AGENDA
Faculty Senate Meeting
April 10, 2018

I. Call to order and Roll Call

II. Approval of Minutes from the March 6, 2018 meeting

III. Elections
>   **a. Vice-Chair**
>   **b. Secretary**

IV. Reports from standing committees

V. Report from the Executive Committee

VI. Report from the Graduate Council *(See the attachment for complete proposals; there is no appendix for this meeting. There was nothing submitted from AAC for this meeting).*

1. **Proposal from the School of Education, (see attached)**
    Item A. Delete EDUC 769
    Item B. Modify requirements for practicum courses
    Item C. Modify corequisites for EDUC 638
    Item D. Modify corequisites and requirements for EDUC 639

2. **Proposal from the School of Health Sciences, Nursing Department, (see attached)**
    Item A. Modify requirements for DNP degree
    Item B. Modify language for DNP 802
    Item C. Modify language for DNP 804
    Item D. Modify language for DNP 805
    Item E. Modify language for DNP 807
    Item F. Modify language for DNP 808
    Item G. Modify language for DNP 845
    Item H. Modify language for APRNS program of study
    Item I. Modify language for BSN to DNP/APRN Program

VII.   Old Business

VIII.   New Business

IX.   Announcements

X.   Adjournment

Attachment to the Faculty Senate Agenda – April 10, 2018

VI. Report from the Graduate Council

1. **Proposals form the School of Education**

A. **DELETE**, on page 187 of print catalog / page 197 current online catalog, EDUC 769 Action Research in Special Education

Rationale: The course content and learning objectives for this course are more appropriate in combination with existing methods courses (EDUC 745 and EDUC 763) taken earlier in teacher candidates' programs of study than as a stand-alone course taken just prior to program completion. The application project from the course will be integrated with practicum co-requisites for methods courses (EDUC 746 and EDUC 764). Course content and learning objectives related to foundational understanding of educational research for this course are adequately addressed through an existing Education Foundation course (EDUC 648), which is already a requirement in the M.Ed.-LD program of study, and will become a requirement in the M.A.T.-LD program of study. This curricular change will provide more of a progression in opportunities for practical application with support throughout the program versus at the end, in order to a) allow better monitoring of teacher candidates' performance and learning growth over time; b) encourage a clear connection between assessment and instruction in teacher candidates' practice; and c) align more clearly with Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards in efforts to improve teacher preparation for the demands of the field.

B. **MODIFY**, on page 184 of print catalog / page 194 on current online catalog, under EDUCATION COURSES (EDUC)

FROM

Both EDUC 746 and EDUC 764 require field experience hours in a SC public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines. Please note that EDUC 746 requires a K-6th grade setting and EDUC 764 requires a 7th-12th grade setting.

TO

Practicum Courses (EDUC 639, EDUC 746 and EDUC 764) require field experience hours in a SC public school setting, as specified in corresponding course descriptions. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines. Please note that EDUC 746 and 764 require M.Ed. – LD and M.A.T-LD program participants be placed in a classroom that provides instruction to students with

==specific learning disabilities, but allows participants to choose either a K-6th grade level or 7-12th grade level setting, with each grade level setting used only once for a practicum course (746 or 764). EDUC 639 requires completion of hours in a PK-12 classroom that provides instruction to at-risk learners and/or students with specific learning disabilities in reading.==

Rationale: This change more accurately reflects all practicum courses to include EDUC 639 and clarifies both placement requirements and where more specific information is provided.

C. **MODIFY,** on page 185 of print catalog / page 195 on current online catalog, under EDUCATION COURSES (EDUC)

FROM

638 Assessment of Reading (3) (Corequisite EDUC 639). This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

TO

638 Assessment of Reading (3) (Corequisite for ==M.Ed.-LD/M.A.T.-LD only -== EDUC 639). This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs.

D. **MODIFY,** on page 185 of print catalog / page 193-194 on current online catalog, under EDUCATION COURSES (EDUC)

FROM

639 Practicum: Assessment of Reading (1) (Corequisite EDUC 638). This course is designed to allow learners the practical experience of assessing PK-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. MAT-LD program participants must be placed in a classroom that provides instruction to PK-12 students with learning disabilities. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines.

TO

639 Practicum: Assessment of Reading (1) (Corequisite for ==M.Ed.-LD/M.A.T.-LD only -== EDUC 638). This course ==provides== practical experience ==with== assessing PK-12 students in reading.

Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must complete these hours in a PK-12 classroom that provides instruction to at-risk learners and/or students with specific learning disabilities in reading. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines.

Rationale: This change clarifies that the corequisite is program specific, therefore not a requirement for non-degree seeking students and/or degree seeking students in other programs. The language was also changed to be more consistent with other practicum course descriptions.

2. Proposals from the School of Health Sciences, Nursing Department

A. **MODIFY** on page 203 of online catalog as of 02/23/18
FROM

REQUIREMENTS FOR DOCTORATE OF NURSING (DNP) PRACTICE DEGREE
To receive a Doctorate of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:
   • Complete all graduate credit hours within their plan of study, which includes at least 500 practicum hours post-master's and at least 1,000 clinical hours post-baccalaureate.

TO

REQUIREMENTS FOR DOCTORATE OF NURSING (DNP) PRACTICE DEGREE
To receive a Doctorate of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:
   • Complete all graduate credit hours within their plan of study, which includes at least 500 clinical/project hours post-master's and at least 1,000 clinical/project hours post-baccalaureate.

B. **MODIFY** on page 203 of online catalog as of 02/23/18
FROM

DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical hours) This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.
TO

DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical/project hours) This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in

policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.

    C. **MODIFY** on page 203 of online catalog as of 02/23/18

FROM

DNP 804 Ethics and Quality Improvement (3:1-6) (90 ~~clinical~~ hours) This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

TO

DNP 804 Ethics and Quality Improvement (3:1-6) (90 clinical/project hours) This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical/project hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

    D. **MODIFY** on page 203 and 204 of online catalog as of 02/23/18

FROM

DNP 805 Project Development (3:0-9) ~~[135 hours (95 clinical hours & 40 project hours)]~~ This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical and project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

TO

DNP 805 Project Development (3:0-9) (135 clinical/project hours) This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical/project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

    E. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

DNP 807 Capstone 1 (3:0-9) (135 ~~clinical~~ hours) This course focuses of the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

TO

DNP 807 Capstone 1 (3:0-9) (135 clinical/project hours) This course focuses of the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

F. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

DNP 808 Capstone 2 (3:0-9) (135 ~~clinical~~ hours) (Prerequisite DNP 807) This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

TO

DNP 808 Capstone 2 (3:0-9) (135 clinical/project hours) (Prerequisite DNP 807) This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

G. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

DNP 845 Independent Study (3:0-9) (135 ~~clinical~~ hours) This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

TO

DNP 845 Independent Study (3:0-9) (135 clinical/project hours) This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

H. **MODIFY** on page 204 of online catalog as of 02/23/18

FROM

FULL-TIME OPTION FOR APRNS

Term One

Course	Semester Hours	Total Semester Hours
DNP 800 Doctoral Knowledge Development	3	
DNP 801 Doctoral Research and Epidemiological		

Evidence-based Practice   3
DNP 802 Doctoral Health Policy and
Leadership (45 ~~clinical~~ hours)   3
TOTAL SEMESTER HOURS   9

Term Two
DNP 803 The Role of Technology and
Interprofessional Collaboration   3
DNP 804 Ethics and Quality Improvement
 (90 ~~clinical~~ hours)   3
DNP 805 Project Development
~~[135 hours (95 clinical hours & 40 project hours)]~~   3
TOTAL SEMESTER HOURS   9

Term Three
DNP 806 Scholarly Writing and Grant Development   3   3
DNP 807 Capstone 1 (135 ~~clinical~~ hours)   3   3
DNP 808 Capstone 2 (135 ~~clinical~~ hours)   3   3
TOTAL PROGRAM SEMESTER HOURS   27

• The curriculum includes ~~500 documented, supervised clinical hours and 40 project hours~~

TO

FULL-TIME OPTION FOR APRNS

Term One

Course	Semester Hours	Total Semester Hours
DNP 800 Doctoral Knowledge Development	3	
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical/project hours)	3	
TOTAL SEMESTER HOURS		9

Term Two

DNP 803 The Role of Technology and Interprofessional Collaboration	3	
DNP 804 Ethics and Quality Improvement (90 clinical/project hours)	3	
DNP 805 Project Development (135 clinical/project hours)	3	
TOTAL SEMESTER HOURS		9

Term Three

DNP 806 Scholarly Writing and Grant Development	3	3
DNP 807 Capstone 1 (135 clinical/project hours)	3	3

DNP 808 Capstone 2 (135 clinical/project hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		27

• The curriculum includes 540 clinical/project hours.

    I. **MODIFY** on page 205 of online catalog as of 02/23/18

FROM:

FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM

Course	Semester Hours	Total Semester Hours
Term 1 Year 1		
DNP 800 Doctoral Knowledge Development	3	
DNP 802 Doctoral Health Policy and Leadership (45 ~~clinical~~ hours)	3	
APRN 602 Advanced Pharmacology	3	
TOTAL SEMESTER HOURS		9
Term 2 Year 1		
APRN 502 Biostatistics	3	
APRN 601 Advanced Pathophysiology	3	
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
TOTAL SEMESTER HOURS		9
Term 3 Year 1		
APRN 603 Advanced Physical Assessment and Health Promotion (45 laboratory hours)	4	4
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	3
Term 1 Year 2		
APRN 507 Patient Education and Advocacy	3	
APRN 701 Primary Care of Adults (135 clinical hours)	5	
TOTAL SEMESTER HOURS		8
Term 2 Year 2		
APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours)	4	
APRN 703 Primary Care of Women (45 clinical hours)	2	
DNP 804 Ethics and Quality Improvement (90 ~~clinical~~ hours)	3	
TOTAL SEMESTER HOURS		9

Term 3 Year 2
DNP 806 Scholarly Writing and Grant Development	3	3
APRN 704 Primary Care of Geriatric Patients (45 clinical hours)	2	2
APRN 707 Clinical Decision-making and Ethics	3	3

Term 1 Year 3
APRN 705 Internship I (135 clinical hours)	4	
APRN 706 Internship II (135 clinical hours)	4	
TOTAL SEMESTER HOURS		8

Term 2 Year 3
DNP 805 Project Development ~~[135 hours (95 clinical hours & 40 project hours)]~~	3	
DNP 807 Capstone 1 (135 ~~clinical~~ hours)	3	
TOTAL SEMESTER HOURS		6

Term 3 Year 3
DNP 808 Capstone 2 (135 ~~clinical~~ hours)	3	3

TOTAL PROGRAM SEMESTER HOURS	67

• The curriculum includes over 1,000 documented, supervised ~~clinical~~ hours.
• (Part-time plans of student for BS (N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).

TO

FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM

Course	Semester Hours	Total Semester Hours
Term 1 Year 1		
DNP 800 Doctoral Knowledge Development	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical/project hours)	3	
APRN 602 Advanced Pharmacology	3	
TOTAL SEMESTER HOURS		9
Term 2 Year 1		
APRN 502 Biostatistics	3	
APRN 601 Advanced Pathophysiology	3	
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
TOTAL SEMESTER HOURS		9

Term 3 Year 1
APRN 603 Advanced Physical Assessment and

Health Promotion (45 laboratory hours)	4	4
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	3

Term 1 Year 2

APRN 507 Patient Education and Advocacy	3	
APRN 701 Primary Care of Adults (135 clinical hours)	5	
TOTAL SEMESTER HOURS		8

Term 2 Year 2

APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours)	4	
APRN 703 Primary Care of Women (45 clinical hours)	2	
DNP 804 Ethics and Quality Improvement (90 clinical/project hours)	3	
TOTAL SEMESTER HOURS		9

Term 3 Year 2

DNP 806 Scholarly Writing and Grant Development	3	3
APRN 704 Primary Care of Geriatric Patients (45 clinical hours)	2	2
APRN 707 Clinical Decision-making and Ethics	3	3

Term 1 Year 3

APRN 705 Internship I (135 clinical hours)	4	
APRN 706 Internship II (135 clinical hours)	4	
TOTAL SEMESTER HOURS		8

Term 2 Year 3

DNP 805 Project Development (135 clinical/project hours)	3	
DNP 807 Capstone 1 (135 clinical/project hours)	3	
TOTAL SEMESTER HOURS		6

Term 3 Year 3

DNP 808 Capstone 2 (135 clinical/project hours)	3	3

TOTAL PROGRAM SEMESTER HOURS	67

• The curriculum includes over 1,000 documented, supervised clinical/project hours.
• (Part-time plans of student for BS (N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).

RATIONALE A - I:

Practicum hours are being renamed to clinical/project hours in the DNP program to provide students with more flexibility and guidance in completing their hours required for degree attainment.