

**Agenda**  
**Faculty Senate Meeting**  
**November 11, 2014**

- I. Call to order and Roll Call**
- II. Approval of Minutes from the October 21, 2014 meeting**
- III. Report from Executive Committee**
- IV. Report from the Academic Affairs Committee**
  - 1. Department of English, Modern Languages, and Philosophy
    - Item A. Adds a new course, PRS 313, “Philosophy of the mind”.
  - 2. Office of the Provost
    - Item A. Adds a Neuroscience Program as a new interdisciplinary program.
  - 3. Department of Biology
    - Item A. Changes the number of hours required for the Environment Studies minor.
    - Item B. Changes the list of required courses for the Environment Studies minor.
    - Item C. Changes the number of hours required for the Environment Studies collateral.
    - Item D. Changes the list of required courses for the Environment Studies collateral.
  - 4. Department of Sociology
    - Item A. Deletes a course, SOCI 308, Social Stratification
    - Item B. Deletes SOCI 308 from the list of courses that can be applied to the major in sociology.
    - Item C. Changes the title of a course, SOCI 306.
    - Item D. Changes the title of SOCI 306 where it appears under the Gender Studies Program.
    - Item E. Changes the prerequisites for SOCI 403.
    - Item F. Changes the prerequisites and course description for SOCI 302.
    - Item G. Changes the prerequisites and course description for SOCI 303.
    - Item H. Changes the prerequisites and course description for SOCI 407.
    - Item I. Changes the prerequisites and course description for SOCI 419.
    - Item J. Changes the prerequisites and course description for SOCI 498.

5. Statement from the Academic Affairs Final Statement on General Education Report 2013 – 2014. (Included on pages 14-15 of the Attachment to the Agenda.)

**V. Report from the Graduate Council**

1. School of Business
  - Items A and B. Deletes the graduate degree “MBA with a Concentration in Health Management”.
  - Items C – F. Deletes three “Health Administration and Policy” courses.
  - Item G. Changes the name and course description for MBA 705, currently titled “Health Economics”.
2. School of Education
  - Item A. Changes the required courses for the Master of Education Degree with major in Instructional Accommodation.
  - Item B. Adds a new course, EDUC 648, “Educational Research”.
  - Item C. Adds a new course, EDUC 796, “Capstone”.
  - Item D. Deletes three courses, EDUC 797, 798, 799.
3. Department of Nursing
  - Item A. Removes the GRE requirement for admission to the Graduate Nursing Program.

**VI. Old Business**

**VII. New Business**

**VIII. Announcements**

**IX. Adjournment**

## Attachment to the Senate Agenda – November 11, 2014

### IV. Academic Affairs

#### 1. Proposal from the Department of English, Modern Languages, and Philosophy:

**Item A:** Add, on page 106 of the current catalog,

**313 Philosophy of the Mind (3)** Includes a historical overview of theories of mind and consciousness, as well as an introduction to contemporary views. The course will focus on the nature of consciousness and the mind body problem. In particular, the topic of artificial intelligence – whether machines can think – will be discussed. Other topics will include the problem of other minds, the self and personal identity, freewill, and the relationship between belief and action.

**Rationale:** The philosophy of mind is one of the central disciplines in philosophy. It is one of the largest and most active research areas in the field. Consequently, from the perspective of a program that offers minors and collaterals in philosophy, the course offers students something of what they need to be familiar with the discipline. We do have the faculty available to teach the course; I estimate that I will teach the course once every 4 semesters, possibly more often if necessary. In addition to functioning as a part of FMU's general education program, this course will also be used to fulfill the Neuroscience option concurrently being developed by Drs. Sargent and Wrighten.

#### 2. Proposal from the Office of the Provost:

**Item A.** Add, on page 192 of the current catalog, under “Interdisciplinary Programs,” immediately before “Nonprofit Management,”

##### **NEUROSCIENCE PROGRAM**

Coordinators: Dr. Jesse Sargent and Dr. Shayna A. Wrighten

##### **MISSION STATEMENT**

The Neuroscience Program aims to provide students with a deeper understanding of the nervous system, with special emphasis on the human nervous system. Students will study the structure and function of the nervous system from the cellular/biochemical level up through the level of larger, integrated neural systems and their resulting complex behaviors. The Neuroscience Program draws on courses from a variety of disciplines, including but not limited to biology, psychology and philosophy. The Neuroscience Program is appropriate for students interested in careers in health related fields such as medicine, psychiatry, pharmacology, physical therapy, and related areas. This program is also appropriate for students intending to pursue a graduate-level degree in

neuroscience, psychology, biomedical science or related subjects. More generally, the Neuroscience Program is designed for any student motivated to gain an in-depth understanding of the functioning of the nervous system, the “machinery” behind what it is to be a thinking, feeling organism.

### **MINOR**

A minor in Neuroscience consists of 18 hours of courses listed under the Neuroscience Program to include BIOL 309 (Introduction to Neuroscience), PSY 304, and 11 additional hours. With the exception of students double-majoring in biology and psychology, no more than 12 hours from BIOL 200 level and above or PSY 300 level and above may come from the major area of study, including core courses.

### **COLLATERAL**

A collateral in Neuroscience consists of 12 hours of courses listed under the Neuroscience Program to include BIOL 309 (Introduction to Neuroscience), PSY 304, and 5 additional hours. No more than 7 hours from BIOL 200 level and above or PSY 300 level or above may come from the major area of study, including core courses.

Courses eligible for the Neuroscience minor and collateral include the following:

BIOL 205 Human Anatomy  
 BIOL 213 Biology of Sex  
 BIOL 306 Special Topics in Biology\*\*  
 BIOL 309 Introduction to Neuroscience\*  
 BIOL 406 Physiology  
 BIOL 497 Special Studies\*\*  
 PRS 313 Philosophy of Mind  
 PSY 304 Brain and Behavior \*  
 PSY 305 Introduction to Behavioral Genetics  
 PSY 310 The Psychological Focus\*\*  
 PSY 325 Abnormal Psychology  
 PSY 336 Learning and Cognition  
 PSY 346 Cognitive Neuroscience

\* Core courses required for the minor and the collateral

\*\* Requires approval of the Neuroscience Program Coordinator(s)

NOTE: Most of the above courses require prerequisites. Please consult the catalog descriptions of the courses.

**Rationale:** The interdisciplinary study of Neuroscience bridges the gap between biological cellular processes and actions ranging from simple reflexes to complex behaviors including language, memory, and interpersonal interactions. Since the nervous system is the underlying control mechanism of every process carried out by humans, the study of Neuroscience is relevant to any individual interested in better understanding how these intricate processes of the body occur. In order to provide students with a comprehensive course of study for the Neuroscience program it is imperative that the program includes courses from a variety of disciplines. The two core courses for the program, Introduction to Neuroscience and Brain and Behavior, will provide students with a foundation of how the nervous system functions, the necessary fundamental knowledge of nervous system structure (Introduction to Neuroscience) and a basic understanding of the interaction between biological function and behavior (Brain and Behavior).

Additional courses in Biology will allow students to further study the intricacies of the biological functions of the nervous system. The elective Biology courses will allow students to have an in-depth look at how the nervous system works in relation to other physiological systems of the body, as well as the role of the nervous system in gender/sex differences. Elective Psychology courses will allow students to view Neuroscience from a more comprehensive behavioral perspective. The selected Psychology courses will highlight the role of cellular brain functions in both normal and abnormal behavior. The Philosophy elective will provide students with a theoretical perspective of Neuroscience that cannot fully be appreciated by studying only the sciences. The inclusion of courses from a variety of disciplines not only provides the student with a more comprehensive Neuroscience experience but also accentuates the benefit of studying at a liberal arts university.

Because Neuroscience is relevant to every living organism with a nervous system, the Neuroscience program will be an option that can benefit all students. However, the largest benefits will be to students interested in pursuing either a career in a health-related field or a graduate level degree related to any aspect of Neuroscience, Human Biology, Psychology, or Biomedical Science. All graduate level programs related to health (such as medical school, physical or occupational therapy programs, physician's assistant programs, nursing and many others) require students to study some aspect of Neuroscience. Therefore, by providing students interested in these fields an opportunity to begin their study of Neuroscience as an undergraduate, we will produce students who are better prepared for their future and who are more competitive applicants for graduate programs. Additionally, Neuroscience is a cutting-edge discipline that will aid in attracting top-notch students interested in this rapidly developing interdisciplinary science. The addition of a Neuroscience program will improve the already strong reputation of Francis Marion University as a school that is responsive to ever evolving scientific disciplines.

### 3. Proposal from the Department of Biology:

**Rationale:** Below is a series of changes that are being proposed for the interdisciplinary Environmental Studies minor and Environmental Studies concentration. Although the Environmental Studies minor lists as a 19-20 hour minor, you really need a minimum of 7 more hours to complete this, bringing it to a 26 hour minimum minor. No wonder no one does it. The issue is buried prerequisites.

For example, we require at least one upper level biology class, but most require either Biol103/104 or 106 at a minimum. So to help solve this problem, I'm changing the required class to the "Natural History of South Carolina" class previously approved by Academic Affairs. This would be a course open to major/non-majors that would be more general than say Flora, Vertebrate, etc. By making this change and moving the Environmental Economics class (which has a buried prerequisite) to an option, this brings the minor down to a more realistic 20 hour minor minimum (instead of 26 minimum).

Similarly, some changes desperately need to be made to the Environmental Science collateral. For one, the PRS 400 class that is required is no longer offered. In addition, this also has the Environmental Economics class with the buried prerequisite. These two classes will be removed as requirements. SOCI 331: Environment, Society and Power (which has a prerequisite but is waived for students with this minor/concentration) and the Economics class will be moved to an optional course. This makes this a doable 13-hour concentration where all the required classes are actually offered.

I'm happy to go over any of these changes in detail and answer any questions you all may have.

Cheers,

Jeff Steinmetz

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### Proposed Changes to Environmental Studies Minor:

**Item A. CHANGE** on p. 187 of the current catalog

**FROM:**

"A 19- to 20-semester-hour minor..."

**TO:**

"A 20- to 21-semester-hour minor..."

**Item B. CHANGE on page 187 required courses****FROM:**

1. BIOL 103 Environmental Biology.....4
2. ECON 340 Environmental and Natural Resources  
Economics (note prerequisite).....3
3. GEOG 105 Physical Geography.....3
4. SOCI 331 Environment, Power and Opportunity.....3
5. One course (3 hours) chosen from
  - GEOG 210 Geography of North America.....3
  - GEOG 302 Geography of Europe.....3
  - GEOG 303 Geography of Latin America.....3
  - GEOG 304 Geography of Asia.....3
  - GEOG 305 Geography of Central America.....3
6. One course (3 or 4 hours) chosen from:
  - BIOL 201 Invertebrate Zoology.....4
  - BIOL 202 Vertebrate Zoology.....4
  - BIOL 204 Introductory Marine Biology.....4
  - BIOL 206 Fall Flora.....4
  - BIOL 207 Spring Flora.....4
  - BIOL 208 Summer Flora.....4
  - BIOL 210 Conservation Biology.....4
  - BIOL 214 Issues in Environmental Biology.....3
  - BIO 303 Plant Kingdom.....4
  - BIOL 306 Special Topics in Biology.....4
  - BIOL 308 Aquatic Ecology.....4
  - BIOL 402 Terrestrial Ecology.....4

**TO:**

1. BIOL 103 Environmental Biology.....4
2. BIOL 120 Natural History of South Carolina .....4
3. SOCI 331 Environment, Power and Opportunity.....3
4. GEOG 105 Physical Geography.....3
5. Choose two of the following.....6-7
  - a. GEOG 205 Geography of South Carolina.....3
  - b. GEOG 210 Geography of North America.....3
  - c. GEOG 215 Environmental Geography and GIS.....3
  - d. ECON 340 Environmental and Natural Resources  
Economics (note prerequisite).....3
  - e. BIOL 106 Organismal Biology (note prerequisite).....4
  - f. BIOL 204 Introductory Marine Biology  
(note prerequisite).....4

**Proposed Changes to Environmental Studies Collateral:**

**Item C. CHANGE** on p. 188 of the current catalog

**FROM:**

“A 13-semester hour collateral...”

**TO:**

“A 13- to 14-semester-hour collateral...”

**Item D. CHANGE** on p. 188 of the current catalog

**FROM:**

1. BIOL 103 Environmental Biology.....4
2. ECON 340 Environmental and  
Natural Resources Economics (note prerequisite).....3
3. GEOG 105 Physical Geography.....3
4. PRS 400 Science, Technology, and Human Values.....3

**TO:**

1. BIOL 103 Environmental Biology.....4
2. SOCI 331 Environment, Power and Opportunity.....3
3. Choose two of the following.....6-7
  - a. BIOL 120 Natural History of South Carolina.....4
  - b. GEOG 105 Physical Geography.....3
  - c. GEOG 215 Environmental Geography and GIS.....3
  - d. ECON 340 Environmental and Natural Resources  
Economics (note prerequisite).....3

**4. Proposal from the Department of Sociology:**

**Item A. Delete** the following Sociology course from page 153 of the 2014-2015 Catalog:

**308 Social Stratification (3)** (Prerequisite: 201 or permission of the department)  
Consideration of class analysis versus strata analysis; strata as policy decision versus natural order; indices of power versus criteria of prestige; community versus natural stratification; hierarchical bias versus egalitarian bias; definable classes versus merging continua.

**Rationale:** This course has not been offered by the department since the Spring Semester of 2007 and no one currently employed in the department has any interest in teaching it. Moreover, we are unlikely to recruit for someone to teach it in the future.

**Item B. Delete** the following from page 152 of the 2014-2015 Catalog, under “MAJOR” and “2. Students following the General Track select from the following elective courses” and “Two courses in Inequality and Diversity,” right behind the “306”:

**308**

**Item C. Modify** the title of the Sociology 306 course on page 153 of the 2014-2015 Catalog:

**FROM:**

**306 Modern Social Problems** (3) (Prerequisite: 201 or permission of the department) Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, healthcare), violations of social norms (substance abuse, violence, and property crime), and social change (population growth, food, urbanization, environment).

**TO:**

**306 Social Problems** (3) (Prerequisite: 201 or permission of the department) Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, healthcare), violations of social norms (substance abuse, violence, and property crime), and social change (population growth, food, urbanization, environment).

**Rationale:** To be consistent with the titling of other courses, we are removing the word “Modern.” None of the other courses have the word “Modern” in their titles and in speaking about the course, everyone says “Social Problems.” Moreover, many social problems of today were also problems in the past (such as healthcare, education, and poverty), so the course covers the evolution of problems and their solutions over time.

**Item D. Modify** the title of SOC 306 in the listing of courses eligible for the Gender Studies minor and collateral on p. 188 of the 2014-2015 catalog:

**FROM:**

SOCI 306      Modern Social Problems

**TO:**

SOCI 306      Social Problems

**Rationale:** To make this listing of the course consistent with the new title mentioned in Item C. Dr. Eargle has sought and received approval from Dr. Rooks, Coordinator of Gender Studies, to change the title of the course on page 188 (list of courses cross-listed with the Gender Studies Program).

**Item E. Modify** the prerequisites for the Sociology 403 course on page 154 of the 2014-2015 Catalog:

**FROM:**

**403 Research Design and Analysis (3)** (Prerequisite: 18 hours of sociology including 302, 303, 339 or permission of the department) F, S. Selection of a research problem and formation of testable hypotheses with support drawn from published studies, application of sampling and concept measurement, collection of data and file creation, data analysis using statistical software. Student research project is central focus. Survey research emphasized.

**TO:**

**403 Research Design and Analysis (3)** (Prerequisite: 18 hours of sociology including 302, 303, and 339; senior standing; declared sociology major; or permission of the department) F, S. Selection of a research problem and formation of testable hypotheses with support drawn from published studies, application of sampling and concept measurement, collection of data and file creation, data analysis using statistical software. Student research project is central focus. Survey research emphasized.

**Rationale:** This course is the last course that Sociology majors take and is used to test their understanding and ability to apply the knowledge they have accumulated from their other Sociology courses.

**Item F. Modify** the prerequisites and description for the Sociology 302 course on page 153 of the 2014-2015 Catalog:

**FROM:**

**302 Methods of Sociology (3)** (Prerequisite: 201) F, S. Introduction to the principles and techniques of organizing, conducting, and interpreting sociological research; the appropriateness of particular methodologies for different kinds of research problems; emphasis on data collection.

**TO:**

**302 Methods of Sociology (3)** (Prerequisite: 201 and declared sociology major, or permission of the department) F, S. Introduction to the principles and techniques of organizing, conducting, and interpreting sociological research; the

appropriateness of particular methodologies for different kinds of research problems; emphasis on writing a research proposal.

**Rationale:** It is a required course for Sociology majors only, and our majors have difficulty finding an available space in the course, often delaying their progression through the major (because it is a prerequisite for another required course), if non-majors take the available seats. Also, the course enrollment size is becoming an issue, and we are not able to offer more than one section of the course per semester. The wording “or permission of the department” is added to the prerequisite statement to make it consistent with the other sociology courses’ prerequisite statements.

**Item G. Modify** the prerequisites and description for the Sociology 303 course on page 153 of the 2014-2015 Catalog:

**FROM:**

**303 Quantitative Methods in Social Research** (3) (Prerequisite: 201 or permission of department) F, S. Introduction to probability and sampling, levels of measurement and choice of research method; known and unknown parameters in sociological research; relationship, association, and correlation in data analysis.

**TO:**

**303 Quantitative Methods in Social Research** (3) (Prerequisite: 201 and Math 134, and declared sociology major, or permission of department) F, S. Introduction to basic statistical concepts; determining appropriate levels of measurement; calculating and interpreting descriptive statistics; calculating and interpreting inferential statistics including z-scores and confidence intervals; conducting hypothesis tests; determining associations between variables; regression and correlation analysis.

**Rationale:** We are proposing to change the prerequisites for the course for several reasons. First, SOCI 303 is a required course for sociology majors only, and our majors have difficulty finding an available space in the course, often delaying their progression through the major (because it is a prerequisite for another required course), if non-majors take the available seats. Second, the course enrollment size is becoming an issue, and we are not able to offer more than one section of the course per semester. Third, students who have completed their mathematics requirement perform much better in the course than those who have not finished the requirement. The course description is being changed to more accurately reflect the topics that have been covered in the course for years now.

**Item H. Modify** the prerequisites and description for the Sociology 407 course on page 154 of the 2014-2015 Catalog:

**FROM:**

**407 Urban Sociology** (3) (Prerequisite: 201 or permission of the department) F. Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning. Examines how gender, racial/ethnic, class, gender, age, and other group relations affect urban processes and life.

**TO:**

**407 Urban Sociology** (3) (Prerequisite: Nine hours of sociology courses, including 201; junior standing; or permission of the department) F. Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, and strategies of urban planning. The United States and other nations are examined. Explores how gender, racial/ethnic, class, gender, age, nationality, and other group relations affect urban processes and life. A student research project involving secondary data analysis and an oral presentation of the project are required.

**Rationale:** Students underestimate the difficulty of this course and enroll in it before receiving adequate preparation provided by other sociology courses. The current catalog description does not emphasize the cross-national comparisons that are made in the course, nor does it reveal that student research is a key component of the course. Also, Sociology has sought and received approval from Dr. Rooks, Coordinator of Gender Studies, to make these changes in this cross-listed Sociology-Gender Studies course.

**Item I. Modify** the prerequisites and description for the Sociology 419 course on page 154 of the 2014-2015 Catalog:

**FROM:**

**419 Population and Society** (3) (Prerequisite: 201 or permission of the department) S. Scientific study of population size, composition and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and the social structure as it varies by race/ethnicity, class, gender, age, and nationality.

**TO:**

**419 Population and Society** (3) (Prerequisite: Nine hours of sociology courses, including 201; junior standing; or permission of the department) S. Scientific study of population size, composition and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and the social structure as it varies by race/ethnicity, class, gender, age, and nationality. A student research project involving secondary data analysis and an oral presentation of the project are required.

**Rationale:** Students underestimate the difficulty of this course and enroll in it before receiving adequate preparation provided by other sociology courses. The current catalog description does not emphasize that student research is a key component of the course. Also, Sociology has sought and received approval from Dr. Rooks, Coordinator of Gender Studies, to make these changes in this cross-listed Sociology-Gender Studies course.

**Item J.** **Modify** the prerequisite statement and course description for the Sociology 498 course on page 153 of the 2014-2015 Catalog:

**FROM:**

**498 Sociology Internship** (3:1-6) (Prerequisite: 18 hours of sociology, including 201, 202, and 303, and permission of the department) Providing a structured experience working in a community service agency. Students are expected to observe and participate in contacts with agency clients, agency planning and evaluation meetings, and contacts with other agencies. Each student is expected to work 6 to 10 hours each week on-site, as arranged with the cooperating agency. Readings and discussions will cover such topics as the organizational structure of service agencies, relationships with clients, relationships with other agencies.

**TO:**

**498 Sociology Internship** (3:1-6) (Prerequisite: 18 hours of sociology, including 201, 302, and 303; senior standing; declared sociology major; and permission of the department) Provides students with a structured experience working in a community service agency. Each student is expected to work 6 to 10 hours each week on site, as arranged with the cooperating agency. Readings and discussions will cover such topics as the organizational structure of service agencies, relationships with clients, and relationships with other agencies. See your advisor and the course instructor no less than one semester in advance of enrolling in SOCI 498.

**Rationale:** There are 4 reasons for this course’s modification: (1) to correct the course number for one of the prerequisite courses (202 is now 302); (2) to emphasize the field research aspect of the course; (3) to match what we do in practice, which is allow only senior sociology majors to enroll in the course; and (4) to prevent students who have not prepared for the internship (have not made arrangements with a cooperating agency and completed required paperwork and background screenings) from seeking enrollment in the course.

5.

**STATEMENT FROM THE ACADEMIC AFFAIRS COMMITTEE  
ON THE 2012-2013 GENERAL EDUCATION REPORT  
Thursday, October 30, 2014**

The Francis Marion University Academic Affairs Committee met on Thursday, October 30, 2014, with the charge to review the 2012-2013 General Education Report and to “identify issues of concern regarding the General Education program and propose recommendations for needed changes and improvements.” The 2014-2015 Academic Affairs Committee reports the following:

*After a careful study of 2012-2013 assessment data, the Academic Affairs Committee finds that the General Education goals are currently being met, and the Institutional Effectiveness Committee and the Office of Institutional Research should continue with the current model of assessment and prepare the report for the following academic year using the existing system with these recommendations for improvement of the documenting process:*

- The timing of the report is still quite problematic. AAC would prefer the document submitted by its March meeting (or earlier) for consideration. Though the AAC has requested earlier dates, we have actually been given the report later each year, and this year the report was not provided until the final AAC meeting of the Fall 2014 semester. While we understand that some of this problem relates to timely presentation of material by departments/programs to the IE Committee and the Office of Institutional Research, we would prefer the report earlier in the spring term. Perhaps departments/programs can be sent reminders to provide their data in a timely fashion.
- The document still needs improvement in overall readability. AAC has in the past recommended that an executive summary be provided at the beginning of the document to provide an overview of the data, including conclusions and action items. AAC has also suggested that each program might be charged with the task of creating an executive summary providing analysis of its own data in order to facilitate creating a generalized executive summary. We reiterate this recommendation.

- As was acknowledged by Dr. Charlene Wages, each program's tracking and evaluating of progress toward Goal #3 ("The ability to use technology to locate, organize, document, present, and analyze information and ideas") need improvement. SACS requires that FMU demonstrate that students use technology and have it available to them for completion of their assigned work. We recommend that the Institutional Effectiveness Committee work to encourage departments/programs to track and evaluate progress towards this goal. Perhaps programs such as Blackboard or some other technological platform containing features that can help departments/programs complete such tracking may be useful to departments not currently assessing fully for this goal. Dr. Wages and AAC reiterated in the meeting that assessing this goal does not translate into a demand that every instructor in a program use Blackboard or any other specified technology in teaching their courses.

Respectfully,  
 Dr. Jo Angela Edwins, Chair  
 2014-2015 Academic Affairs Committee

## V. Graduate Council

### 1. Proposal from the School of Business:

**Item A. Delete**, from page 195 of the current catalog, under **School of Business** Health Management (Master of Business Administration with a Concentration in Health Management [M.B.A. H.M.]) (currently suspended)

**Item B. Delete**, from page 203 of the current catalog  
 Master of Business Administration degree with Concentration in Health Management:  
**(Program currently suspended)**

**Item C. Delete**, from page 204 of the current catalog  
**HEALTH ADMINISTRATION AND POLICY COURSES (HAP) (currently suspended)**

**Item D. Delete**, from page 204 of the current catalog the following course  
 MBA 704 Health Policy

**Item E. Delete**, from page 204 of the current catalog the following course  
 MBA 721 Health Care Delivery Systems

**Item F. Delete**, from page 204 of the current catalog the following course  
MBA 729 Financial Management for Health Care Organizations

**Item G. Change**, from page 204 of the current catalog

**FROM**

BUSINESS COURSES (BUS)

**605 Business Tools for the MBA (3)** (Prerequisite: Admission to the M.B.A. Program or approval of the Dean of the School of Business) F, S, SU. The course will provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

**720 Contemporary Issues in Business (3), (2), or (1)** This course provides students with the opportunity to study issues relevant to the changing business environment. Topics will vary. This course may be taken more than once for credit. Three credit hours are required for graduation.

**705 Economic Analysis (3)** This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

**740 Applied Corporate Finance (3)** Corporate financial theory and application are studied and then applied in competitive team projects. The corporate investment decision is addressed, along with working capital management, financial security valuation, costs of raising capital, capital structure decisions, and dividend policy. Contemporary financial matters and the economic environment, both from domestic and international perspectives, are also addressed.

HEALTH ADMINISTRATION AND POLICY COURSES (HAP) (currently suspended)

**704 Health Policy (3) S.** This course is designed to provide students with a conceptual and analytical understanding of health policymaking and politics. Political and policymaking institutions and processes that affect the structure and functioning of the U.S. health care system will be examined. Fundamental concepts and issues associated with political decision making and the delivery of health services will be explored, including the impact of constitutional and other legal provisions, the activities of political parties and interest

groups, the involvement of health professional associations and client organizations, and the relationships between economic factors and evolving health policymaking patterns.

**705 Health Economics** (3) F. This course is designed to provide students with a conceptual and analytical understanding of health economics. Health care systems in the United States will be examined from the perspective of supply, cost and demand determination. Fundamental concepts and issues associated with economic decision making and selected economic issues will be explored through the application of various socioeconomic concepts and behavioral models

**710 Business Analytics** (3) This course will enable decision makers to construct models and analyze decisions using data in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision-making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and simulation. The course will be spreadsheet-based.

**715 Systems Design** (3) Study of problems and issues encountered in managing information systems technology within the firm, including data base management, networking and telecommunications, project management, and systems design and development.

**721 Health Care Delivery Systems** (3) SU. This course is a systematic approach to understanding the origin and evolution of the U.S. health care delivery system. Topics include the history of medical care in the U.S., description of the variety of health personnel and facilities that comprise the system, including an investigation of selected contemporary health policy issues, public health, mental health and alternative systems. Should be taken first semester.

**725 Applied Marketing** (3) This course examines the marketing management decision-making process. Focus is upon the critical thinking related to the role of marketing within an organization. Topics include customer research, segmentation, target marketing, positioning, the marketing mix, and marketing metrics.

**729 Financial Management for Health Care Organizations** (3) (Prerequisite: HAP 726) F. This course introduces the student to selected financial management and corporate financial topics. Specific topics include financial statement analysis, working capital management, risk and rate of return, capital structure and leverage, capital budgeting, stock and bond valuations.

**730 Leadership and Management** (3) Examines the philosophy and practice of managing organizations and their people in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies to

managing oneself, others, and groups or organizations. Critical thinking skills will be engaged to determine when to employ different strategies based on common situation and personality types. Emphasis is on application of ideas through case studies, research papers, and in-class or online exercises. International management strategies are reviewed.

**735 Operations Management (3)** All organizations have operations where inputs are transformed into outputs. Topics typically include the following: forecasting; aggregate planning; inventory management; scheduling of workers, jobs, tasks, or projects; and quality assurance. Managerial problems are solved through the use of quantitative methods and models. A manufacturing setting is used for illustrative purposes.

**745 Strategic Planning (3)** Applying concepts learned in accounting, economics, marketing, finance, management, management science, and statistics through case analysis. Focus on increasing analytical, synthesizing, communicative, and evaluative skills in both individual and group problem-solving contexts. Several cases on multinational firms introduce the international dimension.

## TO

### GRADUATE COURSES FOR BUSINESS

#### Business Courses (BUS)

**605 Business Tools for the MBA (3)** (Prerequisite: Admission to the MBA Program or approval of the Dean of the School of Business) This course will provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

#### Master of Business Administration Courses (MBA)

**700 Accounting Analysis (3)** An integrated approach to the use of accounting information to support external and internal users' decision-making activities. Topics include financial statement format and content; the effects of operating, financing, and investing activities on a firm's income, financial position, and cash flows; and the use of accounting information for planning, control, and evaluation purposes. The focus is on understanding the differences between the needs of external and internal decision makers and determining what accounting information is appropriate in particular decision contexts.

**705 Economic Analysis (3)** This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

**710 Business Analytics (3)** This course will enable decision makers to construct models and analyze decisions using data in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and simulation. The course will be spreadsheet-based.

**715 Systems Design (3)** Study of problems and issues encountered in managing information systems technology within the firm, including database management, networking and telecommunications, project management, and systems design and development.

**720 Contemporary Issues in Business (3), (2), or (1)** This course provides students with the opportunity to study issues relevant to the changing business environment. Topics will vary. This course may be repeated for credit. Three credit hours are required for graduation.

**725 Applied Marketing (3)** This course examines the marketing management decision making process. Focus is upon the critical thinking related to the role of marketing within an organization. Topics include customer research, segmentation, target marketing, positioning, the marketing mix, and marketing metrics.

**730 Leadership and Management (3)** Examines the philosophy and practice of managing organizations and their people in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies to managing oneself, others, and groups or organizations. Critical thinking skills will be engaged to determine when to employ different strategies based on common situations and personality types. Emphasis is on application of ideas through case studies, research papers, and in-class or online exercises. International management strategies are reviewed.

**735 Operations Management (3)** All organizations have operations where inputs are transformed into outputs. Topics typically include the following: forecasting; aggregate planning; inventory management; scheduling of workers, jobs, tasks, or projects; and quality assurance. Managerial problems are solved through the use of quantitative methods and models. A manufacturing setting is used for illustrative purposes.

**740 Applied Corporate Finance (3)** Corporate financial theory and application are studied and then applied in competitive team projects. The corporate investment decision is addressed, along with working capital management, financial security valuation, costs of raising capital, capital structure decisions, and dividend policy. Contemporary financial matters and the economic environment, both from domestic and international perspectives, are also addressed.

**745 Strategic Planning (3)** Applying concepts learned in accounting, economics, marketing, finance, management, management science, and statistics through case analysis. Focus on increasing analytical, synthesizing, communicative, and evaluative skills in both individual and group problem-solving contexts. Several cases on multinational firms introduce the international dimension.

**Rationale:**

To remove Concentration in Heath Administration and correct the format of the catalog. Program was approved in Spring 2014.

**3. Proposal from the School of Education:**

**RATIONALE for Items A, B, C:** Two courses (EDUC 794 and 795) are being consolidated into one course (EDUC 796: 3 hours, added in Item B) as it has become evident that students are able to complete the work in one course. Two research courses (EDUC 623 and 748) are being consolidated into one research course (EDUC 648: 3 hours, added in Item C). This is in keeping with trends in similar M.Ed. programs. The changes also lower the hours in the program to make the program more competitive with similar M.Ed. programs.

**Item A. CHANGE,** on page 207, under MASTER OF EDUCATION

**FROM:**

**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION**

Coordinator: Dr. Tracy E. Meetze

Student must complete 36 graduate hours.

**Education Foundation Core**

**15 hours**

EDUC 611 Solving Instructional Problems Using Technology  
 EDUC 621 Understanding Learning Differences  
 EDUC 622 Assessment of Learning and Behavior  
 EDUC 623 Quantitative Research Methods in Education  
 EDUC 624 Behavior Management of Students with Disabilities

**Instructional Accommodation Education Specialty Core**

**15 hours**

EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner  
 EDUC 742 Procedures for the Divergent Learner  
 EDUC 744 Quantitative Processing and the Divergent Learner  
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners  
 EDUC 748 Qualitative Research for Educators

**Education Practicum Seminars** **6 hours**

- EDUC 794 Capstone I: Identification and Analysis of Research Topic  
 EDUC 795 Capstone II: Completion and Presentation of Research Topic

**TO:****PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION**

Coordinator: Dr. Tracy Meetze

Students must complete 30 graduate hours.

**Education Foundation Core:** **15 hours**

- EDUC 611 Solving Instructional Problems Using Technology  
 EDUC 621 Understanding Learning Differences  
 EDUC 622 Assessment of Learning and Behavior  
 EDUC 624 Behavior Management of Students with Disabilities  
 EDUC 648 Educational Research

**Instructional Accommodation Education Specialty Core** **12 hours**

- EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner  
 EDUC 742 Procedures for the Divergent Learner  
 EDUC 744 Quantitative Processing and the Divergent Learner  
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

**Education Practicum Seminar** **3 hours**

- EDUC 796: Capstone

**Item B.** ADD, on page 210:

**648 Educational Research** (3) F, S, SU. This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

**Item C. ADD**, on page 213:

**796 Capstone** (3) F, S. The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students.

**RATIONALE for Item D:** EDUC 797, 798, and 799 were the capstone courses when there was a sequence of three. Now that there are no students who need that sequence, the courses may be deleted.

**Item D. DELETE**, on page 213:

**797 Practicum – Seminar I: Problem Identification** (3) F, S, SU. A practicum that focuses upon a public school/district setting. The student will be introduced to a variety of school related problems. The student will begin identifying a topic or issue which might lead to action research. Some students may choose to select projects based on the requirements for national board certification. The student will be expected to attend seminars on or off campus related to the issue(s)/topic(s).

**798 Practicum – Seminar II: Problem Analysis** (3) F, S, SU. A practicum that takes place in a public school/district setting. The student will focus on one project option identified in Practicum – Seminar I. The student will be expected to attend seminars related to the topic(s), including the application of appropriate research strategies and related teaching methods. Each student must submit a proposal detailing the portfolio or action research project for approval by the 798 instructor.

**799 Capstone Seminar III: Problem Resolution** (3) F, S, SU. The centerpiece of the Capstone courses will be the completion and presentation of either a professional portfolio or the results of action research. The student will present the completed work, near the closure of Education 799, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and selected members of the School of Education faculty.

### **3. Proposal from the Department of Nursing:**

**Item A. Change**, from page 215 of the current catalog

#### **FROM**

##### **ADMISSION REQUIREMENTS**

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Graduate Office:

1. The graduate application for admission and nonrefundable application fee;
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions;
3. Appropriate scores on the Graduate Record Examination (GRE) from within the last five years;
4. Two letters of confidential recommendation from professional associates or former professors who can attest to the academic potential of the applicant;
5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/FNP or MSN/Nurse Educator track; and
6. Current unencumbered license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state license.

#### **TO**

##### **ADMISSION REQUIREMENTS**

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5. Current unencumbered license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state license.

##### **RATIONALE:**

Very few schools of nursing still require the GRE for admission. We are losing students because of this requirement. GRE scores have not been predictive of successful course completion in our first cohort of MSN learners.