

**Agenda**  
**General Faculty Meeting**  
**November 25, 2014 – Lowrimore Auditorium**

- I. Call to Order**
- II. Approval of Minutes from the October 16, 2014 meeting**
- III. Executive Report**
- IV. Report from the Senate** (*See the attachment for proposals. See the appendix for supporting materials.*)
  - 1. Department of Psychology**
    - Item A. Adds a new course, PSY 346, “Cognitive Neuroscience”.
  - 2. Department of Biology**
    - Item A. Adds a new course, BIOL 120, “Natural History of South Carolina”.
    - Item B. Adds a new course, BIOL 309, “Introduction to Neuroscience”.
    - Item C. Changes the course requirements for the Environmental Science Option in Biology.
    - Items D and E. Removes the environmental studies collateral option for biology majors.
    - Item F. Changes the number of hours required for the Environmental Studies minor.
    - Item G. Changes the list of required courses for the Environmental Studies minor.
    - Item H. Changes the number of hours required for the Environmental Studies collateral.
    - Item I. Changes the list of required courses for the Environmental Studies collateral.
  - 3. School of Education**
    - Item A. Adds text to the listing of required courses to encourage certain courses in order to prepare for Praxis exams.
    - Items B and C. Changes the math requirements for the Middle Level Education major.
    - Item D. Changes the course description for ECE 313.
    - Item E. Changes the course description for ECE 314.
    - Item F. Changes the course description for ECE 315.
    - Item G. Changes the course description for ECE 319.
    - Item H. Changes the course description for ECE 320.
    - Item I. Changes the course description for ECE 321.

- Item J. Changes the course description for EDUC 391.
- Item K. Changes the course description for EDUC 392.
- Item L. Changes the course description for EDUC 394.
- Item M. Changes the “course sequence for elementary education majors”.
- Item N. Changes the required courses for the Master of Education Degree with major in Instructional Accommodation.
- Item O. Adds a new course, EDUC 648, “Educational Research”.
- Item P. Adds a new course, EDUC 796, “Capstone”.
- Item Q. Deletes three courses, EDUC 797, 798, 799.

#### **4. Department of English, Modern Languages, and Philosophy**

- Item A. Adds a new course, PRS 313, Philosophy of Mind.

#### **5. Department of Sociology**

- Item A. Deletes a course, SOCI 308, Social Stratification
- Item B. Deletes SOCI 308 from the list of courses that can be applied to the major in sociology.
- Item C. Changes the title of a course, SOCI 306.
- Item D. Changes the title of SOCI 306 where it appears under the Gender Studies Program.
- Item E. Changes the prerequisites for SOCI 403.
- Item F. Changes the prerequisites and course description for SOCI 302.
- Item G. Changes the prerequisites and course description for SOCI 303.
- Item H. Changes the prerequisites and course description for SOCI 407.
- Item I. Changes the prerequisites and course description for SOCI 419.
- Item J. Changes the prerequisites and course description for SOCI 498.

#### **6. School of Business**

- Items A and B. Deletes the graduate degree “MBA with a Concentration in Health Management”.
- Items C – F. Deletes three “Health Administration and Policy” courses.
- Item G. Changes the name and course description for MBA 705, currently titled “Health Economics”.

#### **7. Department of Nursing**

- Item A. Removes the GRE requirement for admission to the Graduate Nursing Program.

- V. Approval of candidates for graduation**
- VI. Old Business**
- VII. New Business**
- VIII. Announcements**
- IX. Adjournment**

## Attachment to the Faculty Agenda – November 25, 2014

### 1. Proposal from the Department of Psychology:

**Item A:** Add, on page 151 of the current catalog,

**346 Cognitive Neuroscience** (3) (Prerequisite: 206 or permission of department) F, S, or SU. Overview of psychological, physiological, and computational methodologies used to understand the neural basis of cognitive processes such as vision and attention, learning and memory, reading and language, meaning and semantics, and the organization and control of action. The emphasis will be on how the application of converging methodologies (brain imaging - EEG and fMRI, recordings from individual neurons, studies of brain-injured patients) leads to important insights into the nature of cognition that would be difficult to obtain through any one methodology alone.

**Rationale:** This course is being created to support the proposed new minor and collateral in Neuroscience.

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

**Item A.** Add, on page 83, of the current catalog

**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.

**Rationale for Item A (above):** This class is being created for two main reasons. First, this is part of redoing the existing Environmental Studies minor and collateral. The existing Environmental Studies minor, while being listed as a 19-20 hour program, in reality is a 26 hour minimum program, because of some buried prerequisites to courses that are required for the minor. Adding this class would eliminate some of those buried prerequisite by giving students an additional biology class, beyond Biology 103, that they could take. Second, it would give non-majors a third biology class they could take in addition to Biology 103 and Biology 104 to fulfill their biology general education requirements.

**Item B.** Add, on page 84, of the current catalog

**309 Introduction to Neuroscience** (4:3-3) (Prerequisites: 104 or 105 and sophomore status or higher or permission of the department) AS. This course will introduce students to anatomical and physiological properties of the nervous system with special emphasis on the central nervous system (brain and spinal cord). Neuroscience topics to be covered will include molecular function, development, disease states, and research techniques. Laboratories will focus on neural anatomy as well as relevant sensory, developmental, molecular, and related nervous system processes.

**Rationale for Item B (above):**

This class will be especially beneficial for students interested in pursuing a graduate level degree in Neuroscience, Biomedical Science, Psychology or related fields. This course will also be of special interest to students intending to pursue a career in health care such as those interested in medicine, physical or occupational therapy, physician assistant, dentistry and other related areas.

**Rationale for Items C – E (below):**

Below is a series of changes that are being proposed for our Environmental Science option within the Department of Biology, as well as the interdisciplinary Environmental Studies collateral for biology majors. The main issue with the major option is that it currently requires one more chemistry than our regular major. This is out of step with both our own major and other environmental science/environmental biology programs across the region and country. Most of these only require 2-3 chemistry classes. So I'd like to take away the extra (4<sup>th</sup>) required chemistry course.

Second, we are proposing dropping the Environmental Studies collateral for Biology majors. This collateral just doesn't make sense for most Biology majors. It requires two additional chemistry classes – which if a biology major took would give them a chemistry minor. So why bother with the collateral? Most people end up getting a Chemistry minor or simply choosing a different option. And there are not at present enough other environmental related classes across other disciplines to put together a viable four course sequence in environmental studies without taking biology and chemistry courses. Hence our decision to drop this collateral for our majors.

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

Cheers,  
Jeff Steinmetz

**Item C. Change**, on page 82 of the current catalog, under course requirements

**FROM:**

Chemistry  
Chemistry 101, 102, 201, and 202 or 203.....16

**TO:**

Chemistry  
Chemistry 101, 102, and 201.....12

**Item D. Change**, on page 187, of the current catalog

**FROM:**

“A collateral in environmental studies is offered for non-science majors and biology majors”

**TO:**

“A collateral in environmental studies is offered for non-science majors.”

**Item E. Delete**, on page 188 of the current catalog, the following:

A 13-semester-hour collateral in environmental studies is offered only for biology majors and requires the following:

1. CHEM 202 Organic Chemistry II or .....4  
CHEM 203: Analytical Chemistry I:  
Quantitative Analysis.....4
2. ECON 340 Environmental and  
Natural Resources Economics (note prerequisite).....3
3. GEOG 105 Physical Geography.....3
4. PRS 400 Science, Technology, and Human Values.....3

**Rationale for Items F – I (below):**

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

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

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

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

Cheers,

Jeff Steinmetz

**Proposed Changes to Environmental Studies Minor:**

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

**FROM:**

“A 19- to 20-semester-hour minor....”

**TO:**

“A 20- to 22-semester-hour minor...”

**Item G. CHANGE** on page 187 required courses

**FROM:**

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

**TO:**

1. BIOL 103 Environmental Biology.....4
2. BIOL 120 Natural History of South Carolina .....4
3. SOCI 331 Environment, Power, and Opportunity.....3
4. GEOG 105 Physical Geography.....3
5. Choose two of the following.....6-8
  - a. GEOG 205 Geography of South Carolina.....3
  - b. GEOG 210 Geography of North America.....3
  - c. GEOG 215 Environmental Geography and GIS.....3
  - d. ECON 340 Environmental and Natural Resources  
Economics (note prerequisite).....3
  - e. BIOL 106 Organismal Biology (note prerequisite).....4
  - f. BIOL 204 Introductory Marine Biology  
(note prerequisite).....4

**Proposed Changes to Environmental Studies Collateral:**

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

**FROM:**

“A 13-semester hour collateral...”

**TO:**

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

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

**FROM:**

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

**TO:**

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

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

**Item A. Modify**, on page 169, of the current catalog

#### **FROM:**

#### **ELEMENTARY EDUCATION**

Coordinator: Dr. Erik A. Lowry

Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

General Education.....	48 hours
Communications.....	9 hours
ENG 112.....	3
ENG 200.....	3
SPCO 101.....	3
Social Sciences.....	9 hours
GEOG elective.....	3
POL 101 or 103.....	3
Additional 3 hours to be chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259.....	3
Humanities.....	12 hours
Literature (elective).....	3
History (elective).....	3
Art, Music or Theatre 101.....	6
Mathematics.....	6 hours
MATH 170.....	3
MATH 270.....	3
Natural Sciences.....	12 hours
a. Biology.....	4
b. Chemistry, Physics, or Physical Science*.....	4
c. Astronomy, Biology, Chemistry, Physics, or Physical Science*.....	4

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c above.) \*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does not count as science for Elementary Education teacher licensure. Students cannot take both Biology 104 and 105.

**TO:****ELEMENTARY EDUCATION**

Coordinator: Dr. Erik A. Lowry  
 Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

General Education.....	48 hours
Communications.....	9 hours
ENG 112.....	3
ENG 200.....	3
SPCO 101.....	3
Social Sciences.....	9 hours
GEOG elective.....	3
POL 101 or 103.....	3
Additional 3 hours to be chosen from anthropology, economics, geography, political science, sociology, or Honors 250- 259.....	3
Humanities.....	12 hours
Literature (elective).....	3
History (elective)*.....	3
Art, Music or Theatre 101.....	6
Mathematics.....	6 hours
MATH 170.....	3
MATH 270.....	3
Natural Sciences.....	12 hours
a. Biology.....	4
b. Chemistry, Physics, or Physical Science**.....	4
c. Astronomy, Biology, Chemistry, Physics, or Physical Science**.....	4

\*Students are strongly encouraged to take either History 201 or 202 to be better prepared for the Elementary Praxis content exams.

\*\* To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does not count as science for Elementary Education teacher licensure. Students cannot take both Biology 104 and 105. Students are strongly encouraged to take biology, physical science, and astronomy to be better prepared for the Elementary Praxis content exams.

**Rationale for A (above):** ETS has implemented new Praxis content exams for elementary licensure. These modifications will clarify courses that will better prepare students for these new Praxis exams.

**Rationale for Items B and C (below):** We are lowering the level from Math 132 to Math 131 for our candidates who are not specializing in math or science. (Math 131 will be more appropriate for these middle level candidates.)

**Item B. Change,** on page 170, of the current catalog

**FROM:**

Mathematics.....6 hours  
     MATH 132 or higher.....3  
     MATH 134.....3

**TO:**

Mathematics.....6 hours  
     MATH 132 or higher (Math & Science)  
         MATH 131 or higher (ELA & SS)....3  
     MATH 134.....3

**Item C. Modify,** on page 180 of the current catalog

**FROM:**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs</b>
English 112	3	Math 134	3
Math 132 or higher (Math & Science)	3	Biology 103,104 or 105/115	4
Math 130 or higher (ELA & SS)	3	Education 190	3
Art 101, Music 101, or Theatre 101	3	Education 191	1
Political Science 101 or 103	3	Social Science elective Political Science 205	
Geography 101	3	(SS)	3
		Education 305	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>

**TO:**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall</b>	<b>Course</b>	<b>Spring</b>
	<b>Sem.</b>		<b>Sem.</b>
	<b>Hrs.</b>		<b>Hrs</b>
English 112	3	Math 134	3
Math 132 or higher (Math & Science)		Biology 103,104, or 105/115	4
Math 131 or higher (ELA & SS)	3	Education 190	3
Art 101, Music 101, or Theatre 101	3	Education 191	1
Political Science 101 or 103	3	Social Science elective	
Geography 101	3	Political Science 205 (SS)	3
		Education 305	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>

**Rationale for Items D-I (below):** Adding language related to the SLED check required for ECE courses with practicum hours and listing News and Announcements as the source for specific deadlines.

**Item D. Modify**, on page 172 of the current catalog

**FROM:**

**313 Teaching Reading in the Primary School – BLOCK B (3) F,S.** This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties.

**TO:**

**313 Teaching Reading in the Primary School – BLOCK B (3) F,S.** This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties. This course could require up to 15 field experience hours in a local public school. 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Item E. Modify**, on page 172 of the current catalog

**FROM:**

**314 Methods of Instruction for Developmental Language Arts- Block A (3) F, S.** Study of language acquisition and development in young children and its implication for classroom strategies in listening, speaking, reading, and writing.

**TO:**

**314 Methods of Instruction for Developmental Language Arts- Block A (3) F, S.** Study of language acquisition and development in young children and its implication for classroom strategies in listening, speaking, reading, and writing. This course could require up to 15 field experience hours in a local public school. 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Item F. Modify**, on page 172 of the current catalog

**FROM:**

**315 ECE Social Studies/Science - Block B (3) F, S.** Involves the study of content specific to social studies/science and participation in practical experiences that emphasize discovery learning, problem-solving, and critical thinking.

**TO:**

**315 ECE Social Studies/Science - Block B (3) F, S.** Involves the study of content specific to social studies/science and participation in practical experiences that emphasize discovery learning, problem solving, and critical thinking. This course could require up to 15 field experience hours in a local public school. 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Item G. Modify**, on page 172 of the current catalog

**FROM:**

**319 Clinical Experience A: Early Childhood Education – Block A (2) F, S.** Students observe, record, and assess the behaviors of children in child care centers.

**TO:**

**319 Clinical Experience A: Early Childhood Education – Block A (2) F, S.** Students observe, record, and assess the behaviors of children in child care centers. This course could require up to 15 field experience hours in a local public school. 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Item H. Modify**, on page 172 of the current catalog

**FROM:**

**320 Curriculum for Early Childhood Education - Block B (3) F, S.** Analyzes developmentally appropriate practices on the pre-school and primary level. Includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. Emphasizes effective instructional assessments, screening devices, and daily classroom management techniques for early learners in diverse situations.

**TO:**

**320 Curriculum for Early Childhood Education - Block B (3) F, S.** Analyzes developmentally appropriate practices on the pre-school and primary level. Includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. Emphasizes effective instructional assessments, screening devices and daily classroom management techniques for early learners in diverse situations. This course could require up to 15 field experience hours in a local public school. 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:  
[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Item I. Modify**, on page 172 of the current catalog

**FROM:**

**321 Methods for Teaching and Assessing Primary Mathematics - Block A (3) F, S.** This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students, and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students’ quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals.

**TO:**

**321 Methods for Teaching and Assessing Primary Mathematics - Block A (3) F, S.** This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students’ quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete

and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals. This course could require up to 15 field experience hours in a local public school. 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:  
[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Rationale for Items J-M (below):** The 391/392/394 courses are intended to prepare students for student teaching; therefore these schedule modifications will prevent students from taking these courses too early in their programs.

**Item J. Modify,** on page 174 of the current catalog

**FROM:**

**391 Clinical Experience B: Early Childhood (2:1-3) – Block B**

(Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement.

**TO:**

**391 Clinical Experience B: Early Childhood (2:1-3) – Block B**

(Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

**Item K. Modify**, on page 174 of the current catalog

**FROM:**

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; corequisites ELEM 315 and ELEM 317 to be taken concurrently) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement.

**TO:**

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; at least one elementary level methods course [ELEM 314, 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

**Item L. Modify**, on page 174 of the current catalog

**FROM:**

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [MLE 314, 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement.

**TO:**

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [MLE 314, 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. A SLED check is required prior to field placement. This course is to be taken in the semester prior to student teaching.

**Item M. Modify, on page 179 of the current catalog FROM:  
**COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS****

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 112	3	English 200	3
Math 170	3	Math 270	3
Art 101, Music 101 or Theatre 101	3	Science with lab	4
Political Science 101 or 103	3	Education 190	3
Geography Elective	3	Education 191	1
		Social Science	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Art 217	3	Education 310	3
Math 370	3	Science and lab	4
Science and lab	4	English 341	3
Speech Communication 101	3	Education 312	3
Education 305	3	Education 311	3
		Education 313	1
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>17</b>
<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Block I: Elementary 314	3	Block II: Education 392	2
Block I: Elementary 316	3	Block II: Education 315	3
Block I: Elementary 380	2	Block II: Education 317	3
Literature	3	Psychology 315	3
Health 315	3	History	3
English 315	3		
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>14</b>
<b>Senior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Art 101, Music 101, Theatre 101	3	Student Teaching	
Concentration or Elective	3 or 4	Education 487	2
Concentration or Elective	3 or 4	Education 489	1
Concentration or Elective (not for science)	3	Education 490	12
Elective	3		
<b>Total Credits</b>	<b>15-17</b>	<b>Total Credits</b>	<b>15</b>
<b>Minimum Hours Required for Degree 124</b>			

**TO:**  
**COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS**

<b>Freshman Year</b>			
	<b>Fall Sem.</b>		<b>Spring Sem.</b>
<b>Course</b>	<b>Hrs.</b>	<b>Course</b>	<b>Hrs.</b>
English 112	3	English 200	3
Math 170	3	Math 270	3
Art 101, Music 101, or Theatre 101	3	Science with lab	4
Political Science 101 or 103	3	Education 190	3
Geography Elective	3	Education 191	1
		Social Science	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
<b>Sophomore Year</b>			
	<b>Fall Sem.</b>		<b>Spring Sem.</b>
<b>Course</b>	<b>Hrs.</b>	<b>Course</b>	<b>Hrs.</b>
Arte 217	3	Education 310	3
Math 370	3	Science and lab	4
Science and lab	4	English 341	3
Speech Communication 101	3	Education 312	3
Education 305	3	Education 311	3
		Education 313	1
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>17</b>
<b>Junior Year</b>			
	<b>Fall Sem.</b>		<b>Spring Sem.</b>
<b>Course</b>	<b>Hrs.</b>	<b>Course</b>	<b>Hrs.</b>
Art 101, Music 101, Theatre 101 Concentration	3	Block I: Elementary 314	3
Science: Two 4-hour courses	8 or 9	Block I: Elementary 316	3
Others: Three 3-hour courses		Block I: Elementary 380	2
Elective	3	Literature	3
		Health 315	3
<b>Total Credits</b>	<b>14 or 15</b>	English 315	3
		<b>Total Credits</b>	<b>17</b>
<b>Senior Year</b>			
	<b>Fall Sem.</b>		<b>Spring Sem.</b>
<b>Course</b>	<b>Hrs.</b>	<b>Course (Student Teaching)</b>	<b>Hrs.</b>
Block II: Education 392	2	Education 487	2
Block II: Education 315	3	Education 489	1
Block II: Education 317	3	Education 490	12
Psychology 315	3		
History	3	<b>Total Credits</b>	<b>15</b>
<b>Total Credits</b>	<b>14</b>		

**Minimum Hours Required for Degree 125**

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

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

**FROM:**

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

Coordinator: Dr. Tracy E. Meetze

Student must complete 36 graduate hours.

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

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

**Instructional Accommodation Education Specialty Core** **15 hours**

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

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

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

**TO:**

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

Coordinator: Dr. Tracy Meetze

Students must complete 30 graduate hours.

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

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

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

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

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

EDUC 796: Capstone

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

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

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

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

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

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

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

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

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

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

**Item A: Add**, on page 107 of the current catalog,

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

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

## 5. Proposal from the Department of Sociology:

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

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

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

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

**308**

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

**FROM:**

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

**TO:**

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

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

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

**FROM:**

SOCI 306      Modern Social Problems

**TO:**

SOCI 306      Social Problems

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

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

**FROM:**

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

**TO:**

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

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

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

**FROM:**

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

**TO:**

**302 Methods of Sociology** (3) (Prerequisite: 201 and declared sociology major, or permission of the department) F, S. Introduction to the principles and techniques of organizing, conducting, and interpreting sociological research; the appropriateness of particular methodologies for different kinds of research problems; emphasis on writing a research proposal.

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

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

**FROM:**

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

**TO:**

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

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

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

**FROM:**

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

**TO:**

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

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

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

**FROM:**

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

**TO:**

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

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

**Item J. Modify** the prerequisite statement and course description for the Sociology 498 course on page 154 of the 2014-2015 Catalog:

**FROM:**

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

**TO:**

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

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

## **6. Proposal from the School of Business:**

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

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

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

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

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

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

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

**FROM**

BUSINESS COURSES (BUS)

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

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

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

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

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

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

**705 Health Economics (3) F.** This course is designed to provide students with a conceptual and analytical understanding of health economics. Health care systems in the United States will be examined from the perspective of supply, cost and demand

determination. Fundamental concepts and issues associated with economic decision making and selected economic issues will be explored through the application of various socioeconomic concepts and behavioral models

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

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

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

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

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

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

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

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

## TO

### GRADUATE COURSES FOR BUSINESS

#### Business Courses (BUS)

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

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

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

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

probability for decision making, linear programming applications, multiple regression and forecasting models, and simulation. The course will be spreadsheet-based.

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

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

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

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

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

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

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

**Rationale:**

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

**7. Proposal from the Department of Nursing:**

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

**FROM****ADMISSION REQUIREMENTS**

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

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

**TO****ADMISSION REQUIREMENTS**

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

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

**RATIONALE:**

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