, 9:30am to 10:30am. I also have an open-door policy, or you can make an appointment to see me in my office.

**OBJECTIVES:**

This course is designed to provide an introduction to the cause, diagnosis, treatment, and prevention of infectious diseases, with an emphasis on clinical considerations and real-world medical applications. The laboratories will include hands-on exercises to teach clinical techniques (*e.g.*, aseptic technique, microbial culture, specimen handling).

**TEXTBOOKS:**

REQUIRED – *Microbiology for the Healthcare Professional*. By K.C. VanMeter, W.G. VanMeter, and R.J. Hubert. New copies are available at the FMU bookstore, some area bookstores, and online bookstores.

REQUIRED - *Microbiology Laboratory: Fundamental Skills and Experiments*. By G. Pryor and L. McCumber. Copies of this custom lab manual are available at the FMU bookstore.

**COURSE WEB SITE:**

A course web page is located at: <http://people.fmarion.edu/gpryor> (click on the appropriate links). The syllabus, grades, review materials, documents prepared by the instructor, and links to relevant news articles and websites will be posted on this site.

**IN THE CLASSROOM:**

It is important to attend lectures and take your own notes; whereas lecture outlines are provided in the back of the lab manual, full lecture notes will NOT be available. You are allowed 6 excused absences before being dropped from the course. Arriving late to class (or leaving class early) will be considered an absence. Attendance will be recorded.

\*PLEASE keep your cell phone quiet in the classroom! Disruptive behavior will not be tolerated.

**IN THE LABORATORY:**

The laboratory exercises will include hands-on experimentation. Specific guidelines for laboratory behavior and conduct are provided in the lab manual. Attendance is required for every lab.

**GRADING AND EVALUATION:**

Your grade in this course will be based on lecture and laboratory grades combined (**/550 points**).

The lecture grade (out of **400 points**) is based on 4 exams (**100 points each**). All exams will include multiple choice questions based on lectures and readings. The final exam will *NOT* be cumulative!

The lab grade (out of **150 points**) is based on 2 lab practicals (**50 points each**) and a lab report (**50 points**). Attendance / participation in lab is important, and points will be deducted if you are late or absent! (-2 points if late, -3 points if absent). The practicals will include questions based on lab experiments, results, and techniques.

The lab report will be based on the isolation and identification of a microbe cultured during the beginning of the semester. Instructions for writing the lab report will be provided in class and on the course web site.

Make up exams are given only for excused absences, if arrangements are made before or within one week after the exam is given. Make up exams will be multiple choice, short answer, and/or essay format. Due to the constraints of setting up lab practicals, no make-up practicals will be provided.

Overall grading scale:	90 - 100% A	77 - 79% C+	60 - 66% D
	87 - 89% B+	70 - 76% C	< 60% F
	80 - 86% B	67 - 69% D+	

**SCHEDULE FOR LECTURE EXAMS, LAB PRACTICALS, AND LAB REPORT \*:**

Exam 1 (100 pts): Thursday, **Sept 15**, during regular class time.

Exam 2 (100 pts): Thursday, **Oct 6**, during regular class time.

Exam 3 (100 pts): Thursday, **Nov 3**, during regular class time.

Exam 4 (100 pts): Friday, **Dec 9**, from **3 to 5 pm**.

Lab practical 1 (50 points): **Oct 12 or 13**, during your regular lab period. Location: LSF 210.

Lab practical 2 (50 points): **Nov 28 or 29**, during your regular lab period. Location: LSF 210.

Lab report (50 points): **Nov 16 or 17**, due during your regular lab period.

\* I suggest you mark your calendar, so you don't forget these critical dates!

**LECTURE SCHEDULE, TOPICS, AND READINGS:**

- CH 1 Scope of Microbiology
- CH 4 Microbiological Laboratory Techniques
- CH 6 Bacteria and Archaea
- CH 7 Viruses
- CH 9 Infection and Disease
- CH 10 Infections of the Integumentary System, Soft Tissue, and Muscle
- CH 11 Infections of the Respiratory System
- CH 12 Infections of the Gastrointestinal System
- CH 15 Infections of the Urinary System
- CH 16 Infections of the Reproductive System
- CH 17 Sexually Transmitted Diseases
- CH 18 Emerging Infectious Diseases
- CH 19 Physical and Chemical Methods of Control
- CH 20 The Immune System

**NEED HELP?**

If you need help in this course, please see me after class or during my office hours. If you require academic counseling or services involving learning or physical disabilities, call the Office of Counseling and Testing at (843) 673-9707. If you need tutoring, call the Tutoring Center at (843) 661-1675. If you need help writing lab reports, see me and/or call the Writing Center at (843) 661-1528 to make an appointment; they are eager to help out and can make a big difference in your lab report grade!

**ACADEMIC HONESTY:**

In accord with the FMU Student Handbook guidelines, any evidence of cheating or plagiarism will result in the loss of all points on that exam or assignment and appropriate disciplinary action, and may result in suspension or expulsion from Francis Marion University.

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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School **Biology** Date **2-10-2012**Course No. or level **236** Title **Human Physiology for Healthcare Professionals**Semester hours **4** Clock hours: **6** Lecture **3** Laboratory **3**Prerequisites **Biology 205 and Chemistry 102**Enrollment expectation **120**

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

modification **Biol 236**  
 (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 **Ann Stoeckmann, Erin Eaton, Lori Turner**

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

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

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

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

Catalog description: *see modifications below*

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

Teaching method planned: no change

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.**

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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School **Biology** Date **2-10-2012**Course No. or level **406** Title **Physiology**Semester hours **4** Clock hours: **6** Lecture **3** Laboratory **3**Prerequisites **Biology 106 and Chemistry 201**Enrollment expectation **40**

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

modification **Biol 406**  
 (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 **Ann Stoeckmann, Erin Eaton, Lori Turner**

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

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

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

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

Catalog description: *see modifications below*

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 2-10-12

Course No. or level 317 Title Marine Ecology

Semester hours 4 Clock hours: 6 Lecture 3 Laboratory 3

Prerequisites BIOL 106 or permission of the department

Enrollment expectation 12

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

modification Bio 204  
(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 Ann Stoeckmann

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

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

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

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

**Catalog description:** Structure and function of marine ecosystems, communities, and populations; with emphasis on coastal Carolina animals and their ecology.

- Purpose:
1. For Whom (generally?): Biology majors and minors, and students seeking elective or transfer science credits. Course satisfies the ecology requirement for biology majors.
  2. What should the course do for the student? Introduce students to the fundamentals of the ecology of marine systems and organisms.

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**Teaching method planned:** Three hours of lecture and one three-hour laboratory per week. The laboratories will include experiments, simulations with computer programs, examination of marine organisms, and field trips to beaches.

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

*Marine Biology* by Castro and Huber (8<sup>th</sup> edition)

*EcoBeaker*: computer simulation software

**Rationale:** This new course will add to the course options that fulfill the ecology requirement for biology majors.

**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.)

*Please see attached syllabus*

## Biology 317 – Marine Ecology – Spring 2012

Instructor: Ann Stoeckmann

Phone: 661-1388

Office: LSF 204C

Email: astoeckmann@fmarion.edu

TEXT: Castro and Huber, Marine Biology, 8<sup>th</sup> edition

**GRADING:** Course grades will be based on lecture and lab.

▶ Lecture Exams:

- 3 lecture exams (100 pts) and a cumulative final exam (150 pts) - one after each unit
- Exams will cover lecture, text, videos, field trips, and laboratory.
- Exams will be multiple choice and short answer/essay.
- A portion of the final exam will be cumulative.

▶ Laboratory practical exams:

- at least 2 laboratory practical exams worth about 50 pts each.
- Exams will include identification of equipment or organisms or questions about laboratories or field trips

▶ Laboratory and field trips:

- The laboratory portion of the course is comprised of field trips and sessions in the classroom. Labs will be spent reviewing the field trips and the material collected on the trip, examining and dissecting other material, experiments, watching videos, or general review
- Laboratory sessions and field trips are *mandatory*.
- You **must** attend ALL of the field trips. If you fail to attend the field trips you will miss out on a significant portion of the course and you will lose 10 points/absence. (Not only will you miss material and lose points but you will miss the fun!)
- Your performance, participation, contribution, initiative, performance, attendance, preparedness, cooperation, efficiency, (need I say more?) in field trip exercises will count toward your course grade.

▶ Other possible assignments: Presentation, paper, quizzes, Field trip, or lab reports

**Summary:**

Exams (3 @ 100pts, final @ 150)	450
Lab practicals (2 min possible 3 @ 50 – 75 pts)	100 - 150
Lab /field trip participation	25
Presentation	50

Final course grade will be determined by calculating the percentage of total possible points (dividing the points you earn by the total possible times 100).

A = 90 - 100%	B <sup>+</sup> = 87 - 89%	C <sup>+</sup> = 77 - 79%	D <sup>+</sup> = 67 - 69%	F = below 60%
	B = 80 - 86%	C = 70 - 76%	D = 60 - 66%	

- ▶ Make-up exams: There will be NO MAKE UP EXAMS. If you miss an exam, the grade will be recorded as a ZERO. You need to notify me before the scheduled exam if you will miss the exam. Make up exams will only be given for valid excuses. I reserve the right to determine what is a valid excuse.
- ▶ Dishonestly on *any* component in this course will result in a 0(zero) for that assignment and may result in an F in the course. Please review the FMU Student Handbook.
- ▶ **Class Procedure and Etiquette**

Attendance: Attendance is integral to your success in this course.

- You may miss up to 15% of the classes during the semester without official consequences. Any absence, no matter what the reason is recorded as an absence.
- If you miss a class YOU WILL BE HELD RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE AND MATERIAL COVERED.



Electronic devices: Cell phones must be **turned off** during any class time – including field trips. This includes texting

→ *NO texting during class!*

→ *NO pictures or filming of lectures!*

Missed tests: Tests must be taken on the scheduled dates except in the case of illness (**physician's confirmation** is required) or death in the immediate family. If you must miss a test, you must contact me **BEFORE** the test is given so that arrangements may be made. Makeup tests are in essay format.

Withdrawal: Anyone who withdraws from the course after the last day to withdraw from a class without penalty will be given a grade of "W" (withdraw passing) or "F" based on their current grades.

*Note*: If you decide to withdraw from the course IT IS YOUR RESPONSIBILITY TO COMPLETE THE NECESSARY PAPERWORK.

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<b>Course Overview</b>	Chapter
<b>UNIT 1:</b> Principles of Marine Science and ecology;	
- Ocean structure: water, tides	2
- Physical and chemical factors	3
- Biology - General adaptations/challenges	4
- basic bio; photosynthesis & respiration;	
- Ecology Basics including: trophic structure, feeding methods,	10
Species interactions, e.g., competition, keystone species,	
& Predator/prey relationships, Population dynamics, Larval Ecology	

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Nutrient cycles, energy flow, Modes of Reproduction and  
Reproductive strategies

Exam 1

**UNIT 2:** Organisms Diversity: Plants 5- 6  
Animals 7 – 9

Exam 2

**UNIT 3:** Marine Ecosystems (types, structure, and function)

- Intertidal zone basics; - Rocky intertidal 11
- Beaches and dunes - Soft –bottom intertidal communities 11
- Estuaries and marshes 12
- Coral Reefs 14
- Ocean Benthos 13, 16

Exam 3

**Unit 4** - Human Impact on the Marine Environment Resources, impact 17, 18, 19

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**Presentations: To be announced - likely mid April**

**Final Lab Practical if given- last lab session**

**Final Exam (Friday, April 27, 2012: 3:00-5:00)**  
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**Field Trips:** Columbia Zoo (to be announced, sometime in mid-February)  
Huntington Beach (to be announced, sometime in late March)  
Sat Apr 15 – Belle Baruch

*Note: this syllabus is subject to change at any time.*

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

Department/School Biology Date 2-10-12

Course No. or level 204 Title Introductory Marine Biology

Semester hours 4 Clock hours: 6 Lecture 3 Laboratory 3

Prerequisites BIOL 106 or permission of the department

Enrollment expectation 12

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

modification Bio 204  
(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 Ann Stoeckmann

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

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

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

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

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

Department/School: Biology Date: 1-18-12

Course No. or level: 318 Title: Tropical Ecology

Semester hours: 4 Clock hours: 6 Lecture: 3 Laboratory: 3

Prerequisites: Biol 106 or permission of the department

Enrollment expectation: 6-12 per summer course

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

modification:

substitute: None

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

alternate: None

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

Name of person preparing course description: Travis Knowles

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

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

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

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

**Catalog description:** Travel study course held at FMU and at Wildsumaco Biological Station in Ecuador. Basic principles of tropical ecology, plus individual research projects focusing on field techniques, biodiversity, and/or behavioral, population, or community ecology.

- Purpose:
1. **For Whom (generally?):** Biology majors and minors, and students seeking elective or transfer science credits. Course satisfies the ecology requirement for biology majors.
  2. **What should the course do for the student?** Introduce students to the fundamentals of tropical ecology in a travel study setting.

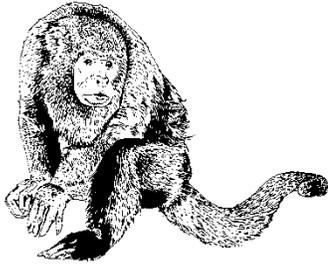
**Teaching method planned:** Five pre-trip class lecture days at FMU, followed by an approximately two week trip to Ecuador, with extensive daily lectures, hikes, and research in the field. Four post-trip class days at FMU involving preparation of a formal research project presentation.

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

*Tropical Ecology* by John Kricher (2011, Princeton University Press)

**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.)

Please see attached syllabus for the modified Biology 314 course. Dates are approximate, and will be adjusted according to each year's summer schedule. The course will be offered during second summer session.



***Tropical Ecology, Biology 318***  
**Tropical Biodiversity in Ecuador**  
**Francis Marion University**  
**Second Summer Session**

*Tentative Syllabus and Trip Itinerary*

- Prerequisites: Biology 106, or permission of Department
- Credit Hours: 4
- Instructor: Travis Knowles, MSB 201-D, phone 661-1408, tknowles@fmarion.edu
- Textbooks: *Tropical Ecology* by John Kricher; selected essays and scientific papers as assigned. You will also need a “Rite in the Rain” notebook.
- Reading assignments: *Tropical Ecology*. Handouts as assigned.

Biology 318 (Tropical Ecology) will provide an introduction to the structure, function, biological diversity, and conservation of terrestrial neotropical ecosystems. The focus of the course will be a two week trip to Ecuador, with intensive hands-on experience in lower montane rainforest (“Andean foothills forest”).

Five class periods of readings and lectures will precede the trip. The class meets from 9:00-10:50 a.m., Monday-Thursday, in LSF 205. A tentative syllabus follows. Chapters are based on the textbook (Kricher).

**Day 1:** What and where are the tropics? (chapter 1)

Biogeography and evolution in the tropics (chapter 2)

Inside tropical rain forests: structure (chapter 3)

**Day 2:** Inside tropical rain forests: biodiversity (chapter 4)

A study in biodiversity: rain forest tree species richness (chapter 5)

A shifting mosaic: rain forest development and dynamics (chapter 6)

**Day 3:** Biotic interactions and coevolution in tropical rain forests (chapter 7)

Trophic dynamics in evolutionary context (chapter 8)

Carbon flux and climate change in tropical ecosystems (chapter 9)

**Day 4:** **Test I.** Overview of field techniques / equipment; student research project. Final trip preparations.

**Days 5-21:** Travel to Wildsumaco Biological Station in Ecuador

Nutrient cycling and tropical soils (chapter 10)

Tropical savannas and dry forests (chapter 11)

Other tropical ecosystems: From the mountains to the rivers to the sea (chapter 12)

Humans as part of tropical ecosystems: Focus on the Neotropics (chapter 13)

Forest fragmentation and biodiversity (chapter 14)

Conservation outlook for the tropics (chapter 15)

**Focus on field excursions and research projects throughout**

**Day 22: return to USA**

**Remainder of course at FMU:** Prepare research presentations and **Test II.**

**Final day:** Student research project presentations.

Course requirements: Your final grade will be based on the following components (see elaboration later in syllabus):

- Pre-trip test: 20%
- Post-trip test: 20%

- Field assignments (participation, attitude, natural history identifications): 15%
- Field Journal/Notebook: 15%
- Individual research project/presentation: 30%

## I. Objectives

Welcome to Field Biology and our exploration of tropical ecology in Ecuador! This course has several objectives. Our primary goal is the appreciation of the richness and diversity of tropical habitats. To accomplish this, we will visit and study a prime example of lower montane rainforest, or east Andes slope “foothills forest”, in Ecuador. Our group will be the inaugural class in Francis Marion’s new Wildsumaco Biological Station. Afterwards, I hope that you will appreciate the diversity and “connectedness” of life, humanity’s dependence on the global ecosystem, the threats to these habitats from human expansion, and the need to conserve these treasure-troves of biodiversity.

Second, you will learn fundamentals of tropical ecology and how to conduct field studies of biodiversity, ecology and/or behavior. You will conduct a field research project with my assistance, and present your findings to the class after our return from Ecuador.

Finally, we will also experience Ecuadorian culture. Examining other cultures provides us with a unique frame of reference, allowing us to reflect on the positive and negative attributes of our own culture.

## II. Some notes on itinerary/facilities

After two days getting oriented in Quito, we head to Wildsumaco Biological station, in the heart of a protected lower montane rain forest. The site sits within the world’s most biodiverse region: the Tropical Andes Biodiversity “hotspot.” Here you will work together with graduate students and professors conducting research in the forest. You will be representing Francis Marion University, so remember to comport yourselves as professionals! We will continue our hikes and individual projects here, and go on night walks. This area represents the most diverse habitat on the *entire planet* (think about it). Charismatic and fascinating species of note include pumas, margays (a rare and little-studied small tropical cat), jaguarundis, monkeys, toucans, parrots, tropical frogs and reptiles, amazing insects, and towering trees.

For most of you, this trip will be the premier ecological experience *of your entire life* (think about it!). It will be a wonderful trip that you will never forget. Become enthused by reading all you can about tropical habitats and Latin American culture. Make the excitement last far longer than the meager two weeks of our trip.

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## III. Course Requirements

### A. Tests (40% of course grade)

1. Test I (pre-trip) will primarily cover class lectures, plus information from textbook and handout readings (20%).
2. Test II (post-trip) will focus on our observational hikes, lectures at field sites, and identification of the tropical biodiversity (common species) that we encounter (20%).

**B. Field Assignments: Participation, Attitude, and Specimen Identification (15%)**

Every day at WBS will involve hikes and intensive exploration of natural history and ecology. You must participate in every hike and excursion, and learn to identify the species encountered and pointed out by the instructor or by guest lecturers. Typical days in the tropics begin at sunrise, around 6:00 a.m.; sunlight brings the reveille of bird song. Forget about “sleeping in”; you can do that after the trip under more mundane circumstances! Breakfast will be served at 7 to 7:30 and we will head out shortly thereafter.

You are each expected to contribute to the success of this trip in your own way, whether it’s lugging equipment, keeping our spirits up during rough going or the inevitable delays, or entertaining us with your zany antics. Isolationism or the ostracism of others will not be tolerated. We will be living together in tight quarters for about two weeks, so respect for the rights and feelings of others will be of paramount importance. I expect the vicinity of sleeping quarters to be quiet by 10:00 p.m. to respect your classmates and others who may be visiting the same location. Those wishing to celebrate their Ecuador experience later must move to a remote location and *be prepared to rise early every day.*

**C. Journal/Field Notebook (15%)**

You will each keep a field notebook in which you record a list of species observed, notes on the different ecosystems and habitats encountered, and the data from your field research project. The instructor will read your notebook; so if you would like to keep a more personal diary, bring it separately. Notebook entries *must* be made *daily*, while the information is fresh in your mind. Notebooks will be collected and read on several occasions during the trip. The notebook is an easy component to complete, but you must allocate time for daily entries. Special water-resistant field notebooks (“Rite-in-the-Rain”) are needed for recording field data.

**D. Field Research Project/Presentation (30%)**

You will conduct an individual research project in collaboration with the instructor and/or other faculty. You may choose a project based on your own interests, if approved by the instructor. Projects should focus on biodiversity comparisons, ecological interactions, the ecology or behavior of individual species, or some aspect of tropical conservation. Some possible projects include

- analyze camera trap images for mammal diversity; test hypotheses about species diversity and activity patterns among different sites
- study of butterflies attracted to rotting fruit
- observational studies/ethogram construction of behavior (focus on hummingbirds, flycatchers, butterflies, or other commonly observed species)
- construction of a course web page highlighting tropical biology
- the role of ecotourism in the protection of tropical forest biodiversity

These are just a few suggestions – there are many other possibilities. The instructor will work with you on designing a project. You may get ideas from the readings. Working in pairs is a possibility if the project is appropriate and the workload, as well as presentation duties, is sufficiently shared.

After returning from Ecuador, you will prepare an individual presentation of your field research project. The instructor will provide help with PowerPoint and/or digital image and/or digital video processing for your presentations. Your presentation should be 10 minutes long, with a 5-minute Q&A period, and will be given to the instructor, your class colleagues, and to invited

visitors. Photographs will be very helpful in making your presentation, and video clips may be appropriate for some projects.

**IV. Other preparation.**

Start reading assignments in *Tropical Ecology* by John Kricher, available in the campus bookstore), before class begins. I encourage you to read anything else you can get your hands on about tropical biology and Ecuador. Get pumped about the trip!

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

Department/School: Biology Date: Feb 8, 2012

Course No. or level: 413 Title: Biological Research Methods

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

Prerequisites: Biol 106, Math 132 or higher, or permission of department

Enrollment expectation: 15

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

modification: None

substitute: None

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

alternate: None

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

Name of person preparing course description: Jeff Steinmetz

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

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

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

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

**Catalog description:** Experimental design and analysis for the biological sciences. Covers considerations in designing experiments as well as appropriate statistical analysis for each design. Designs and analysis from a variety of biological fields will be covered.

- Purpose:
1. **For Whom (generally?):** Biology majors.
  2. **What should the course do for the student?** To introduce students to sound principles of experimental design and analysis to better prepare them to both read scientific literature and/or conduct their own research

**Teaching method planned:** Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, computer simulations, and exercises using simulation, statistical and graphing software. Some classes will occur in the biology computer lab.

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

- Text 1: Glass, David J. 2006. Experimental Design for Biologists. Cold Spring Harbor Laboratory Press. Cold Spring Harbor, NY. ISBN-13: 978-0879697358
- Text 2: Hampton, R.E. and J. E. Havel. 2006. Introductory Biological Statistics, 2<sup>nd</sup> Ed. Waveland Press, Inc. Long Grove, IL
- Software: Ecobeaker (for sampling design), Graphpad Prism (for graphing and analysis)

**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.)

Please see attached syllabi, based on when this was offered as a Biology 306: Special Topics.

## **Biology 413: Biological Research Methods**

**Instructor:** Dr. Jeff Steinmetz

**Office:** 201E MSB

**Office Hours:** M/Tu/Th 1:30-3:30; and by appointment

**e-mail:** [jsteinmetz@fmarion.edu](mailto:jsteinmetz@fmarion.edu)

***Phone: 843-661-1404***

**Texts:**

1 Glass, David J. 2006. Experimental Design for Biologists. Cold Spring Harbor Laboratory Press. Cold Spring Harbor, NY. ISBN-13: 978-0879697358

2. Hampton, R.E. and J. E. Havel. 2006. Introductory Biological Statistics, 2<sup>nd</sup> Ed. Waveland Press, Inc. Long Grove, IL. ISBN: 978-1-57766-380-5

**Course Info:** Lecture: MWF, 11:30-12:20, LSF 205

<b>Requirements:</b>	Homework:	20%	<b>Grading Scale:</b>	A=90
	Exam 1:	12%		B+=87
	Exam 2:	12%		B=80
	Exam 3:	12%		C+=77
	Exam 4:	12%		C=70
	Exam 5:	12%		D+=67
	Exam 6:	12%		D=60
	Final Exam:	15%		F≤5
	<u>Participation</u>	<u>5%</u>		
		100%*		

\*Note: Lowest of the 6 regular exams is dropped,  
lowest homework score is dropped

**Course description:**

All scientists must have a basic understanding of experimental design and statistics. Some scientists actively use these concepts and skills in their professional career. Others, such as doctors, vets, dentists, etc., may not use them everyday but are expected to keep up with the latest developments in their field. This will mean reading medical and scientific journals and being able to understand the results in such a way that they can make informed decisions on new medicines, procedures, etc. This class is designed to give you the skills that you will need to be successful in this part of your career.

**Tentative Lecture Topics**

- Approaches to science
- Writing good hypotheses
- The nature of controls
- Designing experiments based on the hypothesis of interest

- Proper sampling procedures
- Describing and graphing simple data
- Designs comparing two populations
- Simple designs comparing more than two populations
- Complex designs for comparing more than two populations
- Designs for examining relationships among variables
- Designs for examining frequency data
- Reporting results
- The real world: design and analysis in scientific literature

### **Attendance Policy:**

You are expected to attend class regularly and punctually. You are responsible for obtaining, completing, and submitting missed assignment. Note that the lecture outline is tentative. Should you miss class, check with myself or a fellow classmate to see if there were any changes announced on the day you missed.

**Note that attendance counts towards the participation portion of your grade.** For each day that you have an unexcused absence, you will lose 3 participation points (out of 100). For each day that you are late, you will lose 1 participation point. According to FMU policy, **more than six unexcused absences can result in dismissal from the course and a grade of an F or W.** If you choose to withdraw from the course, you are responsible for filing the paperwork with the registrar. If you need to miss lab for legitimate reasons, it is your responsibility to provide documentation to avoid having an unexcused absence. For example, if you're sick, get an official doctor's excuse.

### **Participation:**

= attendance, speaking during discussions, being on time, paying attention to ideas being discussed, contributing fully and equally to lab projects, etc.

### **Classroom Behavior:**

In the class and lab, you are expected to treat your fellow classmates with respect and civility.

### **Academic Honesty and Plagiarism:**

Every student is responsible for turning in his or her own unique assignments. Cheating and plagiarism will not be tolerated in the classroom. **Depending upon the severity of the offense, you may receive an F for that assignment or an F for the entire course.** You will also be reported to the appropriate university office. A second offense results in suspension for one semester and a third offense results in expulsion from the university. If you are not sure what constitutes cheating or plagiarism, ask me before completing the assignment. As upper level students, "I didn't know" is no longer an acceptable excuse.

### **Late Work:**

- Exams must be completed on the assigned day. No make-up exams will be given; however, you do get to drop your lowest exam out of the 6 regular semester exams. So don't waste your dropped exam!
- Any written assignment turned in late will be penalized **5% per day up to one week.** **After the assignment is a week late, I will no longer accept it and you will receive a 0 for that assignment.**

**Other Policies:**

- NO CELL PHONES ARE ALLOWED IN CLASS. If you are a parent or have a situation where your phone needs to be on, set it to vibrate and if you absolutely need to take the call step outside the classroom to do so.

**Exams:**

Exams will be given during regular class time. Thus you will have the full class period to complete the exams. They will primarily be problems that you need to work out, though there may be short multiple choice or short answer sections if appropriate. You should bring a regular calculator to the exams, no cell phone, smart phones, iPods, etc. Exams 1-6 will not be cumulative and will only cover material since the previous exam; however, the final exam will be cumulative. You may drop the lowest of the first six semester exams, but **everyone MUST take the final.**

**Accommodations of Disabilities**

I am happy to make accommodations for students with special needs; however, you first must provide proper documentation from the Office of Counseling and Testing. You must also notify me of your needs one week prior to an assignment/quiz/test/etc. to allow time to arrange for the appropriate accommodations.

**Extra Credit Work:**

If you're concerned about your grade you may complete a one page, single spaced article summary and critique. This will count for **up to** an additional 2% of your grade. This is enough to push those on the edge of a higher grade up to the next level (e.g. a B+ to an A). Articles can be on any biology topic of your choice, but should include some discussion of experimental design and/or statistical analysis. They must be approved by me ahead of time for content and length. Articles must be substantial in nature to be approved (e.g. scientific journal article, a lengthy newspaper article or a longer magazine article). Include a summary of the article, and your thoughts and response to the issues raised. Attach the article to your critique. **Extra credit must be completed by the beginning of our last regular scheduled class period.** You have all semester to work on this assignment, so **absolutely no exceptions.**

**GraphPad Prism**

FMU recently purchased a site license (thanks to the Biology, Chemistry and Psychology Departments) for a program called GraphPad Prism. It is an excellent graphing program, and also does basic statistics – almost everything that we will need for this class. One of the great things about this license is that it enables all FMU faculty, staff and students to download and use the software on as many computers as they like. We will be using the software in class, and I may assign some homework problems with it. It is available in the computer lab, but you may wish to download it on your own computer. Both PC and Mac versions are available.

To register, you must use your FMU e-mail account. Here is the link to the registration page: <http://graphpad.com/paas/index.cfm?sitecode=frncsmrnnvrsty>

As soon as you register you will be sent download links to the software and serial numbers by return email. Only people with email addresses at @fmarion.edu or g.fmarion.edu are eligible. Everyone using Prism under this license will use the same serial numbers -- one for Windows and one for Mac. The serial numbers will activate Prism for the license term. Upon renewal, we will provide new serial numbers to extend the software use. You can register as many times as you need to in order to install the software on multiple computers. The license allows it to be installed on home computers and personal laptops as well as FMU-owned computers.



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

Department/School Fine Arts/Music Date 12/02/2011

Course No. or level: MU 371 Title: Advanced Production Techniques

Semester hours 3 Clock hours:      Lecture 1 Laboratory 2

Prerequisites MU 170 and MU171 or permission of the department

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 Dr. Brandon Goff

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

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

Date of Implementation Fall 2012

Date of School/Department approval January 24, 2012

Catalog description: A comprehensive study of advanced tracking, mixing and mastering techniques. Current trends in technology will be closely examined as well as mixing and mastering trends throughout all music genres.

Purpose: For Music Industry majors

- \* comprehensive knowledge of recording techniques
- \* exhibited competence in large scale mixing
- \* exhibited competence in working with analogue and digital technologies
- \* displayed proficiency in use of technology and materials related to synthesis and sound design.

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia): There is no required text for the course though numerous articles and websites will be referenced throughout.

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.)

**(See attached syllabus)**

MU 371  
Advanced Production Techniques  
Course Information and Standards

Class meeting time/place

MWF 2:30 – 3:20

Instructor

Dr. Brandon Goff

Office

Music Studio/Theatre

Office Hours

TuThr 9:00

Telephone

(901) 830-6250

(731) 425-1228

E-mail

[Brandon@brandongoff.com](mailto:Brandon@brandongoff.com), [goff@lambuth.edu](mailto:goff@lambuth.edu)

Course Description

A comprehensive study of advanced tracking, mixing and mastering techniques. Current trends in technology will be closely examined as well as mixing and mastering trends throughout all music genres.

Required Text

There is no required text for the course though numerous articles and websites will be referenced throughout.

Successful completion of the course will result in the following outcomes:

- \* comprehensive knowledge of recording techniques
- \* exhibited competence in large scale mixing
- \* exhibited competence in working with analogue and digital technologies
- \* displayed proficiency in use of technology and materials related to synthesis and sound design.

Testing

All testing is objective in nature and will include scheduled and unscheduled quizzes, mid-term test(s), and the final exam.

Grading and Scale

- \* Homework assignments and exercises: 20%
- \* In class presentations: 25%
- \* Mid Term Project: 25%
- \* Final Examination (a final project): 30%

The calendar is TBA.

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

Department/School\_\_Fine arts/Music\_Date\_12/2/2011

Course No. or level: MU 372 Title: Principles and Techniques of Songwriting

Semester hours: 3 Clock hours: 3      Lecture: 1 Laboratory: 2

Prerequisites\_ MU 415

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\_ Dr. Brandon Goff

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

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

Date of Implementation\_ Fall 2012\_\_\_\_\_

Date of School/Department approval\_ January 24, 2012\_\_\_\_\_

Catalog description: This course is an introduction to the world of songwriting. It will cover such topics as melodic construction, phrasing and formal design. It will also cover lyrical structure throughout the appropriate genres. Copyright, licensing and publishing will also be covered.

Purpose: For Music Industry majors

- \* a portfolio of completed works
  - \* exhibited competence in commercial songwriting
  - \* understanding of commercial licensing/publishing procedures
  - \* understanding of commercial marketing techniques

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia): There is no required text for the course though numerous articles and websites will be referenced throughout.

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.)

(See attached syllabus)

MU 372  
Principles and Techniques of Songwriting  
Course Information and Standards

Class meeting time/place

MWF 1:00-1:50, M 6:00-8:45

Instructor

Dr. Brandon Goff

Office

Music Studio/Theatre

Office Hours

TuThr 9:00

Telephone

(901) 830-6250

(8430 661-1540

E-mail

[Brandon@brandongoff.com](mailto:Brandon@brandongoff.com), [bgoff@fmarion.edu](mailto:bgoff@fmarion.edu)

Course Description

This course is an introduction to the world of songwriting. It will cover such topics as melodic construction, phrasing and formal design. It will also cover lyrical structure throughout the appropriate genres. Copyright, licensing and publishing will also be covered.

Required Text

There is no required text for the course though numerous articles and websites will be referenced throughout.

Successful completion of the course will result in the following outcomes:

- \* a portfolio of completed works
- \* exhibited competence in commercial songwriting
- \* understanding of commercial licensing/publishing procedures
- \* understanding of commercial marketing techniques

Testing

All testing is objective in nature and will include scheduled and unscheduled quizzes, mid-term test(s), and the final exam.

Grading and Scale

- \* Homework assignments and exercises: 20%
- \* In class presentations: 25%
- \* Mid Term Project: 25%
- \* Final Examination (a final project): 30%

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The calendar is TBA.

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

Department/School: Fine Arts

Date: October 12, 2011

Course No or level: THEA 200

Title: Acting for Non-Majors

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

Prerequisites: None

Enrollment expectation: 15-20

Indicate any course for which this course is (an) addition.

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 the person preparing course description Professor Keith Best, Theatre Arts

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

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

Date of Implementation: Spring 2013

Date of Departmental approval: January 2012

**Catalog Description: 200 Acting for Non-Majors (3)** An overview of the actor's art, including the history, theory, and practices of the craft of acting. Class exercises and scene assignments will allow students to expand their ability to use their voices, bodies, and imaginations on the stage. Credit cannot be given for both THEA 203 and 204.

**Purpose: 1. For Whom (generally)**

This course is designed students who want to take an acting course as a humanities elective and are not theatre majors or minors.

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

The Acting I course is designed as a foundation course with the understanding that students will take one or more acting courses. This course is an overview of the craft of acting and is meant to stand alone.

**Teaching method planned:**

The course will be about 1/3 lecture, 1/3 acting exercises, and 1/3 performance and scene study.

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

Textbook: Acting One by Robert Cohen

**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 beginning of the course will include lecture and discussion about artistic process, acting theory, and the history of performance. The middle part of the course will focus on the text and use various theatre exercises to overcome self-consciousness and expand awareness of the body and voice. The final part of the course will contain scene studies and monologues that are presented for development, feedback, and classroom performance.

SYLLABUS for THEA 200: Acting for Non-Majors Fall 2011

Instructor: D. Keith Best

Section D: 11:30am - 12:20pm MWF

OFFICE: FAC 225 (Turn right as your leaving the theatre, go through doors marked "Authorized Personnel Only", up the stairs, turn left at the top of the stairs, my office is the last door on the left.)

TELEPHONE: 661-1549

E-MAIL: dbest@fmarion.edu

OFFICE HOURS: MW 10:30am - 11:20am; 1:30pm - 2:30pm  
 TTh 2:10pm - 3:35pm  
 F 10:30am – 11:20am (or by appointment)

IMPORTANT DATES: AUG 23-26 - Drop/Add and Late Registration  
 SEP 05 - Labor Day – University Closed  
 SEP 16 - Last Day to Withdraw w/o Academic Penalty.  
 OCT 03 - Last Day to Apply for Fall 2011 Graduation  
 OCT 07 - Midterm  
 OCT 10 -11 - Fall Break. No Classes.  
 OCT 26 - NOV 04 - Advising period.  
 NOV 18 - Last Day to Withdraw.  
 NOV 23 - Thanksgiving Holidays begin. No classes.  
 NOV 28 - Classes resume.  
 DEC 05 - Last Day of Class  
 DEC 06 - Reading Day  
 DEC 09 - 11:45am - Final Exam for Section D (MWF; 11:30am)

REQUIRED TEXT: Cohen, Robert. *Acting One*. Latest Edition.

PURPOSE: To understand the creative process and performance theory of the actor's art and to develop the following concepts and skills essential to good acting: 1) Communication; 2) Concentration; 3) Imagination; 4) Observation; 5) Justification; 6) Scenic truth and belief; 7) Relaxation; 8) Objectives; 9) Intentions; and 10) Tactics

## CLASS REQUIREMENTS:

PARTICIPATION: Full participation with total commitment is necessary. Since this is a class in developing practical acting skills, your presence is required in order for you to understand and complete the course objectives. Acting is a progressive process and work missed cannot be made up as in a traditional lecture course. The student must show improvement from the comments made in class. Comments made to other students may be applicable to you as well; therefore you should listen to and participate in discussions in class. Participation in discussions is an indicator of your growth and improvement during the semester.

You will be required to do projects throughout the semester, which means that you may have to rehearse with another student (or students) outside of the class time. Therefore you must plan on extra time outside of the class period.

ATTENDANCE POLICY: Since this is a participation course, any absence/tardiness will affect your grade; however, if you miss more than the allowed class sessions (6 for MWF, 4 for TTh), you will be dropped from the course. Therefore, it would be advantageous to carefully plan for those times when you know or think you will have to miss class. Furthermore, be conservative - reserve one or two absences for unexpected "emergencies". There is no such thing as an "excused" absence--class missed for any reason whatsoever is counted as an absence. *(Note that you receive a "daily work/attendance" grade. Any absence will result in a point deduction on that grade.)*

Attendance requirements begin on the day FMU classes officially begin. The instructor will be keeping the official attendance record. Therefore, should you arrive late for a class session, be sure to verify immediately after class that the instructor adjusted the attendance record to indicate that you were tardy and not absent. Three tardies (entering the room after attendance has been taken), automatically equal one absence. If you should arrive extremely late (more than halfway through the class session) or elect to leave class early, you will be counted absent. If you do miss a class session, it is your responsibility to find out what happened in regard to notes, changes in schedule and syllabus, additional assignments or changes in assignments, etc. This should be done prior to returning to class. The student is responsible for any changes or additions including those affecting the next class session after their absence.

There are no exceptions to this policy.

BLACKBOARD: Grades, announcements, notes and all other class materials are posted on Blackboard (<http://blackboard9.fmarion.edu/>). All students are expected to enroll on the site and register their email address (no course password required—please enroll under your given name without special characters) within one week after the course begins. If the syllabus changes, class is cancelled, or any other change occurs, the instructor will post a notice on the blackboard site and/or send an email, so you should check the site daily. All students are responsible for this information. In other words, if you miss a class, and a test is rescheduled to occur on the day you return to class, you are still expected to take the test. You may elect to skip the test, but you will receive the standard deduction for a late exam.

CELL PHONE/ELECTRONICS POLICY: All cell phones should be turned off BEFORE YOU ENTER THE CLASSROOM SPACE. You are not allowed to use a cell phone FOR ANY REASON in the classroom. Anyone whose cell phone rings or who uses a cell phone in the classroom will be excused from the class for the day and counted absent. A cell phone going off or being used FOR ANY REASON during a test will result in the student being excused from the class and receiving a 0 on that test. The first time a student's cell phone rings or is used during class, that student will receive a verbal warning. The second time a student's cell phone rings or is used during class, that student will receive be dismissed for the day and receive a zero on any assignments done on that day. The third time a student's cell phone rings or is used during class, that student will be dropped from the course with an F.

No listening devices may be used in this classroom. All Bluetooth sets and earphones should be removed BEFORE YOU ENTER THE CLASSROOM. If you are on the phone or listening to music when I enter the room, you will be sent from the classroom and counted absent for that day.

The use of a laptop in class is not allowed without specific permission from the instructor. If a student is given permission to use a laptop, that permission will be revoked if the student uses the laptop for anything other than the appropriate class work.

CRITIQUE: You are required to turn in one paper of at least three typewritten pages in length. The paper will coincide with one of the University Theatre productions during the semester. Specific assignments will be given at appropriate times. If an acting student is part of a production, a journal of the experience may be substituted for the critique. Ask the instructor for specific journal assignments. **NO ALTERNATIVE OR MAKEUP ASSIGNMENT WILL BE OFFERED, SO MAKE SURE YOU LEAVE ONE OF THESE EVENINGS FREE.** In rare cases, you might be allowed to see a dress rehearsal on an earlier night, but approval must be sought at least one day prior to the evening you would like to attend.

READING/DAILY WRITTEN WORK: The schedule for reading assignments from the text is contained within this syllabus. You are expected to have read the chapter BEFORE the class session in which it is scheduled to be covered. During the semester, you may be given a brief quiz over the required reading for that day at the beginning of class. If you show up late, you will not be allowed to take the quiz and the quiz may not be made up. Any daily written work not turned in on time will receive a 10% deduction.

EXAMS: Three exam grades will be given during the semester—one over lecture/handout material and two over text material. Tests may consist of any combination of multiple-choice, true or false, matching, fill-in-the-blank, listing, labeling diagrams, short answer and/or essay. If you show up late to take a test (arrive after everyone else has begun), you will receive a 5% deduction. If you miss a test, you may take a makeup with a 10% grade reduction (unless arrangements are made at least a full working day in advance of the original test date). **No more than one test may be made up during a semester.** If a test is missed, it is the student's responsibility to make sure the makeup is scheduled and taken within one week of the original date. Failure to show up for a scheduled makeup or a makeup not taken within one week after your return to class will receive a grade of 0. Also, anyone failing to put their FULL NAME on the test will be penalized 10 points. Anyone making any marks on a test that states "DO NOT WRITE ON THIS TEST" will be penalized 10 points. It should go without saying that anyone caught cheating will make a zero on that test. Anyone caught cheating a second time will be dropped from the course with an F. All instances of academic dishonesty will be reported to the office of the Provost. ANYONE TAKING A TEST AND/OR ANSWER SHEET OUT OF THE TESTING AREA FOR ANY REASON WILL AUTOMATICALLY RECEIVE A ZERO ON THAT TEST (THIS RULE EXTENDS TO THOSE TAKING MAKEUP TESTS IN THE HALLWAY OUTSIDE OF MY OFFICE!)

ATTIRE: Clothing that allows you to move and breathe freely should be worn to each class session. Warm-up clothing, sweats, or tights are ideal. Under no circumstances should dresses, skirts (other than rehearsal skirts), or tight (constrictive) clothing be worn. Failure to wear appropriate clothing will result in a grade reduction. You wouldn't show up in a gym class without appropriate clothing, so don't do so for this class.

In addition, exercises may require rolling around or lying on a painted (and sometimes dusty) floor. Even though we have padding available, be prepared to get dirty.

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.

GRADING: In addition to any written work, presentations will be graded according to growth, participation, and performance,

Growth includes: 1) understanding the concepts given in class and applying them to your work; 2) seeing the concepts applied to the work of your classmates; 3) applying self-awareness and revelation to your work; and 4) flexibility and truth of character in scene work.

Participation includes: 1) keen and incisive class discussion and analysis; 2) punctuality; 3) willingness to perform; and 4) a positive attitude toward class, teacher, and peers.

Performance includes: 1) depth and viability of the objectives being played; 2) reality of the situation; 3) reality of the character; 4) reality of emotions and/or thoughts; 5) reality of the place; and 6) reality of the time.

Written work accompanying a presentation will receive a 10% deduction for each class session after the due date.

Late presentations will result in a 10% grade deduction for the unprepared or absent student(s).

Presentations should be made up in the next available class session. Presentations not made up during the next class session may not be scheduled again until the end of the semester.

All assignments must be completed in order to receive a passing grade in the course.

**OBSERVATION AND CRITIQUE:** All students are expected to observe closely their classmates' performances and comment on those performances. Therefore, **DO NOT ASK IF YOU CAN LEAVE EARLY AFTER YOUR PERFORMANCE, AND DO NOT MISS CLASS JUST BECAUSE YOU ARE NOT PERFORMING ON THAT DAY.**

**PERFORMANCE ASSIGNMENTS:** Assignments in performance will be given throughout the semester. As you work on these assignments, note that no nudity, profanity, vulgar or obscene movements, gestures, or language, will be allowed. In addition, any assignments done with your classmates may not contain any questionable situation or action unless all actors and the instructor have given their approval in advance and the situation or action has been rehearsed before the presentation.

HERE IS A SAMPLING OF SOME ASSIGNMENTS THAT HAVE BEEN USED PREVIOUSLY. THIS LIST DOES NOT INCLUDE ALL ASSIGNMENTS, NOR WILL AN ASSIGNMENT ON THIS LIST NECESSARILY BE USED THIS SEMESTER.

**VOICE:**

1. Memorize a Shakespearean monologue or sonnet given to you by the instructor.
2. Can you be heard and understood? Students will recite their monologue behind the proscenium arch one line at a time. Students will not be allowed to start over or repeat any part of their sonnet. The rest of the class will sit on the back row of the theatre and write down what they hear, one line at a time.
3. Inflection exercise: Students will recite their piece with at least half of the lines ending with an upward inflection.
4. Dramatic build: Students will recite their piece beginning soft, low, and slow, building in tempo, loudness, and pitch to a climax (loudest, highest, fastest point) somewhere in the thirteenth line with a slight falling action (slowing, softening, deepening) for the rest of the sonnet.
5. The student will perform their monologue while performing a repetitive physical task that requires little concentration (like jumping rope, jogging in a circle, jumping jacks, etc.).
6. The student will perform their monologue while performing a physical task that requires concentration (an obstacle course, dodge ball, untying knots, juggling, etc.).

**MOVEMENT:**

1. The student will create a pantomimic dramatization in which they perform a simple, non-repetitive task that can normally be accomplished in 30-60 seconds.
2. The student will create a pantomimic dramatization with a clear beginning, middle, and end, around a steady tempo with 16 counts (4 counts of 4), in which every movement occurs on a beat and nothing happens off the beat.
3. The student will create a pantomimic dramatization (2-5 minutes) based on a single piece of music. Music may be edited or used only in part. If music with lyrics is used (not recommended), the dramatization must be different from any situation implied by the lyrics.
4. As part of a group, the student will create a non-realistic movement piece based on a work of art.
5. The student will recreate a private moment on stage.

**IMITATION:**

1. Mirror exercises.
2. The student will observe another member of the class in a situation inside or outside of class. The student will then perform as that classmate in a re-creation of that situation.
3. In a situation given by the instructor, students will perform as other classmates in an improvisation.
4. The student will observe a professor (other than Mr. Best) and do an imitation of that professor.

**SCENES:**

1. Each student will perform the "phone conversation," a short solo performance piece.
2. Each student will perform a short "contentless" (or "open") scene with another actor (or actors) at least twice--once as a comedic scene, and once as a dramatic scene.
3. Each student will perform a short scene from a full-length play with another actor (or actors) that will first be performed with movement only, then with voice only, then combining the two.

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GRADE COMPUTATION:	Tests & Critique (10% each)	40%
	Presentations	30%
	<u>Quizzes/Daily Work</u>	<u>30%</u>
	Total	100%

GRADE SCALE: 0-59=NC (F); 60-64=1.0 (D); 65-69=1.5 (D+); 70-74=2.0 (C); 75-79=2.5 (C+); 80-84=3.0 (B); 85-89=3.5 (B+); 90-100=4.0 (A)

A letter grade translates as follows: A+/99, A/95, A-/92, B+/89, B/85, B-/82, C+/79, C/75, C-/72, D+/69, D/65, D-/62.

## TENTATIVE COURSE SCHEDULE

W	First Day of Class, Introduction to Course
F	Assign Shakespeare sonnets
M	Sonnets
W	Sonnets
F	Creative Process
W	Creative Process
F	Sonnets (For Grade)
M	Performance History
W	Performance History
F	Performance Theory
M	Performance Theory
W	Performance Style
F	Exam #1 over Lecture materials and Terms list
M	Scene Work; Text Intro, Lessons One and Two
W	Scene Work; Lessons Three and Four
F	Scene Work; Lessons Five and Six
M	Scene Work; Lessons Seven and Eight
W	Scene Work; Lessons Nine and Ten
F	Scene Performances; Lessons Eleven and Twelve
W	Review; Lessons Thirteen and Fourteen
F	Exam #2 over Intro, Lessons 1-14
M	Movement Work
W	Movement Work
F	Movement Work
M	Critiques Due, Discuss <i>Theatre Presentation</i>
W	Presentation of Movement
F	Presentation of Movement
M	Scene Work; Lessons Fifteen and Sixteen
W	Scene Work; Lessons Seventeen and Eighteen
F	Scene Work; Lessons Nineteen and Twenty
M	Scene Work; Lessons Twenty-One and Twenty-Two
W	Scene Work; Lessons Twenty-Three and Twenty-Four
F	Scene Work; Lessons Twenty-Five and Twenty-Six
M	Scene Work; Lessons Twenty-Seven and Twenty-Eight, L'envoi
W	Scene Work

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- F Scene Work
- M Showing of all scenes and sonnets
- M Rehearsal of scenes and sonnets
- W Performances of all scenes and sonnets
- F Course Evaluation, Performances continue
- M Last Day of Class
- F \*Exam #3 over Lessons 15-28 and L'envoi

\* Attendance at the final examination period is mandatory for all students.

## Visual Communication Design Specialty Portfolio Qualifying Review

### *Criteria and Submission Procedure*

#### ***Who Submits & What:***

This review is to assist the student in determining if the Visual Communication Design Specialty is appropriate for them. The portfolio review will give insight to the student wishing to enroll in the ART 330 or ART 331 courses and has to be completed prior to registering for them. The review will assist the student in discovering their level of aptitude for the highly competitive design profession before making the commitment required for the specialty.

Any student wishing to take a 300 level course in the Visual Communication Design Specialty is required to have a portfolio review. This is a requirement for all Visual Art students that are being advised in the Visual Communication Design Specialty. The requirement will also include other Visual Art majors wanting ART 330 or ART 331, non-Visual Art majors, minors and transfer students if they choose to take 300 level coursework in this area of specialty.

#### **Students should have taken or are completing the following courses before application for review and include the following works:**

- 3 works from ART 203: Basic Drawing
- 3 works from ART 204: 2-D Design
- 3 works from ART 206: Introduction to Visual Communication
- 3 works from ART 230: Visual Communication I
- 3 works from ART 231: Typography
- ARTH 220: History of Western Art (Survey 1) or ARTH221: History of Western Art (Survey 2)

#### **15 works Total**

Organize work as listed above with a brief description of each work.

The portfolio should also include a one page typewritten statement (**12 point type**) in which the student indicates the work(s) they find most successfully expresses their personal aesthetic and why, using appropriate art and design terms. The statement should also mention any designers/artists (other than faculty) who influence them and state why they feel they are best suited for this specialty.

#### ***Portfolio Format:***

All work should be presented in a flat professional manner but not framed or matted. The following criteria is what the review will be based on.

#### ***Portfolio Assessment:***

- Artwork that illustrates mastery, execution, and understanding of the visual elements and principles of design
- Evidence of conceptual awareness and creativity – but not at the expense of foundational and visual language development
- Ability to follow directions and show pride in portfolio presentation

#### ***Portfolio Submission & Questions:***

Portfolio must be submitted on (**DATE and TIME**) to Professor Fry or Professor Jeffcoat. Early submission or late will not be

accepted unless arrangements have been made with one of these faculty.

Please see a Visual Communication Design faculty if you have any questions.

Professor Fry

Office: HFAC 103 Phone:1684 Email: gfry@fmarion.edu

Professor Jeffcoat

Office: HFAC 106 Phone:1679 Email: cjeffcoat@fmarion.edu

***Review Feed Back:***

A schedule will be posted on the HFAC 113 (*Mac Lab*) door of scheduled appointment times to meet on (***DATE and TIME***) to discuss your progression in the specialty. If you miss your time, it will not be rescheduled. Failure to pick-up your portfolio may result in its disposal.

Upon request, if the review is not favorable, students may ask to be counseled as to the options they may take. This will tend to be either retaking coursework or selecting a different specialty or major. **As indicated, the student can reapply in a later semester when a non-favorable review is determined.**

Please complete the following (print clearly) and turn in with portfolio

First Name:

Last Name:

Student ID:

Phone Number:

Email:

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

Department/School Mathematics Date February 15, 2012

Course No. or Level 110S Title College Algebra with Applications

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Individualized Instruction 3

Prerequisites Placement scores or permission of department; Prerequisite/Corequisite: Math 110L

Enrollment expectation 150 per semester

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

modification Math 110/110L  
(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 Jane P. Quick

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

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

Date of Implementation Fall 2012

Date of School/Department approval February 13, 2012

Catalog description:

Study of real numbers and their operations and properties: algebraic operations, linear functions, linear equations, and linear inequalities; systems of equations; and introduction to functions and graphs. Credit cannot be given for both Math 110S/110L and Math 105.

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Purpose:

1. For Whom (generally?)  
  
Students with low SAT scores on the Quantitative section of the SAT or older students who are not recent high school graduates.
2. What should the course do for the student?  
  
Same as Math 110/110L: Prepare students for Math 111 or Math 121.

Teaching method planned:

Same as Math 110 – Individualized instruction

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

*Intermediate Algebra* by Lial, Hornsby, and McGinnis, 9<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 judgement. Include a syllabus for the course.)

Same as Math 110. (Math 110S Syllabus included in separate file)

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

## Math 110S Syllabus

*Intermediate Algebra*, 9<sup>th</sup> Edition, by Lial/Hornsby/McGinnis

As you read the text, work all margin problems. We **STRONGLY** urge you to make time in your schedule outside of class to watch the videos referenced in your textbook available in the video room. The Chapter Test Prep Video CD offers step-by-step solutions for all Chapter Test exercises and is included with every book.

**SPECIAL NOTE:** *You should try to complete 4 tests by mid-term even though it is not required. Test 5 and Test 6 take longer to complete than the others. If you finish Math 110S before the semester ends and your major requires Math 111, you are urged to begin working on Test 1 for Math 111. It is also strongly recommended that you take Math 111 or Math 121 the semester immediately following the semester you complete Math 110S, as continuity is **VERY** important. Math 110S and Math 110L are pre-requisites to Math 111 or Math 121!*

As you read the text, work all margin problems.

### Test 1: The Real Numbers – ***CALCULATORS ARE NOT TO BE USED.***

GOALS and OBJECTIVES: The student should be able to compute with integers and rational numbers. Locate such numbers on the real number line, identify real numbers as whole, integer, rational or irrational, identify numbers as prime or composite, and answer relative conceptual questions.

#### Chapter 1

- |                                  |   |
|----------------------------------|---|
| 1.1                              | Read pp. 3 – 12. Work #1 – 87 odd, pp. 13 – 16.   |
| 1.2                              | Read pp. 17 – 22. Work #1 – 111 odd, <b><i>Omit #91</i></b> , pp. 23 – 27.                |
| <input type="radio"/> Appendix B | Read pp. 809 – 816. Work #1 – 73 odd, <b><i>Omit #59, 65, and 69</i></b> , pp. 817 – 819. |
| Chapter Summary                  | Read p. 47, Sec. 1.1, 1.2 & Read p. 49, Sec. 1.1 and 1.2.                                 |
| Chapter Review                   | pp. 51 – 52. Work #1 – 35 all, <b><i>Omit #34</i></b> .                                   |
| Chapter Test                     | p. 55. Work #1 – 5 all and #12 – 14 all.  |

**When you have completed the work for Test 1, get a practice test from your instructor. Take this test under simulated test conditions (no book – no interruptions). Correct the completed test as prescribed by your instructor and discuss any errors. This should tell you if you are ready to take the test. You must COMPLETE and REVIEW the practice test with your instructor BEFORE you will be allowed to take Test 1.**

Instructor's  
Initials

### Test 2: More About the Real Numbers – ***CALCULATORS ARE NOT TO BE USED.***

GOALS and OBJECTIVES: The student should learn to compute using the order of operations, evaluate square roots, simplify exponential expressions, use the field properties, and answer conceptual questions.

#### Chapter 1

- |                                    |   |
|------------------------------------|---|
| 1.3                                | Read pp. 29 – 34. <b><i>Omit Margin Exercise 3d</i></b> . Work #1 – 93 odd, <b><i>Omit #23</i></b> , pp. 35 – 37, |
| 1.4                                | Read pp. 39 – 44. Work #1 – 55 odd and 57 – 62 all, pp. 45 – 46.  |
| Chapter Summary                    | Read pp. 47 – 56.   |
| Chapter Review                     | pp. 52 – 54. Work #36 – 89 all.   |
| <input type="radio"/> Chapter Test | pp. 55 – 56. Work #6 – 11 all and #15 – 30 all.   |

### Test 3: Linear Equations and Applications – ***CALCULATORS MAY BE USED.***

GOALS and OBJECTIVES: The students should be able to combine like terms, solve linear equations and demonstrate skill in modeling mathematically.

### Chapter 2

You should get into the habit of checking your answers for Test 3 as no partial credit will be given on the test.

- 2.1 Read pp. 59 – 66. Work #1 – 74 odd, pp. 67 – 70.
- 2.2 explain appropriate use of amount/base formula. Read pp. 73 – 78. Work #1 – 26 all and #27 – 58 odd, pp. 79 – 84. Ask your instructor to
- 2.3 the instructions to work #27 – 63 all, pp. 93 – 98. See instructor for mixture model. Work #1 – 19 odd, #21 – 26 all: *Change read: "Simplify the expressions and solve the equations"* and
- 2.4 Read pp. 101 – 104. Work #1 – 4 all, #17 – 36 all, #37 and #39, pp. 105 – 108.

After you have completed the work for this chapter, see your instructor for the formulas you will need to know for the test BEFORE working Worksheet #1. Do Worksheet #1. Check your solutions in the Answer Key in the notebook.

- Summary Exercises pp. 109 – 110. Work #1 – 7 odd, #10 – 15 all, *Omit #14.*
- Chapter Summary Read pp. 113 – 115.
- Chapter Review pp. 117 – 120. Work #1 – 46 all.
- Chapter Test pp. 121 – 122. Work #1 – 15 all.

### Test 4: Linear Inequalities and Absolute Value – *CALCULATORS MAY BE USED.*

GOALS AND OBJECTIVES: The student should be able to solve and graph solutions of linear inequalities, systems of compound linear equations and inequalities, solve linear inequalities involving absolute value, model inequalities.

### Chapter 3

- 3.1 Read pp. 127 – 136. Work #1 – 6 all, #11 – 27 odd, #39 – 44 all, and #45 – 55 odd, pp. 137 –
- 3.2 SEE YOUR INSTRUCTOR FOR A CONFERENCE ON THE THREE-LINE METHOD FOR SOLVING A COMPOUND INEQUALITY. Read pp. 145 – 150. Work #1 – 41 odd, and #51 – 57 odd, pp. 151 – 153.
- 3.3 \*SEE YOUR INSTRUCTOR FOR A VERY IMPORTANT CONFERENCE ON ABSOLUTE VALUE. Read pp. 157 – 162. Work #1 – 83 odd, pp. 163 – 167.
- Instructor's Initials Chapter Summary Read pp. 173 – 175.
- Chapter Review pp. 177 – 180. Work #1 – 8 all, #17 – 22 all, and #29 – 53 odd.
- Chapter Test pp. 181 – 182. Work #1 – 5 all and #10 – 19 all.

### Test 5: Graphs of Linear Equations & Inequalities and Functions – *CALCULATORS MAY BE USED.*

GOALS and OBJECTIVES: Students should be able to graph lines and linear inequalities, derive the equations of lines given certain characteristics, identify functions and relations and their domains, and solve variation and modeling problems.

### Chapter 4

- 4.1 Read pp. 187 – 193. *Omit Example #4 on p. 193. Omit Objective 7 on p. 194.* SEE YOUR INSTRUCTOR FOR GRAPHING CONFERENCE I. No credit will be given on the lines using intercepts. Work #1- 10 all and #11 – 43 odd: *Change charts not intercepts to graph*, pp. 195 – 198.
- instructions for #31 – 43 to read "Use T-

- 4.2 Read pp. 199 – 206, *Omit Example #2 on p. 201 and work Margin Exercise #3 using methods explained in Graphing Conference I.* Work #1 – 61 odd, pp. 207 – 211.
- 4.3 Read pp. 213 – 220. Work #1 – 69 odd, pp. 221 – 225.
- 4.4 Read pp. 229 – 231, *Omit Objectives 2 and 3, pp. 231 – 232.* Work #1 – 17 odd, pp. 233 – 234.
- 4.5 Read pp. 237 – 246.

[ ]

Instructor's  
Initials

**DO MATH 105 WORKSHEET #3 ON DOMAIN AND FUNCTIONS. THESE WORKSHEETS WILL BE VERY IMPORTANT TO YOUR UNDERSTANDING OF THIS MATERIAL.**

Work #1 – 79 odd, pp. 247 – 252.

[ ]

problems.

- 8.6 (You will need a calculator here.) Read pp. 485 – 490. **Do Math 105 Worksheet #4 on variations**

Work #1 – 35 odd, pp. 491 – 494.

Instructor's  
Initials

Chapter Summary

Read pp. 253 – 256 and page 498, Section 8.6.

Chapter Review

pp. 257 - 260, Work #1, #3, #9 – 33 odd and #36 – 49 all. *Remember to graph using t-charts.*

[ ]

Chapter Test

pp. 261 – 262. Work #1 – 14 all. *Remember to graph using t-charts.* **SEE YOUR INSTRUCTOR**

Instructor's  
Initials

FOR A QUICK

**CONFERENCE ON CHECKING WRITING THE EQUATIONS OF LINES.**

**Test 6: Systems of Linear Equations – CALCULATORS MAY BE USED. REMEMBER:** When solving a system of equations, if the equations are equivalent, then the equations are *dependent*. If the system has NO SOLUTION, the system is *inconsistent*.

GOALS and OBJECTIVES: Students should be able to solve systems of linear equations in two variables graphically and algebraically, be able to solve systems of linear equations in three variables, and be able to model in two variables.

### Chapter 5

- 5.1 Read pp. 267 – 276. Work #1 – 65 odd, pp. 277 – 280.

[ ]

Instructor's  
Initials

*Do MATH 105 Worksheet #5 ON GRAPHICALLY SOLVING SYSTEMS OF EQUATIONS. You should get into the habit of checking your answers for Test 6 as no partial credit will be given on the test.*

- 5.2 Read pp. 283 – 288. Work #1 – 27 odd, pp. 289 – 291.
- 5.3 Read pp. 293 – 300. Work #1 – 49 odd, pp. 301 – 306.

#### Omit Section 5.4

Chapter Summary Read pp. 315 – 317.

Chapter Review pp. 319 – 322. Work #1 – 39 all. **Change the instructions for #28 – 30 to read "Solve by any**

meth

Chapter Test pp. 323 – 324. Work #1-16 all.

**Reminder: Appropriate responses for test questions are:**

- 1) If the lines intersect – give the point of intersection
- 2) If they are the same line – write dependent
- 3) If they are parallel – write inconsistent

# STUDENT GUIDE

## Math 110S

**WELCOME TO THE FMU MATH LAB FOR MATH 110S!!** Math 110S and Math 110L are unique courses in which instruction features both a individualized format and a lecture. In Math 110L, you will attend lectures on Tuesdays and Thursdays during which time you will be introduced to topics and concepts in mathematics through lecture, group work and group projects. Those topics will reinforce the Math 110S component of the course taught in the Math Lab. The Math Lab features an individualized format that makes it possible for a student to complete the course in more OR less time than the regular semester. Your progress will be monitored very closely by both instructors. It is strongly recommended that you utilize the following available resources: extra help sessions, mini-lab hours, computer tutorials, video tapes, and your instructor's office hours.

In your math lab course you will work at your own pace, take tests when you are ready, and may complete the Math 110S component early. Every effort has been made to assure that you are registered in the appropriate course. If you find the work is too difficult or too easy for you, speak with your instructor so a decision can be made if you should be changed to another course better suited to your needs. This should be done as soon as possible.

You should plan your time and move ahead as quickly as you can. You should use class time to ask questions and take tests. You should plan to work outside of class about 6 hours per week. Testing is available OUTSIDE of class time (if pre-arranged with your instructor)!

**In order that the Math Lab work as smoothly as possible and so that student derive maximum benefit from our program, there are some basic rules.**

1. **ALL CELL PHONES MUST BE TURNED OFF WHILE YOU ARE IN THE CLASSROOM.**
2. **YOU MAY NOT TALK IN CLASS.** Noise should be held to a minimum.
3. **YOU MUST WORK ON YOUR MATH IN CLASS.** Do NOT plan to use this class as a study hall. You can be asked to leave and counted absent.
4. **THE MATH LAB OPERATES ON A BELL SYSTEM.** You are NOT dismissed until the bell rings or your instructor announces class is over. Keep working until class is over. You are expected to remain in the classroom during your assigned time. In case of emergency, get permission from your instructor to leave the room.
5. **USE OF TEXT:**
  - a. Start at the beginning of each assigned chapter.
  - b. Read explanations carefully.
  - c. Work examples along with the author.

- d. Do as many examples at the end of each section as you need in order to be sure you master the topic. We suggest you work the odd numbered exercises. Check your answers in the back of your text as you work.
- e. Work the odd numbered review exercises at the end of the chapter and take the ENTIRE practice test to be sure you have mastered the material.
- f. **Check your syllabus frequently.**

6. **THERE ARE 6 TESTS FOR EACH COURSE.** When you decide you are ready and take a test, it will be graded and returned to you at the next class meeting. If you make a 70 or better, you are ready to move ahead. If your test is marked "RETAKE", you should note your errors, review those problems especially and other material in your text and plan to retake the test as soon as possible. At this point, you should go back and do the even-numbered exercises in your text. Your next test will be a parallel version of the first. The "RETAKE" test grade will not count against you. Your grade may be posted outside of your instructor's door, upon request. Grades will be posted by a four-digit number.

**There are many rules regarding tests which must be strictly adhered to:**

- a. For the most part, the test you will take is like the practice test in your text. Do not waste time by taking a test "to see what it is like."
  - b. When you are ready to take a test, go to the Testing Area and tell the proctor on duty your name and your instructor's name. Your test will then be given to you.
  - c. Take nothing into the Testing Area with you except your PENCIL and one sheet of paper. On some tests, you may use a non-graphing calculator. Your syllabus will tell you which ones.
  - d. The proctor should check your scratch paper to see that it is blank and that you have only one sheet. For your own protection, see that this is done. This paper is to be turned in with your test regardless of whether or not you use it.
  - e. TAKE ALL TESTS IN PENCIL!! SHOW ALL WORK in the space provided -- not on your scratch paper.
  - f. SIGN YOUR TEST at the top next to your name.
  - g. Tests must be completed in one sitting. Be sure to allow yourself sufficient time. Return to your desk when finished or else you will be counted absent.
  - h. During the next class meeting when you receive your graded test, do not show it to another student. Go over your errors and determine the types of errors you have made. You must return the test to the instructor within 10 minutes. **NEVER TAKE THE TEST OUT OF THE ROOM.** Do any additional work on the test paper itself.
  - i. Any incident of academic dishonesty will be dealt with as follows:
    - 1. You will be required to withdraw from the course immediately.
    - 2. A record will be made of the incident.
  - j. If you successfully complete the course in which you are registered in one semester, you may retake ONE test, one time, to try to improve your average, if doing so will raise your letter grade.
  - k. The opportunity to take a test at a time other than your regularly scheduled class period is a convenience available only when pre-arranged with your instructor.
7. **WE EXPECT MOST STUDENTS TO COMPLETE THE COURSE IN ONE SEMESTER.** Your grade will be the average of your 6 tests.

Average:                      90 - 100                      Grade:                      A

85 - 89	B+
80 - 84	B
75 - 79	C+
70 - 74	C

8. **IF YOU DO NOT PASS ALL 6 REQUIRED TESTS, YOU MUST PASS TEST 1, TEST 2, TEST 3, AND TEST 4 AND COMPLY WITH THE ATTENDANCE POLICY (ITEM #11) IN ORDER TO RECEIVE A GRADE OF CO (CONTINUING).** You must register for the same course the following semester. If you do not register and complete the course in the next semester, you must begin with Test 1 in a subsequent semester. This CO will be changed to an F if you fail to comply.
9. **IF YOU COMPLETE FEWER THAN FOUR TESTS AND RECEIVE A GRADE OF W OR F -- YOU MUST START WITH TEST 1 WHEN YOU TAKE THE COURSE AGAIN.** Only students receiving a CO in 110S or those students who have worked ahead in the "next" course (See Item #10) may continue where they left off the previous semester.
10. **IF YOU COMPLETE THE TESTS FOR THE COURSE BEFORE THE END OF THE SEMESTER, INSTEAD OF LEAVING THE PROGRAM EARLY, YOU MAY GO ON TO THE NEXT COURSE.** A record of your progress will be maintained but you will not receive a grade unless you complete that course in addition to the one for which you are registered. When you register for the course in which you have taken some test, you may begin at the point you reached earlier. Attendance requirements will not apply to students who complete a course and wish to work on the next one.

11. **ATTENDANCE WILL BE TAKEN AT EVERY CLASS MEETING.** You should attend class regularly and miss no more than is absolutely necessary. Any absence should be made up promptly (item #12). No absence is an excused absence. Under NO CIRCUMSTANCES are you allowed to accumulate a number of absences in excess of twice the number of weekly class sessions (6 or 4). In compliance with the College Attendance Policy, students who exceed the maximum number of absences for any reason will be assigned a grade of F or W depending on their progress in the testing sequence at the time. Tests for these students will be removed from the test file. If a student returns to class after having been removed for excessive absences and wishes to be reinstated, ALL PRIOR ABSENCES must be made up before testing privileges will be restored. Penalties for further absences will be decided by the instructor. Students who have completed 4 or 5 tests who exceed allowable absences will be assigned a grade of W -- prior to the last day to withdraw from class. After that date, such students will be assigned a grade of F. CO grades are assigned only to students who are in good standing with regard to attendance.
12. **YOU ARE WELCOME TO ATTEND EXTRA LAB CLASSES.** Check with the instructor in charge to be sure space is available. You may use this time to get extra help and to study. You may also use this time to make up an absence if you complete the Time Log Control Form available on the file cabinet at the front of the classroom. Note: MAKE-UPS ARE LIMITED TO A MAXIMUM OF ½ THE TOTAL NUMBER OF ALLOWED ABSENCES.
13. **YOU ARE ENCOURAGED TO USE THE AVAILABLE VIDEOS on MyMathLab or those downloaded into the computers in the workstation.** You are urged to take advantage of these instructional aids.
14. **THERE IS NO FINAL EXAMINATION FOR MATH 110S** but there will be times scheduled during exam week when you can take tests.
15. **IF YOU HAVE NOT MET ONE OF THE FOLLOWING BEFORE READING DAY, YOU WILL NOT BE ALLOWED TO TEST DURING EXAM WEEK!!!** (1) Students beginning with Test 1 **must successfully** complete Test 3 or higher. (2) Students who began the semester with a CO **must successfully** complete Test 5. (3) Students who completed a course this semester and are working ahead on the next course have **NO** restrictions.
16. **YOUR INSTRUCTOR HAS OFFICE HOURS SO THAT YOU CAN GET ADDITIONAL HELP WHEN YOU NEED IT.** You are urged to take advantage of this.
17. **IF YOU ARE A FIRST SEMESTER FRESHMAN, YOU WILL BE ASSIGNED MID-TERM GRADES.** If you are on schedule or ahead of schedule, your grade is calculated as described in Item #7. Otherwise, your grade will be assigned according to the number of tests you have taken: 0 - 1 tests = F, 2 tests = D. This is to warn you that you are likely to make a CO or possibly an F.
18. **IF YOU WISH TO BE WITHDRAWN WITHOUT PENALTY, IT IS YOUR RESPONSIBILITY TO SUBMIT A WITHDRAWAL FORM WITHIN THE APPROPRIATE TIME FRAME.** After the last day to withdraw without penalty, withdrawals will be submitted as W/F if you are not on schedule with your testing.
19. **TI-83+ CALCULATORS MAY BE CHECKED OUT FOR YOUR USE DURING THE SEMESTER.** They must be returned at the end of the semester or your grade will be withheld. You will be given a grade of "INCOMPLETE" and a hold will be placed on your University Student Account.

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20. **MATH 110S AND MATH 110L ARE PREREQUISITES FOR MATH 111 OR MATH 121.** Talk with you math instructor for the appropriate course.

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

Department/School Mathematics Date February 15, 2012

Course No. or Level 110L0 Title College Algebra with Modeling

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

Prerequisites /Corequisite: Math 110S

Enrollment expectation 150 per semester

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

modification Math 110/110L  
(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 Jane P. Quick

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

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

Date of Implementation Fall 2012

Date of School/Department approval February 13, 2012

Catalog description:

Study of algebraic operations, properties of the real number system, data analysis, and problem solving skills to complete a variety of assigned projects involving linear modeling, linear programming, and regression.

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Purpose:

1. For Whom (generally?)  
  
Students with low SAT scores on the Quantitative section of the SAT or older students who are not recent high school graduates.

2. What should the course do for the student?

**Same as Math 110/110L: Prepare students for Math 111 or Math 121.**

Teaching method planned:

Introductory lectures, demonstrations, and guided instruction with emphasis on group work and projects.

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

*Intermediate Algebra* by Lial, Hornsby, and McGinnis, 9<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 judgement. Include a syllabus for the course.)

Math 110L Syllabus included in separate file

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

## Math 110/110L – College Algebra with Modeling and Applications

In compliance with the mission statement at Francis Marion University and the purpose of the Department of Mathematics, the committee of the Freshman Program proposes that Math 105 and Math 120 be combined into one course called Mathematics 110/110L. The course and associated laboratory are designed to integrate the skills, topics, techniques, and technology currently taught in Math 105 and Math 120.

This course will be a four credit hour course that does not satisfy general education requirements for mathematics. Math 110 is the lecture component of the course which will meet three hours per week in a lecture/computer lab environment and will use the applications/technology of Math 120 and teach the concepts of Math 105. Math 110L is the second component of the course which will meet three hours per week in the Self-Paced Mathematics Lab and will have the rigor and depth of the content of Math 105.

Math 110/110L would serve as the prerequisite course for Math 111 or Math 121. A grade of "C" or higher would be required to proceed to either course.

Math 110/110L (4 credit hours):

1. A student must satisfy both Math 110 and Math 110L with a grade of at least 70 in each component. Math 110 is the lecture component which consists of four projects and daily work. Math 110L is the Math Lab component which consists of a six (6) test sequence.
2. If a student PASSES Math 110 but completes only four or five of the tests, the student will receive a grade of "CO" and will need to re-register for the course the next semester and will be required to pass tests 5 and 6 or test 6.
3. If a student completes fewer than four tests, regardless of success or failure in Math 110, the student will be required to register for both Math 110 and Math 110L again the next semester.

Attendance is required for Math 110/110L.

Assessment of Math 110/110L is to be determined by a committee of Math 110 and Math 110L instructors.

The Lecture component of Math 110/110L would consist of four or five projects. Suggestions are but not limited to:

- a) Operations with Matrices
- b) Spreadsheets
- c) Exploring Data:
  - i) Tables and Graphs
  - ii) Rates and Ratios
  - iii) Scatterplots
  - iv) Measures of Central Tendency/Dispersion
  - v) Best-Fitting Line
- d) Problem-Solving:
  - i) Percents
  - ii) Distance, Rate, and Time
  - iii) Interest
  - iv) Mixture
  - v) Area/Perimeter/Volume
- e) Spring Tension Project
- f) Slope as a constant rate of change
- g) Linear Programming
- h) Modeling

These projects will be designed to allow the student to opportunity to continually explore, discover, and reinforce algebraic concepts presented in Math 110.

(We need to teach quantitative mathematics and reasoning skills that have direct applications to students' daily lives.)

# STUDENT GUIDE

## Math 110L

**WELCOME TO THE FMU MATH LAB FOR MATH 110L!!** Math and Math110L is a unique course in which instruction features both a lecture and an individualized format. You will attend lectures on Tuesday and Thursday during which time you will be introduced to topics and concepts in mathematics through lecture, group work and group projects. Those topics will be reinforced in the Math 110L component of the course taught in the Math Lab. The Math Lab features an individualized format that makes it possible for a student to complete the testing component of the course in more or less time than the regular semester. Your progress will be monitored very closely by both instructors. It is strongly recommended that you utilize the following available resources: extra help sessions, mini-lab hours, computer tutorials, video tapes, and your instructor's office hours.

In your math lab course you will work at your own pace, take tests when you are ready, and may complete the Math 110L component early. Every effort has been made to assure that you are registered in the appropriate course.

You should plan your time and move ahead as quickly as you can. You should use class time to ask questions. Testing will be done in the Math Lab. You should plan to work outside of class about 6 hours per week. Testing is available OUTSIDE of class time (if pre-arranged with your instructor)!

**In order that the Math Lab work as smoothly as possible and so that student derive maximum benefit from our program, there are some basic rules.**

1. **ALL CELL PHONES MUST BE TURNED OFF WHILE YOU ARE IN THE CLASSROOM.**
2. **YOU MAY NOT TALK IN CLASS.** Noise should be held to a minimum.
3. **YOU MUST WORK ON YOUR MATH IN CLASS.** Do NOT plan to use this class as a study hall. You can be asked to leave and counted absent.
4. **THE MATH LAB OPERATES ON A BELL SYSTEM.** You are NOT dismissed until the bell rings or your instructor announces class is over. Keep working until class is over. You are expected to remain in the classroom during your assigned time. In case of emergency, get permission from your instructor to leave the room.
5. **USE OF TEXT:**
  - a. Start at the beginning of each assigned chapter.

- b. Read explanations carefully.
  - c. Work examples along with the author.
  - d. Do as many exercises at the end of each section as you need in order to be sure you master the topic. We suggest you work the odd numbered exercises. Check your answers in the back of your text as you work.
  - e. Work the odd numbered review exercises at the end of the chapter and take the ENTIRE practice test to be sure you have mastered the material.
  - f. **Check your syllabus frequently.**
6. **THERE ARE 6 TESTS FOR THIS COURSE.** When you decide you are ready and take a test, it will be graded and returned to you at the next class meeting. If you make a grade of 70 or higher, you are ready to move ahead. If your test is marked "RETAKE", you should note your errors, review those problems and other material in your text and plan to retake the test as soon as possible. At this point, you should go back and do the even-numbered exercises in your text. Your next test will be a parallel version of the first. The "RETAKE" test grade will not count against you. Your grade may be posted outside of your instructor's door, upon request. Grades will be posted by a four-digit number.

**There are many rules regarding tests which must be strictly adhered to:**

- a. For the most part, the test you will take is like the practice test in your text. Do not waste time by taking a test "to see what it is like."
  - b. When you are ready to take a test, go to the Testing Area and tell the proctor on duty your name and your instructor's name. Your test will then be given to you.
  - c. Take nothing into the Testing Area with you except your PENCIL and one sheet of paper. On some tests, you may use a calculator. Your syllabus will tell you which ones.
  - d. The proctor should check your scratch paper to see that it is blank and that you have only one sheet. For your own protection, see that this is done. This paper is to be turned in with your test regardless of whether or not you use it.
  - e. TAKE ALL TESTS IN PENCIL!! SHOW ALL WORK in the space provided -- not on your scratch paper.
  - f. SIGN YOUR TEST at the top next to your name.
  - g. Tests must be completed in one sitting. Be sure to allow yourself sufficient time. Return to your desk when finished or else you will be counted absent.
  - h. During the next class meeting when you receive your graded test, do not show it to another student. Go over your errors and determine the types of errors you have made. You must return the test to the instructor within 10 minutes. **NEVER TAKE THE TEST OUT OF THE ROOM.** Do any additional work on the test paper itself.
  - i. Any incident of academic dishonesty will be dealt with as follows:
    - 1. You will be required to withdraw from the course immediately.
    - 2. A record will be made of the incident.
  - j. If you successfully complete the course in which you are registered in one semester, you may retake ONE test, one time, to try to improve your average, if doing so will raise your letter grade.
  - k. The opportunity to take a test at a time other than your regularly scheduled class period is a convenience available only when pre-arranged with your instructor.
7. **WE EXPECT MOST STUDENTS TO COMPLETE THE TESTING SEQUENCE FOR MATH 110L IN ONE SEMESTER.** Your grade will be the average of your 6 tests for Math 110L and count 60% toward your weighted average.

8. **THE MATH 110 COMPONENT OF THE COURSE MUST BE COMPLETED SATISFACTORILY (WITH A GRADE OF "C" OR HIGHER) TO CARRY OVER THE MATH 110L COMPONENT.** Any student who DOES NOT satisfy the Math 110 component will receive a grade of "F" in the course.
9. **YOU MUST SATISFY BOTH MATH 110 AND MATH 110L WITH A GRADE OF AT LEAST 70 IN EACH COMPONENT.** If you pass Math 110 but complete only four or five of the six test for Math 110L, you will receive a grade of "CO" and must register for the course the next semester. You will then be required to pass test 5 and test 6. \*\* If you do not register and complete the course in the next semester, you must begin with Test 1 in a subsequent semester. This grade of "CO" will be changed to a grade of "F" if you fail to comply.\*\* If you complete fewer than FOUR tests, regardless of success or failure in Math 110, you will receive a grade of "F" for Math 110/110L and will be required to register for both Math 110 and Math 110L again the next semester.
10. **IF YOU COMPLETE THE TESTS FOR MATH 110L BEFORE THE END OF THE SEMESTER, INSTEAD OF LEAVING THE PROGRAM EARLY, YOU MAY GO ON TO THE NEXT COURSE.** A record of your progress will be maintained but you will not receive a grade unless you complete that course in addition to the one for which you are registered. When you register for the course in which you have taken some test, you may begin at the point you reached earlier. Attendance requirements will not apply to students who complete a course and wish to work on the next one.
11. **ATTENDANCE WILL BE TAKEN AT EVERY CLASS MEETING.** You should attend class regularly and miss no more than is absolutely necessary. Any absence should be made up promptly (item #12 below). No absence is an excused absence. Under NO CIRCUMSTANCES are you allowed to accumulate a number of absences in excess of twice the number of weekly class sessions (4). In compliance with the College Attendance Policy, students who exceed the maximum number of absences for any reason will be assigned a grade of F or W depending on their progress in the testing sequence at the time. Tests for these students will be removed from the test file. If a student returns to class after having been removed for excessive absences and wishes to be reinstated, ALL PRIOR ABSENCES must be made up before testing privileges will be restored. Penalties for further absences will be decided by the instructor. Students who have completed 4 or 5 tests who exceed allowable absences will be assigned a grade of W -- prior to the last day to withdraw from class. After that date, such students will be assigned a grade of F. CO grades are assigned only to students who are in good standing with regard to attendance.
12. **YOU ARE WELCOME TO ATTEND EXTRA LAB CLASSES.** Check with the instructor in charge to be sure space is available. You may use this time to get extra help and to study. You may also use this time to make up an absence if you complete the Time Log Control Form available on the file cabinet at the front of the classroom. Note: MAKE-UPS ARE LIMITED TO A MAXIMUM OF ½ THE TOTAL NUMBER OF ALLOWED ABSENCES.
13. **YOU ARE ENCOURAGED TO USE THE AVAILABLE VIDEOS on MyMathLab or those downloaded into the computers in the workstation.** They are indexed by topic. You are urged to take advantage of these instructional aids.
14. **THERE IS NO FINAL EXAMINATION FOR MATH 110L** but there will be times scheduled during exam week when you can take tests if you have not completed your test sequence or are working ahead.
15. **IF YOU HAVE NOT MET ONE OF THE FOLLOWING BEFORE READING DAY, YOU WILL NOT BE ALLOWED TO TEST DURING EXAM WEEK!!!** (1) Students beginning with Test 1 must successfully complete Test 3 or higher. (2) Students who began the semester with a CO must successfully complete

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Test 5. (3) Students who completed a course this semester and are working ahead on the next course have NO restrictions.

16. **YOUR INSTRUCTOR HAS OFFICE HOURS SO THAT YOU CAN GET ADDITIONAL HELP WHEN YOU NEED IT.** You are urged to take advantage of this.
17. **IF YOU ARE A FIRST SEMESTER FRESHMAN, YOU WILL BE ASSIGNED MID-TERM GRADES.** If you are on schedule or ahead of schedule, your grade is calculated as described in Item #7. Otherwise, your grade will be assigned according to the number of tests you have taken: 0 - 1 tests = F, 2 tests = D. This is to warn you that you are likely to make a CO or possibly an F.
18. **IF YOU WISH TO BE WITHDRAWN WITHOUT PENALTY, IT IS YOUR RESPONSIBILITY TO SUBMIT A WITHDRAWAL FORM WITHIN THE APPROPRIATE TIME FRAME.** After the last day to withdraw without penalty, withdrawals will be submitted as W/F if you are not on schedule with your testing. Signatures of both the Math 110 and Math 110L instructors will be required!
19. **TI-83+ CALCULATORS MAY BE CHECKED OUT FOR YOUR USE DURING THE SEMESTER.** They must be returned at the end of the semester or your grade will be withheld. You will be given a grade of "INCOMPLETE" and a hold will be placed on your University Student Account.
20. **MATH 110/110L IS A PRE-REQUISITE FOR MATH 111 OR MATH 121.** Talk with your math instructor for the appropriate course.

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

Department/School Nursing Date February 9, 2012 Course

No. or Level 211 Title Healthcare Terminology

Semester hours 1 Clock hours: Lecture 1 (online) Laboratory 0

Prerequisites none

Enrollment expectation 70

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

Modification none

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

Substitute none

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

alternate none

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

Name of person preparing course description Dr. Annie Muller

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

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

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

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

Catalog description:

This course has been designed to assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

Purpose:

This course has been designed to help the learner obtain a basic foundation in the understanding of health care terms. For those students who desire to pursue a career in a medical field, it will allow the novice in health care to understand many of the concepts and topics discussed during lectures. When a learner understands the terminology, it allows them to correlate concepts taught, which will improve progression through the curriculum.

Teaching method planned: This is an online course and will consist of online discussion questions with class participation, and power point lectures with notes and relevant articles. There will also be evaluations of learned content with quizzes and unit exams.

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

Required:

Collins, C. E. & DePetris, A. (2011). *A short course in healthcare terminology*. (2<sup>nd</sup>. Ed.). Baltimore: Wolters Kluwer Health/Lippincott Williams & Wilkins  
ISBN: 978-0-7817-9883-9 (textbook with access code for Blackboard)

Online web site: <http://www.lww.com>

Recommended:

Venes, D. (Ed.). (2009). *Taber's cyclopedic healthcare dictionary* (21<sup>st</sup> ed.). Philadelphia, PA: F. A. Davis.

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.)

This course will be divided into two major sections.

1. Introduction to health care terms
  - a. Understanding the use of prefixes, suffixes, and root words
  - b. Analyzing basic health care terms.
2. Body systems
  - a. The body's organization
    - i. Terms as applied to each body system
    - ii. Terms as applied to diseases affecting the system
    - iii. Terms as applied to diagnostic testing within that body system
    - iv. Terms as applied to specific procedural testing within that body system
  - b. The body systems to be covered
    - i. Integumentary (skin)
    - ii. Skeletal
    - iii. Muscular
    - iv. Nervous
    - v. Endocrine
    - vi. Cardiovascular
    - vii. Lymphatic and Immunity
    - viii. Respiratory
    - ix. Digestive
    - x. Urinary
    - xi. Reproductive
    - xii. Sight and Hearing

This course will allow the learner to understand basic health care terminology and will provide a basic foundation of understanding terms for anyone considering a profession in a health related field.



**Department of Nursing**

**Course Title:** Healthcare Terminology  
**Course Number:** NURS 211  
**Credit Hours:** 1  
**Day and time:** online  
**Location:** FMU Blackboard

**Prerequisites:** None

**Co-requisites:** None

**Course Coordinator:**

Faculty: M. Annie Muller, DNP, APN- BC  
 Office Number: LNB 106  
 Office Phone: 843-661-4659  
 E-mail: mmuller@fmarion.edu  
 Office hours: TBA or by appointment

**Course Description:** This course has been designed to assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

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

- Explain the method by which basic word elements form healthcare words.
- Categorize major suffixes in the following groups:
  - Surgical
  - Diagnostic
  - Symptomatic
- Pronounce and define suffixes relating to healthcare terms
- Recognize suffixes denoting adjective, noun, diminutive, singular and plural forms of healthcare words.
- Recognize major prefixes in the following groups:
  - Position
  - Number
  - Measurement
  - Negation
  - Direction

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- Demonstrate an understanding of basic elements of healthcare terms associated with the human body.
- Recognize root words and other basic elements of healthcare terms associated with the human body.
- Demonstrate a thorough understanding of healthcare word construction and meaning.
- Demonstrate a basic understanding of healthcare abbreviations.
- Label key components of the human body.

## Teaching Strategies:

- Lecture/discussion via Blackboard
- Discussion Board thought questions

**Textbook(s):**

## Required:

Collins, C. E. & DePetris, A. (2011). *A short course in healthcare terminology*. (2<sup>nd</sup>. Ed.).

Baltimore: Wolters

Kluwer Health/Lippincott Williams & Wilkins

ISBN: 978-0-7817-9883-9 (textbook with access code for Blackboard)

Online web site: <http://www.lww.com>

## Recommended:

Venes, D. (Ed.). (2009). *Taber's cyclopedic healthcare dictionary* (21<sup>st</sup> ed.). Philadelphia, PA: F. A. Davis.

**Assignment Explanations:**

You will find detailed descriptions and explanations for all assignments within the content section of black board.

**On-line Participation:**

The purpose of online discussion is to encourage reflection and sharing of your different knowledge and experiences. You will be responsible for reading all postings within the discussion board, responding to student questions directed to you individually, and meeting the discussion board criteria of posting your major response by Thursday night, and responding to at least two of your classmates' posts by midnight on Sunday.

More detail is given within the content section of Black Board. Because the discussion board adds to the learning of your classmates, discussion and contribution is taken seriously. You will be evaluated on the quality of your contributions, your insight, contribution to knowledge, and by inspecting the frequency of your postings and reading of the discussion (2-3 times per week is adequate).

The following rubric will be used for assessing online participation.

Points	90-100 points	80-89 points	60-79 points	59-0 points
<b>Frequency of responses</b>	One primary post and at least 2 response postings per thread.	One primary post and at least 2 response postings per thread.	Missing one or more of the required posts	Infrequent responses
<b>Evidence of having read the thread</b>	Makes reference to others' responses	Logic of response includes other responses	Little evidence of having read thread	No evidence of having read thread
<b>Evidence of having read the text or applicable research</b>	Makes reference to text or other publications	Logic of response indicates reference text or other sources	Little evidence of reference to readings	No evidence of reference to readings
<b>Adding different ideas to the thread</b>	Adds considerably to the thread	Adds somewhat to the thread	Adds little to the thread	Adds nothing to the thread

### Grading Grids (Rubrics):

Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the on-line student, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Black Board. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

### METHODS OF EVALUATION:

- Online quizzes and unit exams
- Discussion question participation

### Class Criteria:

#### Exams:

1. There will be a total of **3 unit exams** at **15%** each = **45%** of the total grade. Each exam will cover material presented in lecture, and/ or items deemed necessary by the course coordinator.
2. There will be a total of **15 quizzes** at **2.67%** each = **40%** of the total grade. Each exam will cover material presented in lecture or items deemed necessary by the course coordinator.
3. There will be a total of **3 discussion questions** at **5%** each of the total grade.

**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.

**On-Line Attendance Policy:**

Attendance for this on-line class goes from Monday through Sunday. To be considered present for a week, students must log on at least one time and make some meaningful contribution to classmate learning during the week. A student who does not sign in and/or does not provide any meaningful input for the week will be considered absent for the week.

Emergency situations arise. It is the responsibility of the student to inform the faculty of any unusual situations that may require an absence from blackboard for a week.

If a student is absent more than one week of the course, the student may be at risk of failing the course.

**Email Policy**

Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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.

**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 consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in blackboard unless instructed otherwise.
- Plagiarism will be addressed consistent with the rules and guidelines as established by the FMU policy and the Department of Nursing policy.

### **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. Failure to notify the faculty member of late work will result in an automatic 10% reduction.

### **Grievance Procedures**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should be discussed first with the faculty involved and if unresolved with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

## **ACADEMIC INFORMATION**

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

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the

Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

### **Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*. Each student 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 student.

### **Guidelines for Faculty Appointments**

All nursing faculty have posted office hours and students 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 students 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. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

### **Code of Ethics**

The Department of Nursing subscribes 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)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students 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 Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that students 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 students in the Department of Nursing. **These rules apply to any online course offered by the Department of Nursing.** 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 or threatening behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the Department of Nursing
- 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 Department of Nursing student towards another student, client, 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 nursing advisor.
2. Student violations will warrant a warning for unprofessional behavior.
3. 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*.
4. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

**COURSE PROCEDURES**

**To be a successful online student** takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you won't fall behind.

**Communication is key.** Communication channel is always open between me, you, and among ourselves. It is very, very important that we keep connected and interact. If you do have questions, please feel free to email me, utilize the faculty forum in discussion board, or phone me.

**Working ahead.** All assignments and discussion questions for the semester are posted. You are permitted to post one week ahead on discussion questions. Know, however, that course content must be reviewed before posting is to be done in order to correctly interpret the questions. Students are permitted to work ahead as able on individual assignments.

**Netiquette:** Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, and threaded discussions. Respect is required. If your discussion post is a response, begin the post with the student's name. Please write your name at the end of all discussion postings so we know who has contributed to the learning process.

**Feedback on your assignment submission.** Please check feedback on the graded assignments in your grade book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link.

**Check your grades.** I will post your grades for the discussion board, assignments, etc. as soon as I can. If you find any errors or missing scores in your grade book, please feel free to email me. I will correct my mistakes. No assignment will be graded without the attached Grading Grid.

**CONTENT INFORMATION****Topical Outline**

Week/ date	Content:	Resources:	Evaluation
Week 1	Part One: Intro to Med Terms	Ch. 1- Analyzing Healthcare Terms Ch. 2- Common Suffixes and Prefixes	Complete exercises: 1-1, 1-2, 1-3 for chapter 1 Online quiz  Complete exercises 2-1 through 2-9 Online quiz :

			open to take from Friday a.m. until Sunday p.m. One attempt only will be allowed
Week 2	Part Two: Body Systems	Ch. 3 The Body's Organization	Compete exercises 3-1 to 3-4 Online quiz
Week 3	Part Two: Body Systems	Ch. 4 The Integumentary System	Complete exercises 4-1 to 4-5 Online quiz
Week 4	Part Two: Body Systems	Ch. 5 The Skeletal System  Ch. 6 The Muscular System	Complete exercises 5-1 to 5-6 Online quiz  Complete exercises 6-1 to 6-4 Online quiz
Week 5	Unit exam	Covers all previous chapters	An online 50 question unit exam  Discussion question: will be posted on Monday morning. Primary responses will be due by Thursday and comments to online classmates will be due by Sunday, in addition to completion of the online unit exam.
Week 6	Part Two: Body Systems	Ch. 7 The Nervous System	Complete exercises 7-1 to 7-6 Online quiz
Week 7	Part Two: Body Systems	Ch. 8 The Endocrine System	Complete exercises 8-1, 8-3, 8-5 8-6 Online quiz

Week 8	Part Two: Body Systems	Ch. 9 The Cardiovascular System	Complete exercises 9-1, 9-4, 9-5, Online quiz
Week 9	Part Two: Body Systems	Ch. 10 The Lymphatic System and Immunity	Complete exercises 10-2, 10-3 Online quiz
Week 10	Unit Exam 2	Covers all previous material	An online 50 question unit exam  Discussion question: will be posted on Monday morning. Primary responses will be due by Thursday and comments to online classmates will be due by Sunday, in addition to completion of the online unit exam.
Week 11	Part Two: Body Systems	Ch. 11 The Respiratory System	Complete exercises 11-1, 11-3, 11-4, Online quiz
Week 12	Part Two: Body Systems	Ch. 12 The Digestive System  Ch. 13 The Urinary System	Complete exercises 12-1, 12-3 Online quiz  Complete exercises 13-1, 13-3, 13-4, 13-5 Online quiz
Week 13	Part Two: Body Systems	Ch. 14 The Reproductive System  Ch. 15 The Special Senses of Sight and Hearing	Complete exercises 14-1, 14-2, 14-4, 14-6 Online quiz Complete exercises 15-1, 15-3, 15-4, Online quiz

Week 14	Part Two: Body Systems	Unit Exam 3	<p>An online 50 question unit exam</p> <p>Discussion question: will be posted on Monday morning. Primary responses will be due by Thursday and comments to online class mates will be due by Sunday, in addition to completion of the online unit exam.</p>
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### Online Quiz and Unit Exams:

All online quizzes and unit exams will be open for you to take beginning on Friday by 5 p.m. of each week and will close on Sunday evening by 5 p.m. You will have only one chance to take this exam. Should you be kicked off the system while testing, call me and I will review what you were able to do and how long you were online. If I see you were indeed kicked off the system before you had a chance to answer most of the questions, I will restart the quiz/exam. If your system is not reliable, then you should not attempt any quiz or exam unless you do so from a reliable computer, such as at the FMU library. Any quiz or exam that has the majority of the questions answered will not be allowed to restart the quiz/exam.

### Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

### ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Bonita McFadden, Nursing Administrative Assistant	(843)661-1690
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

On-line classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained.

Online discussions are an integral part of the RN to BSN program. The intent of on-line discussions (discussion boards) are to replace the sharing that would occur between students in

the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professional nurses. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to help you become accustomed to working in an on-line classroom.

1. Students 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 from one to three discussion board questions that require student responses. Students are to respond to each primary question by the end of the day Thursday (11:59 PM), and respond to at least two classmates' posts in each discussion board question by the end of the day Sunday for full discussion board credit for the week. Additional detailed information on discussion board participation can be found in the course material in blackboard and in each course syllabus.
3. Professional respect requires students to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be utilized to assign grades for each week's discussion participation by each student. You will find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students utilize the blackboard group discussion site for their team communications. If a question of equal participation comes up, the faculty will be able to review the group discussions to assess each group member's role.
6. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
7. Use a positive and respectful tone.
8. 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.
9. 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.
10. Reference all information used in your post that is not your own knowledgebase.
11. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
12. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.



I \_\_\_\_\_ have read and understand the syllabus and have

had an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations set forth in the healthcare terminology class.

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of the Nursing Department: \_\_\_\_\_

Date: \_\_\_\_\_

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

Department/School Nursing Date 1-25-2011

Course No. or Level 409 Title Population-Focused Nursing & Healthcare Policy

Semester hours 6 Clock hours: Lecture 4 (Hybrid Format) 6 Laboratory 6

Prerequisites Completion of all 300 level courses

Enrollment expectation 40-60

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

Modification This course represents a merging of Nursing 402 & 404  
(proposed change in course title, course description, course content or method of instruction)

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

requirement.)

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

Name of person preparing course description Marty Hucks

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

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

Date of Implementation Fall 2012

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

**Catalog description:**

This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, *ANA Scope & Standards of Public Health Nursing*, and *ACHNE Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

Purpose: Combining content from the Health Policy and Population-Focused courses to form a new course is useful and appropriate, as policy formulation /implementation is one of the three core components in the discipline of public health. Increased cohesiveness and improved synthesis of materials will provide better learning experiences for students.

Teaching method planned: This is a hybrid class that will consist of lecture, discussion/dialogue, interactive group activity, peer review, student presentations, case studies, computer research, videotapes, and, on-line activities.

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

Mason, D. & Leavitt, J. (2012). *Policy & politics in nursing and healthcare* (6<sup>th</sup> ed).

St Louis, MO: Elsevier

Heyman, D. (Ed) (2008). *Control of communicable diseases manual* (19<sup>th</sup> ed).

Washington, DC: American Public Health Association

Stanhope, M. & Lancaster, J. (2010). *Public health nursing: Population-centered health*

*Care in the community* (7<sup>th</sup> ed). St Louis, MO: Mosby Elsevier

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.)

This course will begin with a discussion of the history of public health nursing, the core functions of public health, an overview of epidemiology, the process of legislative/policy development, current organization of the US healthcare system, and health policies at the national & global levels. Unit 2 will focus on the community as client, including performing the community assessment, interventions at the community level (including policy change), cultural diversity in the community, nutrition at the population level, and health education in the community setting. Unit 3 will emphasize protection of the community's health, including vaccination, control of communicable disease/epidemics, disaster preparedness, environmental health issues, issues related to cost & quality, methods of funding healthcare, and advocacy for the vulnerable. Clinical experiences will be designed to enhance didactic learning.

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

9/03



### Department of Nursing

**Course Title:** Population-Focused Nursing & Healthcare Policy  
**Course Number:** NURS 409  
**Credit Hours:** 6:4-6  
**Day and time:** Thursday 8:30-12:30  
**Location:** LNB 214 (has an online component)

**Prerequisites:** Completion of all 300 level courses; 401, 403, and 407  
**Co-requisites:** None

**Course Coordinator:**

**Faculty:** 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:

Clinical Faculty:  
 Phone:  
 E-mail:

Clinical Faculty:  
 Phone:  
 E-mail:

**Course Description:** This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, *ANA Scope & Standards of Public Health Nursing*, and *ACHNE Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

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

1. Apply the basis of liberal education & utilize critical thinking skills to guide the nursing practice with populations and communities and the process of policy development, analysis, implementation, and evaluation.
2. Demonstrate leadership, safety, and quality in the delivery of care in the community setting and compare the organization, quality of care, and cost of the American healthcare system with that of other nations.
3. Use current evidence-based literature from nursing and other relevant disciplines to guide nursing practice with populations and plan strategies that influence healthcare policy development.
4. Use information and healthcare technology to collect data about the community/population, to improve knowledge base regarding policy and healthcare issues, and to guide development of nursing interventions.
5. Analyze the impact of state and national legislation and issues related to cost, quality, politics, regulations, and access to the healthcare system on the health of society.
6. Demonstrate effective communication and leadership skills through the collaboration with appropriate healthcare providers, policy leaders, and community members in the development, implementation, and evaluation of population health interventions.
7. Evaluate efficacy of policy and programs aimed at health promotion, risk reduction, and disease prevention among populations.
8. Demonstrate standards of professional values and leadership in carrying out nursing responsibilities with the community/population and discuss the worth of professional organizations.
9. Use selected conceptual frameworks, critical thinking skills, and an understanding of the policy-making process to guide nursing practice with individuals, families, groups, communities and populations across the lifespan and in a variety of community settings.

### **Program Learning Outcomes**

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.

7. Integrate **knowledge and skill** derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize **principles of legal ethical core values** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
9. Utilize the **roles of provider of care, manager/coordinator of care**, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2009).

### Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

### Textbook(s):

Required:

Mason, D. & Leavitt, J (2012). *Policy & politics in nursing and health care* 6<sup>th</sup> ed. St. Louis, MO: Elsevier

Heyman, D, Ed (2008). *Control of communicable diseases manual* 19<sup>th</sup> ed. Washington, DC: American Public Health Association

Stanhope, M & Lancaster, J. (2001). *Public health nursing: Population-Centered health care in the community* 7<sup>th</sup> ed. St Louis, MO: Mosby Elsevier

### METHODS OF EVALUATION:

In order to progress in the nursing program, the student must receive a grade of “C” (2.0 on a 4.0 scale), and pass the math competency test with a 90% or better in clinical courses. Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

### Classroom Evaluation Methods:

Test 1	15%
Test 2	15%
Test 3	20%
Test 4	25%
ATI	10%

Population Project	10%
Discussion Board Postings	5%

### Classroom Grading Scale:

Alphabetic	Raw Score
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.

### Standardized Testing in Designated Courses

Francis Marion University (FMU) Nursing students are required to take nationally normed tests throughout the curriculum. The faculty of the Department of Nursing (DON) selected the series of tests because of the reliability and validity of the tests and the comprehensive test to predict the student's success on the NCLEX-RN exam. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The standardized tests evaluate the student's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students to prepare for the NCLEX-RN examination, which all graduates of the program must, pass in order to practice nursing.

1. Standardized tests are scheduled to be administered at the end of each semester during exam week in designated courses;
2. Each course syllabus will stipulate if a standardized test is required;
3. The student will have one chance to take course standardized tests (excluding the comprehensive test);
4. The score from the standardized test is leveled based on statistics;

5. All standardized tests are figured into the final course grade up to 10%;
6. A student that achieves a **Level III in courses NURS 305; NURS 307: NURS 309: NURS 401: NURS 402: NURS 403: NURS 405 will count as 10% of their final course grade;**
7. A student who receives a **Level II in courses NURS 305; NURS 307: NURS 309: NURS 401: NURS 402: NURS 403: NURS 405 will count as 8% out of 10% possible for standardized testing achievement of the final course grade;**
8. A student who receives a **Level I in courses NURS 305; NURS 307: NURS 309: NURS 401: NURS 402: NURS 403: NURS 405 will count as 0% of the 10% possible for standardized testing achievement of the final course grade;**
9. There will be no scheduled retakes of course standardized testing; and
10. Any student who does not achieve a Level II or III on any standardized test should complete a focused review (available from the testing service with individual student's scores on line) to enhance student's success on the NLCEX-RN exam.

### **Standardized Comprehensive Testing in Capstone Course-Nursing NURS 408 (Exit Test)**

The standardized tests are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN exam. The standardized tests use the same blueprint as is used by the National Council of State Boards of Nursing for the NCLEX-RN.

1. The first standardized exit test/exam is administered approximately 7 weeks before the end of the semester. A retake is required if a 95% predictability score is not achieved.
2. The retake exam will be given during exam week and the student must achieve a **95% predictability** score. If it is not achieved the student will be assigned a course grade of "F" in Nursing 408.
3. A 95% predictability score must be achieved on the standardized exit test to be endorsed by the DON Department Chair to apply for licensure in South Carolina and take the NCLEX-RN examination.
4. If the score is not achieved the student will have to take a remediation course and repeat NURS 408.

\*Nursing students are responsible for any changes made to standardized testing policies or changes in scores that are made at any point during their matriculation.

### **Math Competency Testing**

In order to progress in the nursing program, the student must receive a grade of "C" (2.0 on a 4.0 scale), as well as pass the math competency test with a 90% or better in NURS 309 Fundamentals of Nursing, and if it is a clinical course the student must satisfactorily pass clinical. Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, or standardize test constitutes a course failure.

**Clinical Criteria**

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Clinical Evaluation Tool (Please refer to the *Department of Nursing Student Handbook (current edition): Clinical Policies and Guidelines*).

**Departmental Criteria:** BLS, PPD and immunizations (*Department of Nursing Student Handbook (current edition)*).

**Classroom Attendance Policy (This is directly from the handbook)**

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform the students, at the beginning of each course of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog*).

Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams). **100% class attendance is expected and faculty may request documentation verifying the need for the absence.**

When two (2) class sessions are missed, the faculty will issue a warning for unprofessional behavior and the student will be placed on compulsory attendance. A third absence will result in a grade of “F” or “W” in the course. Attendance sheets are required and it is the student’s responsibility to sign the attendance roster at the beginning of class and after any class breaks.

Three (3) late arrivals and/or early departures from class may constitute an absence from the class session in all nursing courses. Please note if a student arrives late for class, they may not be admitted until the first break. If a student arrives late from a scheduled break, they may not be admitted to the remainder of the class for that day.

**Dress Code**

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Student Handbooks (current edition)*. Violations of dress code in clinical or lab will constitute a warning for unprofessional behavior.

**Grievance Procedures**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should be discussed first with the

faculty involved and if unresolved with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

## ACADEMIC INFORMATION

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

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

### **Written Paper Requirements**

This is a professional course, thus 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 consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### **Email Policy**

Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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.

### **Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook (current editions)*. Each student 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 student.

### **Guidelines for Faculty Appointments**

All nursing faculty have posted office hours and students 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 students 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. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

### **Code of Ethics**

The Department of Nursing subscribes 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)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students 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 Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **South Carolina Nurse Practice Act**

Students must abide by the South Carolina Nurse Practice Act (*South Carolina*

*Department of Labor, Licensing, and Regulation: Board of Nursing, 2009).*  
<http://www.scstatehouse.gov/code/t40c033.htm>

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students 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. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

### **Taping Classes and Test Reviews**

Students need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review the student will receive a warning for unprofessional behavior.

### **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 students in the Department of Nursing. 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 Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the Department of Nursing
- 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 Department of Nursing student towards another student, client, 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 nursing advisor.
2. Student violations will warrant a warning for unprofessional behavior.
3. 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*.
4. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

### Clinical Information

Each student will be assigned to various clinical sites each semester. The student may be assigned day and/or evening clinical rotations that may occur during the week and/ or on the weekend. The student is responsible for obtaining transportation to and from the clinical sites. Requests for accommodation in the selection of clinical sites will only be honored for extenuating circumstances. Those requests must be emailed to the course coordinator. Extenuating circumstances DO NOT include childcare, transportation, care family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites.

### Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

## CONTENT INFORMATION

### Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
Week 1	Course Orientation Overview & History of PHN Overview of Levels of Prevention, Core Functions of Public Health, process of legislative/policy	S&L Chapters 1&2 M&L Chapters 1-8; 64-65	View: <a href="http://www.youtube.com/watch?v=rcbaIfcNPlo">http://www.youtube.com/watch?v=rcbaIfcNPlo</a> <a href="http://www.youtube.com/watch?v=_9TwHerEKSE">http://www.youtube.com/watch?v=_9TwHerEKSE</a>

	development		
Week 2	National/International Health Policies, Organization of the US Healthcare System & Global Health Issues.	S&L Chapters 3&4, 8 M&L Chapters 9-15	DB 1 due
Week 3	Principles of Epidemiology & Disease Surveillance	S&L Chapters 12 & 15, 24	DB 2 due
Week 4	<b>Test One</b> Client as Community: Applying the Nursing Process at the Population Level Conducting the Community Assessment	S&L Chapters 9, 18 M&L Chapters 23-32	<b>Test One</b> With your group, perform the community assessment on _____ develop the diagnosis; identify & describe the health problem & health policy you will address
Week 5	Cultural Diversity in the Community Care of the Family in the Community: Assessment & Health Risk Appraisal	S&L Chapters 6, 7, 27 & 28	DB 3 due
Week 6	Health Education & Groups Nutrition at the Population Level	S&L Chapter 16 M&L 91-100	View the following prior to class: <a href="http://www.foodsafety.gov/keep/charts/index.html">http://www.foodsafety.gov/keep/charts/index.html</a> <a href="http://www.foodsafety.gov/keep/basics/index.html">http://www.foodsafety.gov/keep/basics/index.html</a> <a href="http://www.fsis.usda.gov/Be_FoodSafe/index.asp">http://www.fsis.usda.gov/Be_FoodSafe/index.asp</a>
Week 7	<b>Test Two</b> Vaccination & Control of Communicable Disease	S&L Chapter 29	<b>Test Two</b> View <a href="http://www.cdc.gov/vaccines/ed/podcasts.htm">http://www.cdc.gov/vaccines/ed/podcasts.htm</a>
Week 8	Control of Communicable Disease	S&L Chapters 13 & 14 Heyman Manual	Communicable Disease Presentations due _____
Week 9	Take Care of Yourself Day		Complete the Self Assessment prior to class
	SPRING BREAK		
Week 11	Impact of the Environment on Population Health;	S&L Chapters 10, 19, & 20	Complete the scorecard @ <a href="http://www.scorecard.org/">http://www.scorecard.org/</a> for your community prior to class

	Rural Health		
Week 12	Community Resources, Case Management; Roles of the Nurse in the Community; Methods of funding healthcare in the US	S&L Chapters 22; 39-45 M&L Chapters 16-18; 21-22	Complete the Case Management Worksheet prior to class. View <a href="http://www.scdhec.gov/quitforkeeps">http://www.scdhec.gov/quitforkeeps</a> prior to Tobacco Cessation Training on _____
Week 13	<b>Test Three</b> Chronic Disease, Health Literacy, Polypharmacy & the Elderly	S&L Chapter 30	<b>Test Three</b> View <a href="http://www.healthcommunications.org/improving-readability-by-design.php">http://www.healthcommunications.org/improving-readability-by-design.php</a> & <a href="http://www.ismp.org/Tools/anticoagulantTherapy.asp">http://www.ismp.org/Tools/anticoagulantTherapy.asp</a> prior to class
Week 14	Advocacy for Vulnerable Populations; Issues related to cost, quality, access to care	S&L Chapters 31-38 M&L Chapters 33-35; 60	Population Project due _____
Week 15	Bioterrorism & Disaster Preparedness	S&L Chapter 23 Heyman Manual	DB 4 due

## GRADING RUBRICS

### Vulnerable Population Project (Group Project)

Due

1. Identify a target vulnerable population & why they are at risk for poor health  
10%
2. Describe a health care need within that group with data to support that it is indeed 20% a problem (Needs Assessment). Data should include statistical information regarding the problem in that population, as well as information gained from your own observations and from interviews with at least two key informants
3. Conduct a community assessment (include the windshield survey, etc you do on 2/3/12 & 20% statistical data)
4. Formulate a community diagnosis using the format:  
10%
5. Risk of (disease/injury) among (target population) in (name of location) as related to (changeable causes & determinants) as evidenced by (epidemiologic data)
6. Conduct a literature review to discover interventions & means of measuring/evaluating them 15%

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7. Carry out the intervention with your whole group; take pictures if at all possible  
15%
8. Present to your clinical group on \_\_\_\_\_ & give suggestions for improvement
9. 10%

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

Department/School Nursing Date 1-25-12

Course No. or Level 410 Title Leadership and Management in Nursing

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites Prerequisite: Completion of all 300 level courses, 401, 403, and 407

Enrollment expectation 40 - 60

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

modification NURS 405 Leadership and Management in Nursing  
(proposed change in course title, course description, course content or method of instruction)

substitute N/A

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

alternate N/A

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

Name of person preparing course description Ruth Wittmann-Price

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

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

Date of Implementation Fall 2012

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

**Catalog description:**

This course provides the learner with the opportunity to explore leadership behaviors and organizational structures that enhance the delivery of patient care. Management techniques and nursing care decisions are examined by incorporating knowledge of various healthcare organizations and financing of health care delivery systems. Emphasis is on delegation, organizational structure, prioritization, and legal responsibilities and implications for professional nursing practice.

**Purpose:**

This course was originally developed as a capstone course that was 2 SH. Since the time of original course development, the disciplines emphasize on the BSN graduate as a patient care leader has increased. The IOM is calling for BSN graduates to become the foundational group to improve patient outcomes through systems management. In order to fulfill this responsibility this course is moving to a 3 SH course in order to include more in-depth organizational theory and application of principles.

Teaching method planned: This is a hybrid class and will consist of lecture, guest lecturers, group presentations, audio-visual aids, class discussions, class presentations, on-line activities, seminars, written assignments, handouts, role-play, computer-assisted instructions, and case studies.

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

Motacki, K. & Burke, K. (2011). *Nursing Delegation and Management of Patient Care*, St. Louis, MS: Mosby (ISBN: 978-0323-05306).

Wittmann-Price, R. A. & Reap Thompson, B. (Editors) (2010). *NCLEX-RN® EXCEL: Test Success through Unfolding Case Study Review*. NYC: Springer Publishing. (ISBN 13: 9780826106001).

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.)

This course is divided into four overriding concepts needed for BSN graduates to become leaders in patient care:

1. Delegation
  - a. Appropriate delegation to license and unlicensed personnel
  - b. National and state practice acts regarding delegation
  - c. Legal implications for delegation
2. Prioritization
  - a. How to choose which patient is most acute
  - b. Promoting safety in patient care
  - c. Disaster triaging
3. Organizational leadership and management
  - a. Communication
  - b. Leadership & management theories
  - c. Types of leaders
  - d. Conflict management
  - e. Annual evaluations
  - f. Job interviewing
  - g. Chemically dependent co-workers
4. Complex patient situations
  - a. Developing test taking strategies
  - b. Analyzing situations for risk potential

c.



### Department of Nursing

<b>Course Number:</b>	NURS: 410
<b>Course Title:</b>	Leadership and Management in Nursing
<b>Day and Time:</b>	Tuesdays 12:30 – 15:30
<b>Room:</b>	TBA
<b>Credit Hours:</b>	3 semester hours (hybrid format)
<b>Semester and Year:</b>	Fall and Spring
<b>Prerequisites:</b>	Prerequisite: Completion of all 300 level courses, 401, 403, and 407.

#### Course Coordinators:

Ruth Wittmann-Price PhD, RN, CNS, CNE  
 Offices: Lee Nursing Building, Room 122  
 (843) 661- 4625  
[rwittmannprice@fmarion.edu](mailto:rwittmannprice@fmarion.edu) (best method to reach me)

#### Course Description:

This course provides the learner with the opportunity to explore leadership behaviors and organizational structures that enhance the delivery of patient care. Management techniques and nursing care decisions are examined by incorporating knowledge of various healthcare organizations and financing of health care delivery systems. Emphasis is on delegation, organizational structure, prioritization, and legal responsibilities and implications for professional nursing practice.

#### Learning Outcomes: At the completion of this course, the student will be able to:

1. Apply concepts, theories, and principles from sociology and psychology to leadership and management;
2. Demonstrate examples of power as it is acquired and managed in health care settings;
3. Examine provision of evidence-based nursing care to individuals, families, groups and populations across the life-span within the context of their culture and environment;
4. Examine the use of information technology in documenting and evaluating patient care;
5. Examine organizational structures and their impact on the provision of patient care;
6. Examine strategies for communication and collaboration with diverse patient populations and disciplines;
7. Differentiate the effects on patient access of different healthcare policies;
8. Demonstrate the ability to make ethical and legal decisions regarding patient care delegation; and
9. Articulate nursing's role in meeting the major challenges in today's healthcare arena.

### Program Learning Outcomes

The baccalaureate generalist program in nursing prepares the graduate to:

10. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
11. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
12. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
13. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
14. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
15. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
16. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
17. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
18. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2009).

Teaching Strategies: This is a hybrid class and will consist of lecture, guest lecturers, group presentations, audio-visual aids, class discussions, class presentations, on-line activities, seminars, written assignments, handouts, role-play, computer-assisted instructions, and case studies.

### Required Textbooks:

- Motacki, K. & Burke, K. (2011). *Nursing Delegation and Management of Patient Care*, St. Louis, MS: Mosby (ISBN: 978-0323-05306).
- Wittmann-Price, R. A. & Reap Thompson, B. (Editors) (2010). *NCLEX-RN® EXCEL: Test Success through Unfolding Case Study Review*. NYC: Springer Publishing. (ISBN 13: 9780826106001).

**METHODS OF EVALUATION:**

In order to progress in the nursing program, the student must receive a grade of “C” (2.0 on a 4.0 scale), and pass the math competency test with a 90% or better in clinical courses. Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

<b>Assignment</b>	<b>Assignment</b>	<b>Percent of total</b>
1.	ATI practice tests	2
2.	3 tests (18.75% each)	56.25
3.	1 exam (18.75%)	18.75
4.	ATI (10%)	10
5.	Portfolio and interview	8
6.	Case study of one of the course’s four topics delegation, prioritization, organizational structure, & complex care needs	5
<b>Total points</b>		100

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Score</b>
<b>A</b>	<b>94-100</b>
<b>B+</b>	<b>90-93</b>
<b>B</b>	<b>87-89</b>
<b>C+</b>	<b>83-86</b>
<b>C</b>	<b>80-82</b>
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.

**Standardized Testing in Designated Courses**

Francis Marion University (FMU) Nursing students are required to take nationally normed tests throughout the curriculum. The faculty of the Department of Nursing (DON) selected the series of tests because of the reliability and validity of the tests and the comprehensive test to predict the student's success on the NCLEX-RN exam. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The standardized tests evaluate the student's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students to prepare for the NCLEX-RN examination, which all graduates of the program must, pass in order to practice nursing.

11. Standardized tests are scheduled to be administered at the end of each semester during exam week in designated courses;
12. Each course syllabus will stipulate if a standardized test is required;
13. The student will have one chance to take course standardized tests (excluding the comprehensive test);
14. The score from the standardized test is leveled based on statistics;
15. All standardized tests are figured into the final course grade up to 10%;
16. A student that achieves a **Level III in courses NURS 305; NURS 307: NURS 309: NURS 401: NURS 402: NURS 403: NURS 405 will count as 10% of their final course grade;**
17. A student who receives a **Level II in courses NURS 305; NURS 307: NURS 309: NURS 401: NURS 402: NURS 403: NURS 405 will count as 8% out of 10% possible for standardized testing achievement of the final course grade;**
18. A student who receives a **Level I in courses NURS 305; NURS 307: NURS 309: NURS 401: NURS 402: NURS 403: NURS 405 will count as 0% of the 10% possible for standardized testing achievement of the final course grade;**
19. There will be no scheduled retakes of course standardized testing; and
20. Any student who does not achieve a Level II or III on any standardized test should complete a focused review (available from the testing service with individual student's scores on line) to enhance student's success on the NLCEX-RN exam.

### **Standardized Comprehensive Testing in Capstone Course-Nursing NURS 408 (Exit Test)**

The standardized tests are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN exam. The standardized tests use the same blueprint as is used by the National Council of State Boards of Nursing for the NCLEX-RN.

5. The first standardized exit test/exam is administered approximately 7 weeks before the end of the semester. A retake is required if a 95% predictability score is not achieved.
6. The retake exam will be given during exam week and the student must achieve a **95% predictability** score. If it is not achieved the student will be assigned a course grade of “F” in Nursing 408.
7. A 95% predictability score must be achieved on the standardized exit test to be endorsed by the DON Department Chair to apply for licensure in South Carolina and take the NCLEX-RN examination.
8. If the score is not achieved the student will have to take a remediation course and repeat NURS 408.

\*Nursing students are responsible for any changes made to standardized testing policies or changes in scores that are made at any point during their matriculation.

**Departmental Criteria:** BLS, PPD and immunizations (*Department of Nursing Student Handbook (current edition)*).

### **Attendance Policy**

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform the students, at the beginning of each course of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog*).

Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams). **100% class attendance is expected and faculty may request documentation verifying the need for the absence.**

When two (2) class sessions are missed, the faculty will issue a warning for unprofessional behavior and the student will be placed on compulsory attendance. A third absence will result in a grade of “F” or “W” in the course. Attendance sheets are required and it is the student’s responsibility to sign the attendance roster at the beginning of class and after any class breaks.

Three (3) late arrivals and/or early departures from class may constitute an absence from the class session in all nursing courses. Please note if a student arrives late for class, they may not be admitted until the first break. If a student arrives late from a scheduled break, they may not be admitted to the remainder of the class for that day.

Online activity completion counts as attendance.

### **Dress Code**

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and

clean appearance at all times. Refer to *Department of Nursing Student Handbooks (current edition)*. Violations of dress code in clinical or lab will constitute a warning for unprofessional behavior.

### **Grievance Procedures**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should be discussed first with the faculty involved and if unresolved with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

## **ACADEMIC INFORMATION**

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

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

### **Written Paper Requirements**

This is a professional course, thus 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 consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### **Email Policy**

Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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.

### **Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook (current editions)*. Each student 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 student.

### **Guidelines for Faculty Appointments**

All nursing faculty have posted office hours and students 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 Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students 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. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

### **Code of Ethics**

The Department of Nursing subscribes 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)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students 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 Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **South Carolina Nurse Practice Act**

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation*: Board of Nursing, 2009). <http://www.scstatehouse.gov/code/t40c033.htm>

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students 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. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

### **Taping Classes and Test Reviews**

Students need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review the student will receive a warning for unprofessional behavior.

### **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 students in the Department of Nursing. 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 Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the Department of Nursing
- 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 Department of Nursing student towards another student, client, 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 nursing advisor.
2. Student violations will warrant a warning for unprofessional behavior.
3. 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*.
4. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

\*All academic warnings are cumulative throughout the program.

### **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

### **General Outline of this Course:**

This course is divided up into 4 learning modules. Each one contains a prominent concept needed to successfully pass NCLEX-RN. ATI is a supplement to these 4 concepts but the concepts are tested by applying all your previous nursing knowledge to higher level questions.

The four modules are:

- Organizational structures which includes the sub-concepts of:
  - Leadership
  - Management
  - Getting a job
  - Safe environment
- Delegation
- Prioritization in both leadership and clinical and ethical and legal decision-making
- Complex patient care management

**All tests include complex medication calculations**

**CONTENT INFORMATION**

<b>Date</b>	<b>Content</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Course Orientation</b>			
1. Week 1  <b>In class</b>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• NCLEX-RN process</li> <li>• Portfolio development</li> </ul>	ATI nutrition – Entire book	Self-enroll in BB
<b>Module #1 Delegation</b>			
2. Week 2  <b>In class</b>	<ul style="list-style-type: none"> <li>• Delegation</li> </ul>	Motacki & Burke Chapters 3, 19 & 20 ATI Leadership pages 11-15	
3. Week 3  <b>Online</b>	<ul style="list-style-type: none"> <li>• Delegation</li> </ul>	Motacki & Burke Chapters 3, 19 & 20 ATI Leadership pages 11-15	
<b>Module #2 Organizational Structures</b>			
4. Week 4  <b>In class</b>	<ul style="list-style-type: none"> <li>• Leadership vs management</li> <li>• Organizational management</li> <li>• Staff education</li> <li>• PI</li> <li>• Performance appraisals</li> </ul>	Motacki & Burke Chapters 1, 9,10-12, 21 ATI Leadership pages 2-4, 16-22	Test #1 Delegation
5. Week 5  <b>Online</b>	<ul style="list-style-type: none"> <li>• Legal practice</li> <li>• Standards of care</li> <li>• Reportable incidences</li> <li>• Impaired co-workers</li> <li>• Safe environment</li> <li>• Hazardous material equipment</li> <li>• Accident prevention</li> <li>• Ergonomics</li> <li>• Fire safety</li> <li>• Restraints</li> </ul>	Motacki & Burke Chapter 18 ATI Leadership pages 62-68, 79-104	
6. Week 6  <b>Online</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict resolution</li> <li>• Grievances</li> </ul>	Motacki & Burke Chapter 2 ATI Leadership pages 23-39	
<b>Module #3 Prioritization</b>			

7. Week 7 <b>In Class</b>	<ul style="list-style-type: none"> <li>• Triaging patients</li> <li>• Ethics</li> </ul>	Motacki & Burke Chapter 5 ATI Leadership pages 69-78, 105-113	Test #2 Organizational Structure
8. Week 8 <b>Online</b>	<ul style="list-style-type: none"> <li>• Prioritization</li> <li>• Critical thinking</li> <li>• Decision-making</li> </ul>	ATI Leadership pages 4-10	
9. Week 9 <b>In class</b>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Legal</li> </ul>	Motacki & Burke Chapter 8	
<b>Module #4 Complex Patient Care Management</b>			
10. Week 10 <b>Online</b>	<ul style="list-style-type: none"> <li>• Clients rights</li> <li>• Advocacy</li> <li>• Informed consent</li> <li>• Advanced directives</li> <li>• Confidentiality</li> </ul>	ATI Leadership pages 53-61	
11. Week 11 <b>Online</b>	<ul style="list-style-type: none"> <li>• Patient care management</li> <li>• Interdisciplinary team coordination</li> <li>• Case management</li> </ul>	ATI Leadership 40-52	
12. Week 12 <b>In class</b>	<ul style="list-style-type: none"> <li>• SIMULATION</li> </ul>		Test #3 Prioritization
13. Week 13 <b>In class</b>	<ul style="list-style-type: none"> <li>• Dress for interview</li> </ul>	Motacki & Burke Chapters 15-17	Portfolios due Interview
14. Week 14	<ul style="list-style-type: none"> <li>• ATI review session</li> </ul>	Unfolding Case study leadership chapter	Case Study Due
<b>EXAM (Patient care management – leading pt care)</b>			

<b>Portfolio Grading</b>	<b>0 Not done</b>	<b>1 Minimally completed</b>	<b>2 Mostly completed</b>	<b>3 Completed well</b>
<b>Resume &amp; Cover letter (presentation, information, and emphasis)</b>				
<b>Resume, reference list, TOC, evidence of scholarship</b>				
<b>Philosophy and Goals (one page)</b>				
<b>Portfolio (presentation, information, and emphasis)</b>				

<b>Interview Grading</b>	<b>1 Minimally completed</b>	<b>2 Mostly completed</b>	<b>3 Completed well</b>
<b>Professional Dress</b>			
<b>Professional demeanor</b>			
<b>Provided 5 behavioral questions and answered questions appropriately</b>			

Case Study

Case studies will be completed in care map formation. Care maps in one of the 4 paradigms will be assigned and the learner has to supply a patient or system scenario as an exemplar of the map. Case studies will be graded on completeness and best use of leadership.