

**Agenda
Faculty Senate Meeting
March 7, 2017**

- I. Call to order and Roll Call**
- II. Approval of Minutes from the February 7, 2017 meeting**
- III. Report from the Executive Committee**
- IV. Report from the Academic Affairs Committee**
 - 1. Office of the Provost**
 - Item A. Modify University Life prerequisites and description
 - 2. Department of Biology**
 - Item A. Modify prerequisites and course description of BIO 120
 - Item B. Add BIO 490
 - Item C. Change description, editing out specific page numbers
 - Item D. Change Coordinator for the MRMC-FMU Medical Tech program
 - Item E. Change language in requirements for Med Tech degree
 - 3. School of Business**
 - Item A. Change requirements in the Accounting curriculum
 - Item B. Change prerequisite for CS 318
 - Item C. Change prerequisite for CS 340
 - Item D. Add CS190L
 - Item E. Change title and description of CS 480
 - Item F. Add CS 482
 - Item G. Add language concerning the transition between being a pre-computer science and becoming a computer science major
 - Item H. Change description of Computer Science minors, adding a minor in the Software Engineering track
 - Item I. Change specifications for a collateral in Computer Science
 - Item J. Change requirements for a major in Computer Science
 - 4. School of Education**
 - Item A. Modify ECE 420
 - Item B. Modify EDUC 190, 191, 305
 - 5. Department of English, Modern Languages and Philosophy**
 - Item A. Add ENG 353
 - 6. Department of Fine Arts' Music Industry Program**
 - Item A. Change description of the Music Industry Major
 - 7. School of Health Sciences**

- Item A. Modify course description of NURS 310
- Item B. Modify course description of NURS 407
- Item C. Modify course description of NURS 411
- Item D. Modify course description of NRN 333
- Item E. Modify course description of NRN 445
- Item F. Modify course description of NRN 449
- Item G. Add IPHC 303

8. Department of History

- Item A. Change description of major requirements

9. International Programs

- Item A. Change language in the Special Second Degree Program in Business to update FMU's affiliation with a different Business School in France

V. Report from the Graduate Council

1. School of Health Sciences

- Item A. Add APRN 606
- Item B. Add APRN 607
- Item C. Change requirements for Nurse Educator program
- Item D. Delete PA 501, 508, 510
- Item E. Add PA 500
- Item F. Add PA 507
- Item G. Add PA 509
- Item H. Add PA 511
- Item I. Add PA 512
- Item J. Modify corequisites for PA 521
- Item K. Modify corequisites for PA 523
- Item L. Modify corequisites for PA 525
- Item M. Modify corequisites for PA 631
- Item N. Modify requirements for PA program

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the Faculty Senate Agenda – March 7, 2017

IV. Report from the Academic Affairs Committee

1. Proposal from the Office of the Provost

A. **MODIFY** on page 169 under UNIVERSITY LIFE COURSES

FROM:

100 University Life (1) (Prerequisite: first semester student with less than 25 hours credit or permission of coordinator) F, S, SU. Students will be introduced to skills and strategies that will enhance their study habits and ability to succeed in their degree programs. Students will become familiar with the resources available to help solve academic, personal, and social problems.

TO:

100 First-Year Seminar (1) (Prerequisite: first-semester student or permission of coordinator) Students will be introduced to skills and strategies for studying, test-taking, note-taking, and time management to enhance their study habits and ability to succeed in their academic careers. Students will become familiar with the university's support resources to help solve academic, personal, and social problems. Some discipline-specific sections will provide first-year students with an early introduction to the specific needs and expectations of their respective degree programs.

Rationale:

Title change and description of course will better align with course objectives and content while clarifying the specific student population for which the course is designed. The change in course title also better reflects the common terminology used for first-year initiatives at other universities both nationally and internationally.

2. Proposals from the Department of Biology

A. **MODIFY** the following course description on p. 68:

FROM:

120 Natural History of South Carolina (4:3-3) (Prerequisite 103 or 106 or permission of department) AS. Topics may cover a variety of plants and/or animals. Identification, taxonomy, evolution, ecology and conservation of these groups will be covered. Laboratories will include outdoor field trips.

TO:

120 Natural History of South Carolina (4:3-3) AS. Topics will include scientific method and may cover a variety of plants and/or animals.

Identification, taxonomy, evolution, ecology and conservation of these groups will be covered. Laboratories will include outdoor field trips.

Rationale for A: We first offered Biol 120 in Spring 2016. Based on our experience teaching this course, we feel that this could be offered as a basic non-majors course, along with Biol 103 and Biol 104, thus we are dropping the prerequisites. We have also added scientific method to the list of topics. This was already covered in the course, but wanted to make explicit that as a non-majors course the basics of scientific process will be covered.

B. **ADD** the following course on p. 70:

490 Pre-Vet Internship (1) or (2) (Prerequisite: Permission of department). Clinical experience in veterinary medicine under the supervision of a practicing veterinarian. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

Rationale for B: This course will be for pre-vet students seeking volunteer work experience in the veterinary profession. Students participating in this program will gain experience in regional veterinary facilities, including non-profit spay and neuter clinics (e.g. Spay Neuter Intervention of the Pee Dee or SNIP), working closely with veterinary professionals. This will provide valuable experience for students desiring to pursue veterinary medicine as a career. Furthermore, veterinary programs require work experience on applications, and this internship would assist in accountability for such experience.

C. **CHANGE** on p. 68 of the current catalog

FROM:

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course and treatment of disease. A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours (See pages 88 and 191). A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the

senior year (3+1 program). Applicants to this program must be at least in their junior year. Acceptance is on a competitive basis.

TO:

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course and treatment of disease. A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours. A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the senior year (3+1 program). Applicants to this program must be at least in their junior year. Acceptance is on a competitive basis. For more information about the option, refer to the description under "Cooperative Programs."

Rationale for C: Updated the description to delete references to specific page numbers to avoid errors with those references in future catalogs.

D. CHANGE on p. 162:

FROM:

MRMC School of Medical Technology faculty: V. Anderson, Mitchell

TO:

MRMC School of Medical Technology faculty: S. Mitchell, A. Orange

Rationale for D: Ms. Vicki Anderson has retired and the position has been filled by Ms. April Orange

E. CHANGE on p. 162:

FROM:

2. Completion of a 30-hour clinical curriculum (Biology 495 and 496) in a medical technology program approved by FMU.

TO:

2. Completion of a 30-hour clinical curriculum in a medical technology program approved by FMU.

Rationale for E: The course numbering system was revised from Bio 495 and 496 for the 2015-16 catalog but was missed on this page.

3. Proposals from the School of Business

A. CHANGE on Page 132 of the 2016-17 Catalog

FROM:

Accounting 422 Financial Reporting III	3
or	
Accounting 423 Accounting for Governmental	3
And Not-for-Profit Organizations or	
Accounting 424 Special Topics in Accounting	3
or	
Accounting 429 Tax Research	3
School Elective.....	3
TOTAL REQUIRED HOURS.....	129

TO:

Accounting Electives.....	6
Accounting 422 Financial Reporting III	3
or	
Accounting 423 Accounting for Governmental	3
And Not-for-Profit Organizations	
or	
Accounting 424 Special Topics in Accounting. .	3
3 or	
Accounting 429 Tax Research	3
or	
Business 475 Internship*	3
TOTAL REQUIRED HOURS.....	129

*** Internship in Accounting Only**

Rationale: Because accounting is the universal language of business, accounting graduates are always in demand, whether in audit, tax, financial advising, compliance, managerial, forensic, or risk management. Opportunities in accounting-related fields such as banking, insurance, consulting, management, and information systems are also available. Here, accountants provide a unique and essential role to

measure, report, interpret, and evaluate financial information on behalf of decision-makers - both internal and external to the organization. As a result, accounting graduates are able to choose from a variety of rewarding opportunities across all business sectors – government, corporate, and nonprofit.

Based upon an assessment of the FMU Accounting Curriculum, the FMU Accounting Faculty unanimously concluded that it was more important for the Accounting Curriculum at FMU to ensure that an Accounting Major maximize his/her depth of knowledge in Accounting Sub-disciplines, rather than allowing said Accounting Major the flexibility to take a non-accounting, business course as a “Business School” Elective. Accordingly, for the Accounting Major at FMU, the FMU Accounting Faculty proposes to change the “Business School” Elective to an “Accounting” Elective.

First, through this curriculum change, by ensuring that Accounting Majors maximize their depth of knowledge in Accounting Sub-disciplines (instead of allowing Accounting Majors the flexibility to take a non-accounting, business course), said curriculum change necessarily increases the probability that Accounting Majors who graduate:

- are in demand for employment opportunities, whether in audit, tax, financial advising, compliance, managerial, forensic, or risk management (or in accounting-related fields such as banking, insurance, consulting, management, and information systems) and
 - can successfully complete the CPA exam, where having a “Business School” Elective will specifically disadvantage the Accounting Major/CPA Candidate who chooses to take a non-accounting course to satisfy said “Business School” Elective
- because that student will not have had the academic background to successfully navigate a significant part of the CPA Exam.

Here, a majority of FMU Accounting Majors do NOT continue their academic training in Accounting by entering into a graduate accounting program [e.g., Master of Science in Accounting (MSA) Program]. Furthermore, FMU does not have an MSA. Therefore, a majority of FMU Accounting Majors must rely on the FMU Accounting Curriculum to provide the needed depth of knowledge in Accounting Sub-disciplines for maximizing employment opportunities or successful completion of the CPA Exam.

Second, having a “Business School” Elective is not a school requirement and, for the Accounting Major, may cause the academic background of said Accounting Major to be deficient. At FMU, the

Finance Curriculum has no “Business School” Elective.

Furthermore, only a minority (1 of 4) of FMU’s Peer Schools (Lander?) has a “Business School” Elective and only a minority (1 of 4) of FMU’s Aspirant Schools (College of Charleston) has a “Business School” Elective. *See* Exhibit I - ANALYSIS OF ACCOUNTING PROGRAMS (P)/MAJORS (M)/CONCENTRATIONS (C) ACROSS FMU'S ASPIRANT AND PEER SCHOOLS. Each of FMU’s Peer Schools has no MSA. In contrast, each of FMU’s Aspirant Schools has an MSA. *Id.*

Finally, the School of Business does not need additional faculty or resources to implement this curriculum change.

B. CHANGE on Page 139-140 of the 2016-17 Catalog

FROM:

318 Data Structures and Algorithm Analysis (3) (Prerequisite: A grade of C or better in **313) F, S.** An overview of the structure and implementation of data structures, including lists, trees, heaps, and tables, and an examination of searching, sorting and other algorithms, including implementation and analysis of their efficiency.

TO:

318 Data Structures and Algorithm Analysis (3) (Prerequisite: A grade of C or better in **227) S.** An overview of the structure and implementation of data structures, including lists, trees, heaps, and tables, and an examination of searching, sorting and other algorithms, including implementation and analysis of their efficiency.

Rationale: After a faculty review of the course content, it was found that CS 318 **does not** require knowledge of material covered in CS 313 but **does** require all the knowledge of all the material covered in CS 227. This course is only offered in the spring semesters.

C. CHANGE on Page 140 of the 2016-17 Catalog

FROM:

340 Software Design and Development (3) (Prerequisite: A grade of C or better in **318** or permission of school) S. Study of design techniques

used in creating large program packages, organization and management of projects, and application of techniques in team projects.

TO:

340 Software Design and Development (3) (Prerequisite: A grade of C or better in **313** or permission of school) S. Study of design techniques used in creating large program packages, organization and management of projects, and application of techniques in team projects.

Rationale: After a faculty review of the course content, it was found that CS 340 **does not** require knowledge of material covered in CS 318 but **does** require all the knowledge of all the material covered in CS 313.

D. ADD

190L Laboratory for CS 190 Programming Fundamentals (1)
(Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]; Corequisite: CS 190) F, S, SU. Laboratory demonstrates the topics and principles presented in the lecture.

Rationale: A student survey of CS 190 students indicated a preference for working on programming assignments in a laboratory setting. A faculty survey of peer universities, (i.e., Coastal Carolina and USC), showed a laboratory component was implemented in freshmen computer science programming courses. We do not need additional faculty or resources to implement this plan.

E. CHANGE on Page 140 of the 2016-17 Catalog

FROM:

480 Senior Seminar (3) (Prerequisite: Senior status or permission of school) F, S. **Students will be expected to plan, carry out, and present the results of research projects. Faculty and off-campus speaker will be invited to make presentations on current trends in the computer industry including social and ethical issues as well as technical**

topics. Students will participate in various forms of assessment of their academic preparation.

TO:

480 Capstone I (3) (Prerequisite: Senior status or permission of school)
F.

Students will bring together the knowledge and skills acquired over the course of their studies and apply them in a project which demonstrates an application of computer science. Students may work individually or in a small team. Students will work on project planning, software requirements analysis, design, and specification. Written reports and oral presentations will take place in a technical setting.

Rationale: In general, capstone is designed to be a culmination of your learning, and a chance to develop and express many skills at once. *Capstone project*-based courses are valuable ways for students to prepare for careers in their respective industries. A survey of peer universities showed that a capstone course(s) (e.g., Coastal Carolina and University of South Carolina) was required as part of the undergraduate program in Computer Science. This course will only be offered in the fall semester.

F. ADD

482 Capstone II (3) (Prerequisite: CS 480) S

This course is the continuation of CS 480. Students will implement, test, verify and validate their systems. Written reports and oral presentations will take place in a technical setting.

Rationale: This course is a continuation of CS 480. It would be not be possible for students to propose, plan, design, develop, test and present their projects in a single semester. Survey of peer universities (i.e., University of South Carolina) shows a similar course sequence implementation. We do not need additional faculty or resources to implement this plan. This course will only be offered in the spring semester.

G. ADD top of Page 139 of the 2016-17 Catalog

Students seeking a B.S. degree in computer science will enter as pre-computer science students. They will advance to being a computer science major upon completing:

1. Math 132 or Math 137 or Math 201 or higher
2. Computer Science 190 and Computer Science 190L

with an average grade point average of 2.0 or higher in these courses or
by getting permission from the department.

Rationale: This would help students determine if they have an aptitude in computer science faster and more efficiently and would allow them to redirect their talent elsewhere sooner in their undergraduate career. Students entering the pre-computer science program will be assigned a pre-computer science major code. Upon satisfying the requirements stated above, the student, with the permission of his/her adviser, will be reassigned the computer science major code. "Permission from the department" is stated to support transfer students and freshmen who have received high ACT, SAT and/or AP Calculus and AP Computer Science scores. We do not need additional faculty or resources to implement this plan.

H. CHANGE on Page 139 of the 2016-17 Catalog

FROM:

MINOR

A minor is offered in computer science and consists of:

Computer Science 190 **or Computer Science 212**
Computer Science 226
Computer Science 227

Three courses chosen from Computer Science 280 or higher.
(Mathematics 230 should normally be taken before completing any computer science course above the 299 level).

TO:

MINORS

A minor is offered in computer science and consists of:

Computer Science 190 **and Computer Science 190L**

Computer Science 226

Computer Science 227

And three additional courses must be chosen from Computer Science 280 or higher.

A minor is offered in the Software Engineering track and consists of:

Computer Science 190 and Computer Science 190L

Computer Science 226

Computer Science 227

Computer Science 313

Computer Science 340

Computer Science/MIS 225 or an approved CS elective

Courses cannot be double counted towards a major, a minor or collateral.

Rationale: Computing is pervasive in society. A minor in Computer Science allows students to apply computing to problems arising in different major disciplines. Because of the diversity of computing applications, recommendations for advanced courses are grouped into different tracks. Prerequisites are math courses. The number of courses for the minor remains as 6 but due to the change of CS 190 to include a 1-credit laboratory component, the number of credit hours for a minor will be 19. There is precedent for this in the Department of Chemistry. We do not need additional faculty or resources to implement this plan.

I. **CHANGE** on Page 139 of the 2016-17 Catalog

FROM:

COLLATERAL

Collateral in computer science requires 12 semester hours in computer science above the 199 level, at least six hours of which must be above the 299 level.

TO:

COLLATERAL

A collateral in programming requires 13 semester hours in computer science which consists of:

Computer Science 190 and Computer Science 190L
Computer Science 226
Computer Science 227
Computer Science/MIS 225 or Computer Science 318

Courses cannot be double counted towards a major, a minor or collateral.

Rationale: Computing is pervasive in society. Collateral in Computer Science allows students to apply computing to problems arising in different major disciplines. Because of the diversity of computing applications, recommendations for advanced courses are grouped into different tracks. The number of courses for the collateral remains 4; the extra one credit hour to the collateral comes from the laboratory component of CS 190. We do not need additional faculty or resources to implement this plan.

J. CHANGE on Page 139 of the 2016-17 Catalog

FROM:**MAJOR**

A major in computer science requires:

1. Major Core (**30** semester hours)
Computer Science 226, 227, 280, 310, 313, 318, 340, 350, 401, and 410
2. **Nine** hours from Computer Science **330, 360, 420, 425, 430, 437, 440, 475**
3. **Computer Science 480 – Senior Seminar**
4. Either Chemistry 101-102 or Physics 201-202 (Physics is recommended)
5. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English

418(Advanced Technical Communication) upon successful completion of English 318

6. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (**which** should normally be taken before completing any Computer Science course **above the 299 level**), 312, and either 203 and 425 or 304 and 305
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is **42**. The minimum number of semester hours in all courses (major and non-major) required for the major in computer science is 120

TO:

MAJOR

A major in computer science requires:

1. Major Core (**36** semester hours)
Computer Science 226, 227, 280, 310, 313, 318, 340, 350, 401, 410, **430**
and 440
2. **Six** hours from Computer Science **electives 330, 360, 420, 425, 437, 475**
3. **Six hours of Computer Science capstone 480, 482**
4. Either Chemistry 101-102 or Physics 201-202 (Physics is recommended)
5. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English 418(Advanced Technical Communication) upon successful completion of English 318
6. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (**Math 230** should normally be taken before completing any Computer Science course **at CS 280 level or higher**), 312, and either 203 and 425 or 304 and 305

7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

The minimum number of semester hours required in major courses for a major in computer science is **48**. The minimum number of semester hours in all courses (major and non-major) required for the major in computer science is 120

Rationale: The requested change above includes the addition of the new capstone sequence course and the moving of CS 430, Database Management Systems Design, and CS 440, Computer Networks, from CS Electives to CS Core Courses. A survey of peer universities indicated that Database Management Systems Design, and Computer Networks are a part of most Computer Science undergraduate core curriculums. In addition, a survey of FMU CS graduates students indicated that the majority of them needed extensive knowledge of databases and computer networking for their jobs. This change is reflected in the number of credit hours for the core courses in Computer Science (**36**) and the total major courses that have to be taken to graduate (**48**).

” **above the CS 299 level**” was changed to “**at CS 280 level or higher**” because Math 230 is in actuality a prerequisite of CS 280 and higher courses.

General Education Hours	: 48
-------------------------	------

CS Core Courses	: 42
-----------------	------

CS Electives	: 6
--------------	-----

Eng. 318	: 3
----------	-----

Math minor	: 18
------------	------

TOTAL	= 117
--------------	--------------

* If **we** include CS 190 and CS 190L the Total = 121

4. Proposal from School of Education

A. MODIFY on page 145, under EARLY CHILDHOOD EDUCATION COURSES (ECE)

FROM:

420 Methods and Materials for Early Childhood Education - Block B
(3) F, S. Instructional strategies are discussed. Students are taught how to search for, analyze, assess, select, and use materials. Special attention is given to strategies and materials that facilitate work with diverse children and families. Taped models of instruction are shown. Simulated lessons are used.

TO:

420 Methods and Materials for Early Childhood Education - Block B
(3) F, S. Students are taught how to organize the classroom environment and select materials appropriate for early childhood education. Strategies for developing a positive learning environment and methods for managing the classroom are presented.

Rationale for A: We are clarifying the course description to better align with actual course instruction and related assignments.

B. MODIFY on page 145, under EDUCATION COURSES (EDUC)

FROM:

190 Foundations of Education (3) (Corequisite 191) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students completing SC Teacher Cadets are not required to take this course.

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to Live Text and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, and introduction to the Education and Economic Development Act, required state examinations, expected professional dispositions and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience. Students completing SC Teacher Cadets are required to take this course but are exempt from the clinical requirements. A SLED background check is required prior to field placement.

305 Foundations of Curriculum and Instruction (3) F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socioeconomic status. Education 305 is a prerequisite for Education, Early Childhood Education, Elementary Education, and Middle Level Education courses above Education 305 and is also a prerequisite for Early Childhood Education 302.

TO:

190 Foundations of Education (3) (Corequisite: 191) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Enrollment in EDUC 191 is a required co-requisite for EDUC 190. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to Live Text and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, and introduction to the Education and Economic Development Act, required state examinations, expected professional dispositions and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience in a local 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: www.fmarion.edu/academics/news_and_announcements. The purchase of LiveText is a course requirement. Students who have SC Teacher Cadet credit are required to take this course but are exempt from the clinical requirements.

305 Foundations of Curriculum and Instruction (3) F, S, SU. This course provides foundations in learning and motivation theory, classroom

management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socioeconomic status. Education 305 is a prerequisite for Education, Early Childhood Education, Elementary Education, and Middle Level Education courses above Education 305. **The purchase of LiveText is a course requirement.**

Rationale for B: We are clarifying course obligations by adding that the purchase of Live Text for 190, 191 & 305 is a course requirement. ECE 302 has been replaced so the reference to it is being deleted. For consistency, we are adding the SLED verbiage to 191 as it is stated in other clinical courses.

5. Proposal from the Department of English, Modern Languages and Philosophy

A. ADD on page 97 of the current catalog

ENG 353 Writing in the Health Professions (3) (Prerequisite: 102 with a grade of C or higher) Offers training in writing for the health professions. Emphasizes the rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Teaches correct usage of APA style.

Rationale:

Health professionals communicate in differently than professionals in other settings. This technical writing course asks students to reflect on and practice the genres of speech, writing, and design that they will encounter in health sciences fields. Healthcare professionals face unique rhetorical situations involving multiple audiences, purposes, and constraints; therefore, they need training separate from our existing business writing and technical communication courses. Healthcare professionals have a high level of scrutiny of their written communication—both intra-office and patient education documents—due to federal and state regulations. They also routinely have to convey health information to publics who do not have the training to understand medical terminology and specialist knowledge. Writing in these rhetorical situations requires additional instruction beyond the scope of our other writing course objectives. Many health sciences students, regardless of career path, would benefit from further exploration of what it means to write effectively in the health care professions.

The English Department has consulted with the Dean of Health Sciences about this course and has received positive feedback about the potential for this course being beneficial for health science curricula.

6. Proposal from the Department of Fine Arts' Music Industry Program:

A. CHANGE, on page 94 of the current catalog,

FROM:

MAJOR

A major in music industry requires the following:

1. Music theory: Music 115, 116, 215, 216, 315, 316, and 415
2. Music history: Music 301, 302
3. Music performance: At least one ensemble every semester selected from any combination of Music 100, 120, 130, 140, 150, 160, 180, and/or 190. No more than a total of six semester hours may apply toward graduation.
4. Completion of four levels (at least eight hours) of applied lessons and Music 317
5. Music business and technology: Music 172, 210, 211, 371 and 498 or 499
6. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or department approval
7. Seven semesters of Music 102
8. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser (Business minor recommended)

The minimum number of semester hours required for a major in Music Industry is 56.

TO:

MAJOR

A major in Music Industry requires the following:

1. Thirty-two semester hours of Music Industry Foundation Courses:

Music theory (Music 115, 116, 215, and 216)	8 hours
---	---------

Music history (Music 301 and 302)	6 hours
Music business and technology (Music 172, 210, 211, 372, and 498 or 499 [Performance Track must take 499])	18 hours

2. Twenty-four semester hours in one specialty track option:

a. Business Track*:

Music 317 and 371	6 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Five semesters of ensemble (three must be applied as material and commercial support)	5 hours
Nine hours of 200 level (or higher) business courses (Approved by the faculty adviser)	9 hours

** Business is the recommended minor for the Business Track.*

b. Performance Track:

Music 315, 316, 317, and 415	10 hours
Completion of four levels of applied lessons (eight semester hours)	8 hours
Seven semesters of ensemble (No more than a total of six semester hours may apply toward graduation.)	6 hours
Completion of a senior recital	

c. Technology Track**:

Music 371	3 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Six semesters of ensemble (three large and three small, and three must be applied as material and commercial support)	6 hours
Eleven hours selected from at least two of the following areas:	
a. Physics 202 or higher	
b. 200 level (or higher) business courses (approved by the adviser)	
c. Completion of one level of	

applied lessons in a second area
11 hours

*** Physics is the recommended minor for the Technology Track.*

Note: Large ensembles are MU 100, 140, and 150. Small ensembles are MU 120, 130, 160, 180, and 190.

3. Completion of the piano proficiency exam by the end of the sophomore year
(54 hours) or departmental approval
4. Seven semesters of Music 102 (Recital Attendance)
5. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser

The minimum number of semester hours required for a major in Music Industry is 56.

RATIONALE: The current program is effective for most students. However, for transfer students and students entering with the intention of working in the business or technology side of the industry, the ensemble and applied lesson requirements can create a difficult scenario. By separating the major into three specialty tracks:

1. Transfer students arriving from a technical college with no music program can now choose a track which they can complete in two to three years.
2. Students who are interested in the business/promotional side of music will be able to take more courses in marketing, economics, etc. after learning basic theory and performance skills.
3. Students more interested in technology (mixing, recording, producing) will have a more solid foundation in acoustics and physics and/or a more varied musical skill set.

At this point, no additional resources are needed as no new classes are required. In fact, this curriculum will allow more flexibility for students and staff.

7. Proposal from the School of Health Sciences

A. **MODIFY** On page 153 of current catalog, column 2

FROM:

310 Adult Health I (6: 3-9) (Prerequisites: NURS 301, 305, 309, and 312). Corequisites: 306, 307) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in **neurosensory, respiratory, acid base imbalances, musculoskeletal, cellular proliferation, immunity, and hematological**

systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

TO:

310 Adult Health I (6: 3-9) (Prerequisites: NURS 301, 305, 309, and 312). Corequisites: 306, 307) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in **fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems.** This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: This description has been updated to accurately reflect the content being taught in this course after changes were made between the three medical-surgical courses (Nurs 310, 407, and 411).

B. MODIFY On page 154 of current catalog, column 1

FROM:

407 Adult Health II (6: 3-9) (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in **advanced fluid and electrolyte imbalances/burns, neurological, gu/renal, gastrointestinal, metabolic and endocrine systems.** This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers.

Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

TO:

407 Adult Health II (6: 3-9) (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in renal/genitourinary, male reproductive, gastrointestinal/metabolic, neurological, hematological, and integumentary systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: This description has been updated to accurately reflect the content being taught in this course after changes were made between the three medical-surgical courses (Nurs 310, 407, and 411).

C. On page 154 of current catalog, column 1 and 2

FROM:

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

TO:

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with critical alterations in respiratory, cardiovascular, endocrine, immune, neurological, and integumentary systems. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: This description has been updated to accurately reflect the content being taught in this course after changes were made between the three medical-surgical courses (Nurs 310, 407, and 411).

- D. MODIFY** on page 155, course description for NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-4)

FROM:

This course provides the RN to BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care. The practicum for this course is project-based and aims to strengthen the RN's clinical judgment through problem-based case studies. Each case study will present the RN student with a chief complaint and require the completion of a focused health history, assessment of pertinent systems, and the development of a patient-centered plan of care.

TO:

This course provides the RN to BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing interventions. The practicum for this course is designed to strengthen the RN's clinical judgment and assessment skills.

Rationale for A: To meet updated nursing accreditation standards for the RN to BSN program option.

FROM:

- E. **MODIFY** on page 155, course description for NRN 445 Population-Focused Nursing Care (6:4-6).

This course is designed to develop the RN to BSN student's knowledge and skills 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. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is project-based and will consist of the RN identifying a social determinant of health within a specific population and designing a plan of action aimed to alleviate the impact on the population. This project will challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

TO:

This course is designed to develop the RN to BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health **knowledge in providing care for** populations in the community. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. **The practicum of this course is designed to challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.**

Rationale for B: To meet updated nursing accreditation standards for the RN to BSN program option.

- F. **MODIFY** on page 155, course description for NRN 449 Leadership and Management in Nursing (5:4-3)

FROM:

This course provides the RN to BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as

employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An emphasis is also placed on group process and change theory. The practicum of this course is project-based and the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

TO:

This course provides the RN to BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within organizations are addressed. Group process and change theory are also emphasized. For the practicum of this course, the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership.

Rationale for C: To meet updated nursing accreditation standards for the RN to BSN program option.

G. **ADD** the following course on p. 150:

IPHC 303 Understanding Sexual Health in Healthcare Settings (3)

(Prerequisite: Junior or Senior Status) This course will analyze and synthesize information centering on a number of current sexual and reproductive health issues across the life span. This course is designed to build student's knowledge of sexual health terms and topics including HIV, sexually transmitted infections (STIs), contraceptive methods and cultural perspectives of sexuality from birth through late adulthood. The course will also develop the student's knowledge and comfort in working with sexual minority populations (Lesbian, Bisexual, Gay, Transgender, Questioning) in healthcare settings. Students will come away from the course with a working knowledge of the terminology and history related to sexual health and sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community. Students will better understand how stigma influences patient behavior and quality of care, and ultimately the costs of negative health outcomes. Emphasis is placed on how the clinical and allied health community can support and better serve patients who identify as a sexual minority, through a better understanding of the health disparities among sexual minority populations.

RATIONALE:

This course will be offered as an elective to healthcare administration students. Emphasis is placed on how the clinical and allied health community can support

and better serve patients who identify as a sexual minority, through a better understanding of the health disparities among sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community.

8. Proposals from the Department of History

A. **CHANGE**, on page 101 of the current catalog, under **MAJOR**

FROM:

A major in History requires the following:

1. History course requirements:
 - a. at least three hours but not more than 12 hours of course work below the 299 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 24 hours of additional course work which must include at least one course from each of the following groups:
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 346, 347, 362, 406
 - d. History 499 (which shall normally be taken during the senior year)

TO:

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):
 - a. at least three hours but not more than 12 hours of course work below the 199 level
 - b. History 299 (which shall normally be taken during the sophomore year)
 - c. 24 hours of additional course work which must include at least one course from each of the following groups*
 - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - GROUP C: HIST 300, 303, 307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
 - d. History 499 (which shall normally be taken during the senior year)

Rationale:

In the process of revising the History Department's curriculum, three new courses in Group C (HIST 357, 363, and 364) were omitted from the list of available classes. This

alteration is designed to make sure that these courses will apply to the Group C requirement for History majors.

9. Proposals from International Programs

A. **CHANGE** on Page 163-164 of the 2016-17 Catalog

FROM:

SPECIAL SECOND DEGREE PROGRAM IN BUSINESS WITH ESCEM SCHOOL OF BUSINESS & MANAGEMENT

FMU Coordinator: **Dr. Hubert Setzler**
 III ESCEM Coordinator: **Jean Luc
 Castelein**

Students in the School of Business at FMU may be eligible for the second degree program with the **ESCEM School of Business and Management in Poitiers, France**. Under this program an FMU student will complete a minimum of 60 hours at FMU before spending two academic semesters at **ESCEM**. Upon successful completion of this program, the FMU student will receive a Bachelor of Business Administration in Accounting, General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU and a Bachelor of Arts in International Business or Bachelor of Arts in Management from **ESCEM**.

ESCEM students may be eligible for the Bachelor of Business Administration Degree in General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU. **ESCEM** students must meet the degree requirements specified below.

ELIGIBILITY FOR ESCEM STUDENTS

ESCEM students must meet the following requirements to be admitted into the double-degree program a minimum of five months prior to the beginning of the study abroad:

1. A minimum TOEFL score of 500 paper-based, 173 computer-based, or 61 internet-based.
2. Completion of 120 ECTS credits by semester five at **ESCEM's** bachelor's program.
3. A minimum overall grade point average of 3.0 or equivalent.

4. Completion of the internal selection procedure at **ESCEM** and the application procedures at FMU.

SECOND DEGREE REQUIREMENTS FOR **ESCEM STUDENTS**

ESCEM students must meet the following requirements before the degrees will be awarded:

1. Complete two academic semesters at FMU and take 36 credit hours including two English writing courses:
 - i. ENG 101 (or English 101E/L) and ENG 102
 - or ii. ENG 102 and ENG 305.
2. Completion of the “Notification of Degree Award” form at **ESCEM**. This form must be sent to FMU.

ELIGIBILITY FOR FMU STUDENTS

Five months prior to the beginning of the study abroad FMU students must meet the following requirements to be admitted into the second degree program:

1. Completion of a minimum of 60 hours and acceptance into the Bachelor of Business Administration Program.
2. A minimum overall grade point average of 3.0.
3. Completion of the internal selection procedure at FMU for study abroad and the application procedures at **ESCEM**.

SECOND DEGREE REQUIREMENTS FOR FMU STUDENTS

FMU students must meet the following requirements before the degrees will be awarded:

1. Meet all FMU requirements for the Bachelor of Business Administration degree.
2. Pursue two academic semesters at **ESCEM** and earn 60 ECTS credits including French as a foreign language.
3. Completion of the “Notification of Degree Award” form from FMU. This form must be sent to **ESCEM**.

TO:

**SPECIAL SECOND DEGREE PROGRAM IN BUSINESS
WITH **GROUP SUP de Co MONTPELLIER BUSINESS
SCHOOL****

FMU Coordinator: Dr. Hari
Rajagopalan

MBS Coordinator: Ms. Virginie
Inglebert

Students in the School of Business at FMU may be eligible for the second degree program with the Montpellier Business School (MBS) in Montpellier, France. Under this program an FMU student will complete a minimum of 60 hours at FMU before spending two academic semesters at MBS. Upon successful completion of this program, the FMU student will receive a Bachelor of Business Administration in Accounting, General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU and a Bachelor of Arts in International Business or Bachelor of Arts in Management from MBS.

MBS students may be eligible for the Bachelor of Business Administration Degree in General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU.

MBS students must meet the degree requirements specified below.

ELIGIBILITY FOR MBS STUDENTS

MBS students must meet the following requirements to be admitted into the double-degree program a minimum of five months prior to the beginning of the study abroad:

1. A minimum TOEFL score of 500 paper-based, 173 computer-based, or 61 internet-based.

2. Completion of 120 ECTS credits by semester five at MBS's bachelor's program.
3. A minimum overall grade point average of 3.0 or equivalent.
4. Completion of the internal selection procedure at MBS and the application procedures at FMU.

SECOND DEGREE REQUIREMENTS FOR MBS STUDENTS

MBS students must meet the following requirements before the degrees will be awarded:

1. Complete two academic semesters at FMU and take 36 credit hours including two English writing courses:
 - i. ENG 101 (or English 101E/L) and ENG 102 or ii.ENG 102 and ENG 305.
2. Completion of the "Notification of Degree Award" form at MBS. This form must be sent to FMU.

ELIGIBILITY FOR FMU STUDENTS

Five months prior to the beginning of the study abroad FMU students must meet the following requirements to be admitted into the second degree program:

1. Completion of a minimum of 60 hours and acceptance into the Bachelor of Business Administration Program.
2. A minimum overall grade point average of 3.0.
3. Completion of the internal selection procedure at FMU for study abroad and the application procedures at **MBS**.

SECOND DEGREE REQUIREMENTS FOR FMU STUDENTS

FMU students must meet the following requirements before the degrees will be awarded:

1. Meet all FMU requirements for the Bachelor of Business Administration degree.
2. Pursue two academic semesters at **MBS** and earn 60 ECTS credits including French as a foreign language.
3. Completion of the “Notification of Degree Award” form from FMU. This form must be sent to **MBS**.

B. Rationale for A: FMU and ESCEM have shared an international student exchange program since 2010. During the course of that international student exchange program, the FMU School of Business and ESCEM both held Association to Advance Collegiate Schools of Business's (AACSB) [Accounting Accreditation](#) as it was a necessary component of the Second Degree Memorandum of Agreement. While the FMU School of Business continues to maintain AACSB accreditation, ESCEM lost that accreditation in 2016 and the loss effectively ended the Second Degree program. Since that time, FMU has not sent any students on exchange to ESCEM and FMU International Programs has been researching business schools in France for a new partner with equal Second Degree program curricula and accreditations to what ESCEM maintained before 2016. FMU seeks to establish an international student exchange program with Montpellier School of Business (MBS), Montpellier, France as it has equal curricula and the AACSB accreditation to match the Second Degree program formerly offered by ESCEM.

V. Report from the Graduate Council

1. School of Health Sciences

- A. **ADD** on page 189 of the current catalog the following:
606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems (3) F. This course discusses advanced physical assessment, physiology, and the pharmacological effects on specific body systems. Competencies for advanced practice

nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

RATIONALE:

This course is needed for the curriculum change in the MSN/Nurse Educator program option for accreditation. It will also be used for any DNP students who have not had a pathophysiology course. It will take the place of the DNP 809 course which was an elective in the DNP program option.

- B. **ADD** on page 189 of the current catalog the following:

607 Assessment and Evaluation Strategies (3) SU. This course presents methods for assessing and evaluating student learning outcomes in the classroom and clinical setting. Principles of test construction, methods for developing multiple choice and alternative format test items, and basic test analysis are addressed. Additional methods for evaluation in the clinical setting will be examined. Social, ethical, and legal issues of evaluation are included.

RATIONALE:

This course is needed for a curriculum change in the MSN/Nurse Educator program option for accreditation. Students will gain a better understanding of assessment and evaluation strategies used specifically in nursing education, in addition to those commonly used in higher education.

- C. **CHANGE** on page 188 of the current catalog the following:

FROM:

b) Functional Area Content.....24 hours
 APRN 604 Teaching and Learning in Nursing
 APRN 605 Curriculum Development and Program Evaluation
 EDUC 621 Understanding Learning Differences
 EDUC 622 Assessment of Learning and Behavior
 APRN 708 Academic Practicum (135 practicum hours/semester)
 APRN 709 Clinical Practicum (135 practicum hours/semester)
 APRN 710 Education Capstone Seminar
 EDUC 742 Procedures for the Divergent Learner

TO:

b) Functional Area Content.....24 hours
 APRN 604 Teaching and Learning in Nursing
 APRN 605 Curriculum Development and Program Evaluation
 APRN 606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems
 APRN 607 Assessment and Evaluation Strategies
 EDUC 621 Understanding Learning Differences
 EDUC 622 Assessment of Learning and Behavior
 APRN 708 Academic Practicum (135 practicum hours/semester)

APRN 709 Clinical Practicum (135 practicum hours/semester)
APRN 710 Education Capstone Seminar
~~EDUC 742 Procedures for the Divergent Learner~~

RATIONALE:

APRN 606 and 607 are replacing EDUC 622 and 742 in the MSN Nurse Educator curriculum. These changes are to meet accreditation standards.

D. DELETE, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

501 Anatomy and Physical Assessment Basics (4:3-3) F. This course integrates the basic disciplines of human anatomy, developmental biology and embryology, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ, and system. Introductory clinical correlations to surface landmarks and physical examination basics are provided.

508 Physiology and Pharmacology Basics (4:3-3) F. This course provides a comprehensive introduction to the physiologic functions and mechanisms of actions of the major organ systems within the human body. This foundation in human physiology is paired with introductory content in pharmacology and the correlation between these two sciences. A practical approach to pharmacology concepts will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration.

510 Fundamentals of Medicine and Role of the Physician Assistant (3) F. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The course begins with the essential elements of human structure and function and progresses through body systems. The student will learn to follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve an understanding of appropriate use of diagnostic and therapeutic interventions for clinical care. As these foundational concepts are introduced, the role of the physician assistant (PA) is explored, including history of the profession, financing and delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

RATIONALE for D:

The physical assessment basic skills were deemed to be out of sequence in the curriculum.

E. ADD, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

500 Anatomy (4:3-3) F. This course is organized by Organ Systems. Students will conduct a complete dissection of the human body (interactive simulator of cadaver lab, animal organs, cadaver lab tours). The course will emphasize the application of anatomical knowledge to clinical practice. Students will dissect the human body in order to reveal the anatomical basis for performing clinical procedures, conducting a physical exam, and assessing which structures may be injured or diseased based on a patient presentation. Embryology and developmental biology will be incorporated into the curriculum. This course integrates the basic discipline of human anatomy, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ and systems.

F. ADD, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

507 Physiology (3:2-3) F. This course provides students with an understanding of the physical and chemical processes that occur in the human body that are responsible for the growth, development and the propagation of life. This is a lecture course that uses an organ systems approach to convey the principles of physiology.

RATIONALE for E and F:

The physical assessment basic skills were deemed to be out of sequence in the curriculum. This portion of the curriculum will be introduced in the Spring term and will span the remaining didactic curriculum.

G. ADD, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

509 Introduction to Pharmacology (1) F. This course provides a practical approach to pharmacology concepts and will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration in regards to pediatric, geriatric.

H. ADD, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

511 Role of the Physician Assistant and Introduction to the PA Profession (1) F. This course provides a strong foundation in the role of the physician assistant (PA), including history of the profession, health care financing and health care delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

RATIONALE for G and H:

1. The accrediting body (ARC-PA) requires that Pharmacology be taught across the didactic curriculum.
2. Previously, the number of lecture hours for Physiology was not adequate and was not being utilized to teach Pharmacology. This separation of one course into two distinct courses will dedicate 3 hours to Physiology per week and 1 hour to Pharmacology each week.
3. This course is taught by two different professors and for practical purposes, was taught as two distinct courses under one course description. This separation will better allow the program to identify and remediate the weaker students in either of the content areas.

I. ADD, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

512 Fundamentals of Medical Science (2) F. This course covers basic principles of genetics and molecular function at the cellular level, and the application of these principles in the Primary Care. The discussions include: the structure of a gene, the human genome, the regulation of gene expression, the role of genetics in medicine, genetic basis of human disease, application of clinical genetics therapies, and ethical and legal considerations. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The students will learn to recognize and use guidelines for preventive care and disease screening.

I. MODIFY, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

FROM:

521 Integrative Pathophysiology and Pharmacotherapeutics I (5) S. (Prerequisite: 508) This course builds upon foundational material delivered

in PA 508, Physiology and Pharmacology Basics, and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 523 and 525, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention on mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in PA 521 are cardiac, pulmonary, gastrointestinal and genitourinary. This is consistent with the systems covered in PA 523 and 525.

TO:

521 Integrative Pathophysiology and Pharmacotherapeutics I (5) S. (Prerequisite: 507 and 509; Corequisites: 523 and 525) This course builds upon foundational material delivered in **Physiology and Introduction to Pharmacology**, and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 523 and 525, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention on mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered are cardiac, pulmonary, gastrointestinal and genitourinary.

RATIONALE for I and J:

1. These courses were divided into two portions, taught by two faculty -Role of the PA and the medical genetics/epidemiology portion. One portion describes the role of a PA while the other is a basic genetics course that was deemed to be inadequate in length.
2. Genetics requires more time than the 8 hours that was previously incorporated into the course. This course will allow expansion of the epidemiology and genetics curriculum from 8 hours to 20 hours.
3. The Accrediting body (ARC-PA) requires that Genetics be taught in the PA curriculum.

K. MODIFY, on page 191 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

FROM:

523 Clinical Assessment, Diagnosis and Application I (4:2-6) S. (Prerequisites: 501, 508 and 510) This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students are instructed in physical examination and learn to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. An emphasis of the course is the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for interpretation of data and selection of interventions. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. Organ systems covered in PA 521 are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology. This is consistent with the systems covered in PA 521 and 525.

TO:

523 Clinical Assessment, Diagnosis and Application I (4:2-6) S. (Prerequisites: 500, 507, 509, 511 and 512, Corequisites: 521 and 525) This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students are instructed in physical examination and learn to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. An emphasis of the course is the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for interpretation of data and selection of interventions. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. Organ systems covered are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology.

L. MODIFY, on page 192 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

FROM:

525 Clinical Interventions and Diagnostics I (3:2-3) (Prerequisite: 510) S. This course builds upon foundational concepts underlying health and disease at both the individual and population levels. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Systems covered will coincide with 521 and 523 and include the following: gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology. 603 Advanced Research and Evidence-based Practice (3) SU. This course explores quantitative and qualitative approaches to research problems in advanced patient care. Theories, methods, designs, measurements, ethical conduct, and skills in critical research appraisal are emphasized along with the use of research to improve practice and client outcomes.

TO:

525 Clinical Interventions and Diagnostics I (3:2-3) (Prerequisite: 511; Corequisites: 521 and 523) S. This course builds upon foundational concepts underlying health and disease at both the individual and population levels. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Systems covered include the following: gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology.

M. MODIFY, on page 192 of current Catalog, **under GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)**

FROM:

631 Integrative Pathophysiology and Pharmacotherapeutics II (5) SU. (Prerequisite: 521) This course builds upon foundational material delivered in PA 508 and 521, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses PA 633 and 635, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in 631 are pulmonology, musculoskeletal, and genitourinary. Aspects of psychiatry will also be covered.

TO:

631 Integrative Pathophysiology and Pharmacotherapeutics II (5) SU. (Prerequisites: 507, 509, 521; Corequisites: 633 and 635) This course builds upon foundational material delivered in PA 507, 509 and 521, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses PA 633 and 635, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered are pulmonology, musculoskeletal, and genitourinary. Aspects of psychiatry will also be covered.

N. MODIFY on page 190 of the current catalog the courses offered in the Fall semesters in the catalog **under REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN PHYSICIAN ASSISTANT STUDIES**

FROM:**Preclinical Courses**

Semester I

16 hrs

PA 501 Anatomy and Physical Assessment Basics

PA 508 Physiology and Pharmacology Basics

PA 510 Fundamentals of Medicine and Role of the PA

PA 513 Interpersonal Communication and History Taking

PA 506/APRN 506 Health Systems and Risk Management

TO:**Preclinical Courses**

Semester I

16 hrs

PA 500 Anatomy

PA 507 Physiology

PA 509 Introduction to Pharmacology

PA 511 Role of the Physician Assistant and Introduction to the PA Profession

PA 512 Fundamentals of Medical Science

PA 513 Interpersonal Communication and History Taking

PA 506/APRN 506 Health Systems and Risk Management

RATIONALE FOR K-N:

Changes reflect course additions and deletions.