

Minutes
General Faculty Meeting
April 5, 2016 – Lowrimore Auditorium

I. Call to Order – Chair Flannagan called the meeting to order at 3:48 PM

II. The Minutes from the February 16, 2016 meeting were approved as posted.

III. Elections – Results are listed below

Academic Affairs, At Large: Jeff Steinmetz (Biology)

Academic Freedom & Tenure Grievance:

Wendy Caldwell (Modern Languages), Cal Johnson (Education)

Admissions, Advising, and Retention:

Polly Haselden (Education), Meredith Love (English)

Budget Review and Planning:

Shawn Stolen-Morton (English), Matt Turner (Philosophy)

Faculty Grievance: Nick Newman (Mathematics)

Faculty Life: Glen Gourley (Fine Arts)

Grade Appeals: Lisa Pike (Biology), Lori Turner (Biology)

Honors Program: Karen Fries (Education), Chris Kennedy (History)

Information Technology: Jessica Burke (Sociology),

Caroline Padgett (Business), Justin Sims (Mathematics)

Institutional Effectiveness: Jessica Burke (Sociology), Crystal Hill-Chapman (Psychology)

Mediation: Lisa Pike (Biology), Liz Zahnd (Modern Languages)

Nominating: Tracy George (Nursing), Liz Zahnd (Modern Languages)

Professional Development: Glen Gourley (Fine Arts)

IV. Report from Executive Committee

For the spring 2016 commencement, honorary degrees will go to Representative Jackie Hays and Dr. Richard Chapman; Dr. Chapman will deliver the commencement speech. An additional faculty meeting has been scheduled for April 19th for potential ratification of these changes. The Retention Committee will make its report to the president by the end of the semester. The new Director of Institutional Effectiveness, Dr. Cecil McManus, began on March 1st. The SACS-COC report will be submitted in approximately 18 months. Budget hearings are ongoing regarding state appropriations. Several campus security upgrades have been taking place.

V. Report from the Senate – All proposals passed without opposition. (See the attachment for complete proposals.)

1. Faculty Life Committee
 - Adds text to the policies concerning grade appeals
2. Ad-Hoc Committee on Constitution and By-Laws
 - Note: Proposed changes to the constitution and by-laws were presented at this meeting. A vote for ratification of these changes will be scheduled for the next meeting of the general faculty.**
 - Rationales are provided following each proposed change (pages 6 – 22), and a summary of all changes and their rationales is provided on pages 23 – 24 of the attachment.
3. School of Education
 - Item A. ADD a new course, EDUC 775
 - Item B. DELETE a course, EDUC 743 which has been replaced
 - Item C. DELETE Health course on p. 182
 - Item D. MODIFY course listings and concentration descriptions in Elementary Education
4. African and African American Studies Steering Committee
 - Item A. ADD African and African American Studies program description to catalog under Interdisciplinary Programs
5. Department of Biology
 - Item A. MODIFY description of Biology minor
 - Item B. CHANGE mathematics requirement for the Environmental Science Option in Biology
 - Item C. CHANGE freshman Fall and Spring mathematics requirement lines in the four-year plan for the Environmental Science Option in Biology
 - Item D. CHANGE course title, description, and prerequisite for BIOL 307
 - Item E. DELETE BIOL 310
 - Item F. CHANGE course description listings of semesters when BIOL 311 and BIOL 409 are offered
 - Item G. CHANGE prerequisite for BIOL 406
 - Item H. CHANGE the four-year plan for the Medical Technology program

- Item I. CHANGE footnote to the mathematics requirements in the Arrangement in Medical Technology program description

- 6. Department of English
 - Item A. MODIFY course listings under Block Six: World Literature
 - Item B. MODIFY course descriptions of ENG 363 and ENG 364
 - Item C. MODIFY International Studies Area G: Elective Courses listings

- 7. Department of Fine Arts
 - Item A. CHANGE minor/collateral requirement listings

- 8. Bachelor of General Studies Committee/Provost's Office
 - Item A. MODIFY BGS program description
 - Item B. MODIFY BGS application procedure description
 - Item C. MODIFY BGS advising policy description
 - Item D. MODIFY BGS curriculum description

- 9. Department of Mathematics
 - Item A. CHANGE the four-year plan for Mathematics majors

- 10. Department of Nursing/School of Health Sciences
 - Item A. CHANGE Department and College/School Organization academic programs listings
 - Item B. ADD School of Health Sciences program section to the catalog
 - Item C. MODIFY and move Healthcare Administration Mission Statement and Program Description
 - Item D. MODIFY and move Healthcare Administration major description
 - Item E. MODIFY and move Healthcare Administration plan of study
 - Item F. MODIFY and move course descriptions for Interprofessional Healthcare Administration courses
 - Item G. ADD language above listings of IPHC courses on p. 199 of the current catalog and then move the listings
 - Item H. MODIFY and move IPHC 213 course description
 - Item I. ADD IPHC 450 course description
 - Item J. MODIFY several elements currently listed under Nursing and Nursing RN-BSN programs
 - Item K. ADD HLTH 301 to Nursing offerings
 - Item L. Deletion of IPHC 501
 - Item M. Modification of Graduate Degree listings

- Item N. Modification of Nursing Admission Requirements language/address
- Item O. Modification of description for the Nurse Educator Certificate Program

11. Department of Political Science

- Item A. CHANGE POL 205 course description
- Item B. CHANGE POL 395 course number and description
- Item C. CHANGE listings of POL 324 – POL 329, provide individual course descriptions for each course, and delete POL 325
- Item D. CHANGE POL 103 course description

12. Department of Psychology

- Item A. Deletion of Psychology 700D
- Item B. Addition of Psychology 703 (see attached supporting materials)
- Item C. Addition of Psychology 774 (see attached supporting materials)
- Item D. Modification of the title and course description of Psychology 600C
- Item E. Modification of title and course description of Psychology 700C
- Item F. Modification of course number and course description of Psychology 609
- Item G. Modification of course number and course description of Psychology 704
- Item H. Modification of course number and course description of Psychology 706
- Item I. Modification of course number and course description of Psychology 749
- Item J. Modification of prerequisites of Psychology 759
- Item K. Deletion of requirements for MSAP
- Item L. Addition of requirements for MSAP—Clinical Psychology and MSAP—School Psychology
- Item M. Deletion of requirements for Specialist Degree in School Psychology
- Item N. Addition of requirement for Specialist Degree in School Psychology

VI. Candidates for Professor Emeritus/a 2016

Lynn Kennedy, Assistant Professor of Nursing, 1994 – 2016 (22 years)
Robert Bridger, Assistant Professor of Psychology, 1999 – 2015 (16 years)
Barry O'Brien, Associate Professor of Business, 1988 – 2016 (28 years)
Richard N. Chapman, Professor of History, 1989 – 2016 (27 years)

Criteria: The title Emeritus/a will be conferred on Assistant, Associate, or Full professors upon retirement from a minimum of twelve years full-time faculty service. Emeritus/a candidates will be identified by department chairs or deans, forwarded to the chairperson of the general faculty, presented for approval by simple majority vote at a meeting of the general faculty, and submitted for concurrence to the president of the university. These criteria are retroactive: faculty having already retired are eligible for provided they meet these criteria.

- VII. Candidates for Graduation were approved by the faculty**
(Final approval is contingent upon final verification from the Registrar.)
- VIII. Old Business – None**
- IX. New Business – None**
- X. Announcements – Various announcements were made concerning upcoming dates, deadlines, and events**
- XI. Adjournment – The meeting adjourned at 4:34 PM.**

Attachment to the General Faculty Minutes – April 5, 2016

1. Faculty Life

On page 45 of the current Faculty Handbook under POLICIES CONCERNING TEACHING AND ADVISING

CHANGE FROM:

3. If the matter is not resolved after consultation with the instructor and the chair/dean, then the student may petition the chair/dean, who will forward the matter to the Grade Appeals Committee.

The petition must include the following items: a completed petition form signed by the instructor of the course (unless the instructor is no longer a member of the Francis Marion University faculty), the student's adviser, and the chair/dean of the academic unit that offered the course; a letter explaining the basis for the grade appeal;

and, if applicable, supporting documents and a list of any other evidence to be presented. The student's argument will be limited to statements from the student and the evidence delineated in the petition.

4. Upon receipt of a completed grade appeal petition, the chair of the Grade Appeals

Committee will promptly inform the faculty member, the appropriate department

chair/School dean, and the Provost. The committee chair will also make available to the faculty member a copy of the petition and the supporting documentation.

5. The Grade Appeals Committee, upon receipt of a student's grade appeal petition, might seek additional information and advice, as it deems necessary. In some cases the committee may conduct a hearing, as when the student, faculty member, or committee members might ask for one. Because this hearing would be for informational purposes only, it should not replicate judicial proceedings. No legal counsel shall be permitted to appear.

TO:

3. If the matter is not resolved after consultation with the instructor and the chair/dean, then the student may petition the chair/dean, who will forward the matter to the Grade Appeals Committee. The petition must include the following items: a completed petition form signed by the instructor of the course (unless the instructor is no longer a member of the Francis Marion University faculty), the student's adviser, and the chair/dean of the academic unit that offered the course; a letter explaining the basis for the grade appeal; and, if applicable, supporting documents and a list of any other evidence to be presented.

All documents to be evaluated by the committee must be received in a single submission.

The student's argument will be limited to statements from the student and the evidence delineated in the petition.

4. Upon receipt of a completed grade appeal petition, the chair of the Grade Appeals Committee will promptly inform the faculty member, the appropriate department chair/School dean, and the Provost. The committee chair will also make available to the faculty member a copy of the petition and the supporting documentation.

5. The Grade Appeals Committee, upon receipt of a student's grade appeal petition, might seek additional information and advice, as it deems necessary. In some cases the committee may conduct a hearing, as when the student, faculty member, or committee members might ask for one. Because this hearing would be for informational purposes only, it should not replicate judicial proceedings. No legal counsel shall be permitted to appear. **The committee will consider each case only once.**

2. Ad-Hoc Committee on Constitution and By-Laws

1. **Change**, on page 90 of the current Handbook the following, under ARTICLE I: THE FACULTY, Section 4. Meetings of the Faculty

FROM:

F. All elections shall be by secret ballot.

TO:

F. All elections shall be by secret ballot **which may include the use of electronic devices to record votes.**

2. On page 90 of the current Handbook the following, under ARTICLE I: THE FACULTY, Section 4. Meetings of the Faculty listed as G. in the listing. All other points will be shifted to a new letter, (i.e. the former G will be H; the former H. will be I.)

ADD:

G. During regularly scheduled elections, faculty members will vote for candidates using a maximum of three ballots. On the first ballot, absentee ballots are included in the tally. Following the first ballot, those candidate(s) who have a majority of votes of those voting will be elected outright. If a second ballot is needed, the name of the candidate with the lowest number of votes on the first ballot will be dropped if there are more than two remaining candidates. After the second ballot, those candidate(s) who have a majority of votes of those voting will be elected. If a third ballot is needed, the name of the candidate with the lowest number of votes on the second ballot will be dropped if there are more than two remaining candidates. On the third ballot, the candidate(s) with a simple plurality will be elected. If there is a tie vote, a member of the committee will draw lots to select the winner.

RATIONALE: After some discussion within the committee and with others across campus, we felt that updating our Constitution to include our voting procedures (including the use of electronic devices to record votes) seemed to fit with the overarching premise of documenting actual practice.

3. On page 92 of the current Handbook the following, under ARTICLE II: THE FACULTY SENATE, Section 2. Membership, **Change**

FROM:

B. Composition

1. One Senator (two if Department/School exceeds twenty voting members) shall be elected from the following academic units:

- a. each academic department within the College of Liberal Arts
- b. Library
- c. School of Business
- d. School of Education

TO:

B. Composition

1. One Senator (two if Department/School exceeds twenty voting members) shall be elected from the following academic units:

- a. each academic department within the College of Liberal Arts
- b. Library
- c. School of Business
- d. School of Education
- e. School of Health Sciences

RATIONALE: This change, as well as several others in the By-laws of the Faculty Senate related to committee structures, includes the addition of the School of Health Sciences.

4. On page 102 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEE, AND AD HOC COMMITTEES, Section 3. Standing Committees,

ADD:

C. Accreditation

1. Membership and Chair. The committee shall consist of four faculty members, one from each school or college, elected by the faculty; the Dean or Dean's representative from each school or college; the chair of Institutional Effectiveness; one member appointed by the President; one member appointed by the Chair of the Faculty. The SACS-COC liaison and the REAL Grant coordinator will serve as *ex-officio*. The President shall appoint the Chair of this committee from its membership.

2. Responsibilities. The committee shall:

- a. make recommendations to the Provost concerning the distribution of REAL grant funds to the Faculty in a way that will provide students and Faculty with experiential learning opportunities, as well as policies governing those awards;
- b. hear accreditation report updates from programs on campus undergoing department or school accreditation and make appropriate recommendations to those reports in order to assist in coordination of those efforts;
- c. hear SACS-COC updates and make appropriate recommendations to the SACS-COC team;
- d. Ensure that the University's Strategic Plan reflects relevant accreditation information and rating.

RATIONALE: The accreditation committee has existed as a mostly appointed committee for nearly ten years. Because the Accreditation committee has the responsibility for allocating REAL grant monies, as well as reading about and reporting on accreditation cycles across campus, we felt that the committee work should become standardized by becoming a new standing committee. We believe that the membership needs to reflect the ongoing work of those departments and colleges undergoing accreditation with some additional outside members to help develop the culture of accreditation through responses to ongoing accreditation work.

5. On page 95 of the current Handbook under ARTICLE II: THE FACULTY SENATE, Section 5, **Change**

FROM:

B. Standing Committees

1. There shall be sixteen standing committees of the Faculty Senate:

Academic Affairs
 Academic Freedom and Tenure Grievance
 Admissions, Advising, and Retention
 Budget Review and Planning
 Distinguished Professor Selection
 Faculty Grievance
 Faculty Life
 Grade Appeals
 Graduate Council
 Honors Program
 Information Technology
 Institutional Effectiveness
 Mediation
 Nominating
 Professional Development

TO:

B. Standing Committees

1. There shall be sixteen standing committees of the Faculty Senate:

Academic Affairs
 Academic Freedom and Tenure Grievance
Accreditation
 Admissions, Advising, and Retention
 Budget Review and Planning
 Distinguished Professor Selection
 Faculty Grievance
 Faculty Life
 Grade Appeals
 Graduate Council
 Honors Program
 Information Technology
 Institutional Effectiveness
 Mediation
 Nominating
 Professional Development

Rationale: The addition to the list will be appropriate if the accreditation committee is added to the list of Standing Committees. The number stays at 16 because in the last handbook change which eliminated the Academic Support Committee, this number was not changed.

6. Change, on page 95 of the current Handbook under ARTICLE II: THE FACULTY SENATE, Section 5, Change

FROM:

2. All standing committees shall consist of elected faculty members and, when appropriate, administrators, staff, and/or faculty appointed by the President or Provost.

TO:

2. All standing committees shall consist of elected faculty members and, when appropriate, administrators, staff, and/or faculty appointed by the President, Provost, **or Chair of the Faculty.**

Rationale: In the past, it has been a practice for these three to appoint; adding Chair of Faculty is consistent with practice.

7. On page 96 of the current Handbook under ARTICLE II: THE FACULTY SENATE, Section 6, **Change:**

FROM:

Section 6. Funding of the Faculty Senate

The operation of the Faculty Senate shall be funded through the regular budgeting and funding process of the University. The Chair of the Faculty shall submit a budget request to the President of the University once each year. The ~~Secretary~~ of the Faculty Senate shall authorize expenditures.

TO:

Section 6. Funding of the Faculty Senate

The operation of the Faculty Senate shall be funded through the regular budgeting and funding process of the University. The Chair of the Faculty shall submit a budget request to the President of the University once each year. The **Chair** of the Faculty Senate shall authorize expenditures.

RATIONALE: These changes reflect current practice.

8. On page 98 of the current Handbook under APPENDIX 2. BYLAWS OF THE FACULTY SENATE, Table of Contents, within the list contained in Article IV. **Change**

FROM:

Article IV. Function and Scope of the Executive Committee, Standing Committees, and *Ad hoc* Committees

Section 1. Executive Committee

Section 2. Guidelines concerning Standing Committees

Section 3. Standing Committees

A. Academic Affairs

B. Academic Freedom and Tenure Grievance

C. Admissions, Advising, and Retention

D. Budget Review and Planning

E. Distinguished Professor Selection

F. Faculty Grievance

G. Faculty Life

H. Grade Appeals

I. Graduate Council

J. Honors Program

K. Information Technology

L. Institutional Effectiveness

M. Mediation

N. Nominating

O. Professional Development

Section 4. *Ad hoc* Committees

TO:

Article IV. Function and Scope of the Executive Committee, Standing Committees, and *Ad hoc* Committees

Section 1. Executive Committee

Section 2. Guidelines concerning Standing Committees

Section 3. Standing Committees

- A. Academic Affairs
- B. Academic Freedom and Tenure Grievance
- C. Accreditation
- D. Admissions, Advising, and Retention
- E. Budget Review and Planning
- F. Distinguished Professor Selection
- G. Faculty Grievance
- H. Faculty Life
- I. Grade Appeals
- J. Graduate Council
- K. Honors Program
- L. Information Technology
- M. Institutional Effectiveness
- N. Mediation
- O. Nominating
- P. Professional Development

Section 4. *Ad hoc* Committees

RATIONALE: Listing includes the new standing committee and changes in letters on subsequent committees.

9. On page 99 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEE, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

A. Academic Affairs

1. *Membership.* The committee shall consist of twelve tenured faculty members and the Registrar, who shall serve without vote. The faculty members shall be elected as follows:

- a. six elected from and by the faculty of the University
- b. one from each School or College elected by the faculty of the University
- c. one from each School or College elected by the faculty of the respective School or College

Each elected member shall be elected for a three-year term and may not serve more than two consecutive complete terms. A quorum shall consist of eight voting members.

TO:

A. Academic Affairs

1. *Membership.* The committee shall consist of **fourteen** tenured faculty members and the Registrar, who shall serve without vote. The faculty members shall be elected as follows:

- a. six elected from and by the faculty of the University
- b. one from each School or College elected by the faculty of the University
- c. one from each School or College elected by the faculty of the respective School or College

Each elected member shall be elected for a three-year term and may not serve more than two consecutive complete terms. A quorum shall consist of **ten** voting members.

RATIONALE: This renumbering is related to the addition of the School of Health Sciences.

10. On page 101-102 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEE, AND AD HOC COMMITTEES, Section 3. Standing Committees, CHANGE

FROM:

B. Academic Freedom and Tenure Grievance

1. *Membership.* The committee shall consist of six tenured members elected from the faculty for three-year terms. No member of the Academic Freedom and Tenure Grievance Committee shall serve concurrently on the Faculty Grievance Committee, the Mediation Committee, or a School/College-wide or University-wide tenure and promotion committee.
2. *Responsibilities.* The committee shall:
 - a. recommend changes in policies and procedures concerning academic freedom and tenure;
 - b. hear complaints of faculty members whose tenure has been revoked, who may have been denied tenure due to an abridgement of academic freedom, or who satisfy any of the criteria for filing a grievance that are listed in the *Policies and Procedures concerning Academic Freedom and Tenure*;
 - c. advise the administration and the President of the University on ways to correct whatever injustices the committee may discover or resolve conflict between the faculty member and the University.

TO:

B. Academic Freedom and Tenure Grievance

1. *Membership.* The committee shall consist of six tenured members elected from the faculty for three-year terms. **Academic administrators including deans, department chairs, and the dean of the Library may not serve.** No member of the Academic Freedom and Tenure Grievance Committee shall serve concurrently on the Faculty Grievance Committee, the Mediation Committee, or a School/College-wide or University-wide tenure and promotion committee.
2. *Responsibilities.* The committee shall:
 - a. recommend changes in policies and procedures concerning academic freedom and tenure;
 - b. hear complaints of faculty members whose tenure has been revoked, who may have been denied tenure due to an abridgement of academic freedom, or who satisfy any of the criteria for filing a grievance that are listed in the *Policies and Procedures concerning Academic Freedom and Tenure*;
 - c. advise the administration and the President of the University on ways to correct whatever injustices the committee may discover or resolve conflict between the faculty member and the University.

Rationale: Restricting administrators from serving on this committee makes this committee consistent with the “Faculty Grievance” committee.

11. On page 102 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEE, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

D. Budget Review and Planning

1. *Membership and Chair.* The committee shall consist of three faculty members elected at large for three year terms; the Chair of the Faculty; the chairs of the following committees: (a) Academic Affairs, (b) Faculty Life, (c) Institutional Effectiveness, (d) Information Technology, and (e) the Council of Department Chairs; the Provost; and the vice presidents for (a) Administration, (b) Student

Affairs, and (c) Business Affairs. The Vice President for Business Affairs shall serve as chair.

2. *Responsibilities.* The committee shall:

- a. normally receive and review two weeks prior to its meetings all information that it requires to perform its tasks effectively;
- b. review and recommend to the President, as appropriate, revisions to the current annual budget procedure;
- c. advise the President and the Board of Trustees on all issues related to the University's budget;
- d. review the budgetary needs of all University departments, including auxiliaries and scholarships, to assist in assigning priorities for funding;
- e. recommend to the President an annual plan for the allocation of University funds;
- f. assist in overall planning for the University budget over a three- to five-year period.

TO:

E. Budget Review and Planning

1. *Membership and Chair.* The committee shall consist of three faculty members elected at large for three-year terms; the Chair of the Faculty; the President, who chairs; the Provost; The Vice President for Business Affairs; and the Vice President for Administration. Faculty members elected to this committee need to be available for meetings during May and August.

2. *Responsibilities.* The committee shall:

- a. advise the President on issues related to the University's budget;
- b. consult with the President and Senior Staff on the critical resource needs for the University.
- c. ensure that the University's Strategic Plan reflects relevant and current budgeting information;
- d. advise the President on legislative budget requests annually.

e. consult with and advise the President on the implementation of mid-year budgetary reductions as necessary.

RATIONALE: This committee has generally met when the State has asked for mid-year reductions in our budget. Due to the nature of the SC Legislature, the most active time for budget discussion falls outside the parameters of the traditional academic year. We think by cutting the number of people on the committee and being more explicit about the committee's charge, this committee will become more responsive to budget and review concerns.

12. On page 103 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

E. Distinguished Professor Selection

1. *Membership and Chair.* The committee shall consist of three students, preferably one from each school and college, and all Distinguished Professors under contract with the University. Each year, after consultation with chairs and deans, the Provost shall appoint all student members. The Provost shall chair the committee without vote.

TO:

F. Distinguished Professor Selection

1. *Membership and Chair.* The committee shall consist of **four** students, preferably one from each school and college, and all Distinguished Professors under contract with the University. Each year, after consultation with chairs and deans, the Provost shall appoint all student members. The Provost shall chair the committee without vote.

RATIONALE: This number change reflects the addition of the new School of Health Sciences.

13. On page 104 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

G. Faculty Life

1. *Membership.* The committee shall consist of **seven** members, one elected by the voting faculty of the University from each of the following categories for three-year terms:

- a. Humanities
- b. Science and Mathematics
- c. Social Sciences and Psychology
- d. Fine Arts and Mass Communications
- e. School of Business
- f. School of Education, **the Library**
- g. At-large

TO:

H. Faculty Life

1. *Membership.* The committee shall consist of **nine** members, one elected by the voting faculty of the University from each of the following categories for three-year terms:

- a. Humanities
- b. Science and Mathematics
- c. Social Sciences and Psychology
- d. Fine Arts and Mass Communications
- e. School of Business
- f. School of Education
- g. **School of Health Sciences**
- h. **Library**
- i. At-large

RATIONALE: Because there is a precedent in delineating the Library as a separate body in Senate member coverage, we felt that pulling the Library from the School of Education strikes a more inclusive balance. We also felt that if one School had its own representative, then all schools should have their own representatives.

14. On page 105 of the current Handbook under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

H. FMU Honors Program

1. *Membership and Chair.* The committee shall consist of three members elected from the faculty for three-year terms, the Director of the FMU Honors Program, and a representative elected from and by the Academic Affairs Committee for a one-year term. Two officers of the Honors Student Association shall serve without vote. The Director of the FMU Honors Program shall serve as chair.
2. *Responsibilities.* The committee shall:

- a. propose policy changes for the Honors Program to the Academic Affairs Committee;
- b. select, with department or School concurrence, the Honors courses that are offered each semester;
- c. approve proposals for Honors Independent Studies;
- d. propose changes in requirements for the admission of students to the Honors courses;
- e. certify those students who fulfill the requirements for a degree with University Honors;
- f. select the student who receives the Honors Award on Awards Day;
- g. maintain contact with Honors students through advising, registration, and informal meetings;
- h. assist and encourage academic achievement at the University.

TO:

I. FMU Honors Program

1. *Membership and Chair.* The committee shall consist of three members elected from the faculty for three-year terms, the Director of the FMU Honors Program, and a representative elected from and by the Academic Affairs Committee for a one-year term. ~~Two officers of the Honors Student Association shall serve without vote.~~ The Director of the FMU Honors Program shall serve as chair.
2. *Responsibilities.* The committee shall:
 - a. propose policy changes for the Honors Program to the Academic Affairs Committee;
 - b. select, with department or School concurrence, the Honors courses that are offered each semester;
 - c. approve proposals for Honors Independent Studies;
 - d. propose **and/or approve** changes in requirements for the admission of students to the Honors courses;
 - e. certify those students who fulfill the requirements for a degree with University Honors;

- f. select the student who receives the Honors Award on Awards Day;
- g. maintain contact with Honors students through advising, registration, and informal meetings;
- h. select Honors Ambassador Abroad from applicant pool;
- i. assist and encourage academic achievement at the University.

RATIONALE: These changes reflect the current practice of the Honors Committee.

15. On page 105-106 of the current *Handbook* under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

I. Grade Appeals

1. *Membership.* The committee shall consist of five members elected from the faculty for a three-year period.
2. *Responsibilities.* If a student appeals a final grade in a course and that appeal cannot be resolved at the level of the academic unit, the committee shall determine if (1) the instructor acted in an arbitrary or capricious manner, (2) the instructor's grading policy is in violation of the guidelines established by the University, or (3) the assigned grade is in violation of the grading policy of the instructor as described in his or her syllabus or other written documents. If any of these conditions exist, the committee will follow the procedure described in the *Faculty Handbook*.

J. Grade Appeals

1. *Membership.* The committee shall consist of five members elected from the faculty for a three-year period.
2. *Responsibilities.* If a student appeals a final grade in a course and that appeal cannot be resolved at the level of the academic unit, the committee shall determine if (1) the instructor acted in an arbitrary or capricious manner, (2) the instructor's grading policy is in violation of the guidelines established by the University, or (3) the assigned grade is in violation of the grading policy of the instructor as described in his or her syllabus or other written documents. If any of these conditions exist, the committee will follow the

procedure described in the *Faculty Handbook*. The committee will hear each case only once.

RATIONALE: This change will assist the committee in their deliberations during grade appeals cases.

16. On page 106-107 of the current *Handbook* under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

K. Information Technology

1. *Membership*. The committee shall consist of seven members elected from the faculty for three-year terms. The Chief Information Officer and the Directors of the Academic Computer Center and Administrative Computing Services shall serve *ex officio* and without vote.
2. *Responsibilities*. The committee shall advise the administration and the faculty on (a) the planning, development, policies, and operation of University information technology and equipment and (b) priorities for the acquisition of equipment.

TO:

L. Information Technology

1. *Membership*. The committee shall consist of seven members elected from the faculty for three-year terms. The Chief Information Officer and the Directors of the Academic Computer Center and Administrative Computing Services shall serve *ex officio* and without vote.
2. *Responsibilities*. The committee shall advise the administration and the faculty on (a) the planning, development, policies, and operation of University information technology and equipment, (b) priorities for the acquisition of equipment, and (c) the distribution of technology grants to Faculty members when monies are available, as well as the establishment of policies guiding the selection of those grants, especially that which fosters technological innovation unsupported by the university's basic information technology operations.

Rationale: These changes reflect current practice.

17. On page 107 of the current *Handbook* under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

L. Institutional Effectiveness

1. *Membership.* The committee shall consist of six faculty members elected from the faculty for three-year terms and the Director of Institutional Effectiveness, who shall serve *ex officio* without vote.
2. *Responsibilities.* The committee shall recommend criterion-referenced assessment instruments for the evaluation of academic programs, academic support programs, and other areas where assessment is deemed appropriate.

TO:

M. Institutional Effectiveness

1. *Membership.* The committee shall consist of six faculty members elected from the faculty for three-year terms and the Director of Institutional Effectiveness, who shall serve *ex officio* without vote.
2. *Responsibilities.* The committee shall act in an advisory capacity to assist the Director of Institutional Research and the Office of the Provost in matters related to program assessment. In this capacity, the committee will review the annual Institutional Effectiveness Reports from departments, schools, and programs, and may collaborate with report authors to suggest revisions and provide support and professional development.

Rationale: These changes attempt to more clearly delineate this committee's charge and differentiate its duties from other committees.

18. On page 107 of the current *Handbook* under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

M. Mediation

1. *Membership.* The committee shall consist of four tenured faculty members elected from the faculty for three-year terms. No member of the Mediation Committee shall serve concurrently on the Academic Freedom and Tenure Grievance Committee, the Faculty Grievance Committee, or a School/College-wide or University-wide promotion and tenure committee.
2. *Responsibilities.* The committee shall:
 - a. when asked by the Academic Freedom and Tenure Grievance Committee, inquire into circumstances associated with revocation of tenure or charges

of abridgement of academic freedom to determine if a solution can be mediated;

- b. when asked by the Faculty Grievance Committee, inquire into circumstances associated with faculty grievance cases in matters not covered by the *Policy and Procedures concerning Academic Freedom and Tenure* to determine if a solution can be mediated;
- c. make its recommendations to the Academic Freedom and Tenure Grievance Committee or to the Faculty Grievance Committee, as appropriate.

TO:

N. Mediation

1. *Membership.* The committee shall consist of four tenured faculty members elected from the faculty for three-year terms. **Academic administrators including deans, department chairs, and the dean of the Library may not serve.** No member of the Mediation Committee shall serve concurrently on the Academic Freedom and Tenure Grievance Committee, the Faculty Grievance Committee, or a School/College-wide or University-wide promotion and tenure committee.
2. *Responsibilities.* The committee shall:
 - a. when asked by the Academic Freedom and Tenure Grievance Committee, inquire into circumstances associated with revocation of tenure or charges of abridgement of academic freedom to determine if a solution can be mediated;
 - b. when asked by the Faculty Grievance Committee, inquire into circumstances associated with faculty grievance cases in matters not covered by the *Policy and Procedures concerning Academic Freedom and Tenure* to determine if a solution can be mediated;
 - c. make its recommendations to the Academic Freedom and Tenure Grievance Committee or to the Faculty Grievance Committee, as appropriate.

Rationale: Restricting administrators from serving on this committee makes this committee consistent with the “Faculty Grievance” committee.

19. On page 106-107 of the current *Handbook* under BYLAWS OF THE FACULTY SENATE, ARTICLE IV. FUNCTION AND SCOPE OF THE EXECUTIVE COMMITTEE, STANDING COMMITTEES, AND AD HOC COMMITTEES, Section 3. Standing Committees, **CHANGE**

FROM:

O. Professional Development

1. *Membership.* The committee shall consist of seven members, one elected by the voting faculty of the University from each of the following categories for three-year terms:
 - a. Humanities
 - b. Science and Mathematics
 - c. Social Sciences and Psychology
 - d. Fine Arts and Mass Communication
 - e. School of Business
 - f. School of Education, the Library
 - g. At-large

TO:

P. Professional Development

1. *Membership.* The committee shall consist of **nine** members, one elected by the voting faculty of the University from each of the following categories for three-year terms:
 - a. Humanities
 - b. Science and Mathematics
 - c. Social Sciences and Psychology
 - d. Fine Arts and Mass Communication
 - e. School of Business
 - f. School of Education,
 - g. School of Health Sciences**
 - h. Library**
 - i. At-large

RATIONALE: Because there is a precedent in delineating the Library as a separate body in Senate member coverage, we felt that pulling the Library from the School of Education strikes a more inclusive balance. We also felt that if one School had its own representative, then all schools should have their own representatives.

Protocol and Summary of Changes

The Ad-hoc committee appointed to revise the Constitution and By-laws represents the Faculty Life committee, both professional Schools within the University, and the Library: (Beckie Flannagan, chair (EMP); Karen Fries (School of Education); Chris Kennedy (History); Nathan Flowers (Library); Karen Gittings (Nursing); and Caroline Padgett (School of Business, Faculty Life Committee Chair)

- The committee consulted with Standing Committee chairs concerning the charge and composition of their committees.
- The chair consulted with administration concerning changes.
- The chair sent document to entire Senate asking to consult constituency concerning changes before Senate meeting.
- The committee reviewed specific input from others around campus and have incorporated changes that they believe represent to their best knowledge, the wishes of the most persons on campus.

Items 1-7, (except 4) are changes to the Constitution. These changes reflect an attempt to capture current practice, including our method of voting for elections.

Items 8-19 are changes to the By-Laws of the Faculty Senate.

- Changes to Standing Committees to reflect the addition of the School of Health Sciences (Items 9, 12, 13, and 19)
- Changes to Standing Committee charges to reflect current practice or adjust current practice (Items 10, 11, 14, 15, 16, 17, 18)
- Addition of an Accreditation Committee (an existing committee that does not have Standing Committee status) to Standing Committee status. (Item 4)

****On the floor of the Senate, each item will be voted on singularly. We can amend the changes that are offered, but we cannot offer additional changes at this time in the process. ****

Page numbers refer to the 2014 hard copy of the Handbook. The Handbook is printed every other year. Currently the 2015 copy exists online as a digital document. The Handbook will be available in a printed and digital version in fall, 2016.

The relevant passages of the Handbook related to procedures for making changes to the constitution and handbook are pasted below:

ARTICLE III. AMENDMENTS TO THE *CONSTITUTION OF THE FACULTY* and the *BYLAWS OF THE FACULTY SENATE*

Section 1. Amendments to the *Constitution of the Faculty*

Amendments to the *Constitution of the Faculty* must be proposed and ratified. An amendment may be proposed by either a two-thirds vote of the members of the Faculty Senate present and voting or by a majority of the members of the voting faculty present and voting.

Ratification of an amendment to the *Constitution of the Faculty* shall be considered at the next meeting of the faculty, providing that at least two weeks have passed between the time the amendment is proposed and the meeting of the faculty. Ratification will require a majority vote of the entire voting faculty, the approval of the President of the University, and, when needed, the approval of the Board of Trustees.

Section 2. Amendments to the *Bylaws of the Faculty Senate*

Amendments to the *Bylaws of the Faculty Senate* must be proposed and ratified. Either the Faculty Senate or the faculty may propose an amendment.

Ratification of an amendment to the *Bylaws of the Faculty Senate* will require the approval of the faculty. Consideration of ratification of a proposed amendment to the bylaws will occur at the next meeting of the faculty, providing that at least two weeks have passed between the time the amendment is proposed and the meeting of the faculty. Ratification will require a majority vote of the voting faculty present and voting, the approval of the President of the University, and, when needed, the approval of the Board of Trustees.

3. Proposal from the School of Education:

A. ADD, on page 216 of the current catalog,

775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals (3) S, SU. This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

Rationale for A: Upon notification of the recent proposal from the State Department of Education (see below) for a new area of special education certification, Drs. Nixon & Bausmith met with local school district special education directors about the need for early childhood special education courses. Two courses were taught during summer 2011 and two were taught summer 2012. EDUC 775 is an additional required course that we were asked to provide for local school personnel and Project CREATE participants. FMU has also been contacted by school districts outside the Pee Dee area about providing these required courses for their district personnel.

The School of Education has three current faculty members who are qualified to teach this course: Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals.

Proposed Amendments to 24 S.C. Code Ann. Regulations 43-62 (Supp. 2009), Requirements for Additional Areas of Certification.

Effective July 1, 2016, all individuals working as Early Childhood Special Education teachers will be required to hold certification in Early Childhood Special Education. Individuals who have three (3) years teaching experience within the last five (5) years with young children with disabilities (birth to six years) will be granted add-on certification in Early Childhood Special Education by completing two courses within five years.

B. DELETE on pages 214-215, the following courses:

743 Verbal Processing and the Divergent Learner (3) F, S, SU. The course explores the divergent learner's needs for specialized techniques in reading and language related instruction. This segment of study focuses centrally upon

materials and methods which will enhance the probability of motivation toward reading/writing and effectiveness of the reading/writing process regarding comprehension, retention, analysis, formulation, and connectivity to other subjects. Skills which can be taught to improve verbal test scores are emphasized.

Rationale for B: This course has been replaced with updated courses and is therefore no longer offered.

C. **DELETE** on page 182

HEALTH

HEALTH COURSES (HLTH)

301 Health Promotion in the 21st Century (3) F, S, SU. This course is designed for middle-level and secondary education majors, gender study majors, and any student who is interested in the knowledge and skills essential for health promotion in the 21st century. Emphasis is placed on healthy behavior change through practice. Subtopics will include managing stress, improving sleep, promoting sexual health, and enhancing healthy eating. Technology and health, environmental health, the Affordable Health Care Act, and healthy beverage consumption will also be discussed. This course is required for middle-level education majors and secondary education majors seeking teacher licensure in English or mathematics.

RATIONALE: The Read to Succeed (R2S) legislation required that 12 hours in literacy be added to early childhood and elementary programs and six hours to middle level. Health (312 & 314) courses were eliminated to make room for these R2S courses. Since 301 is included in Gender Studies, this course is not being eliminated. As of the fall of 2016, the School of Education will no longer have faculty qualified to teach HLTH 301. Therefore, nursing faculty (who have taught this course in the past) will teach HLTH 301. As a result, this course is being moved from the School of Education to the Department of Nursing (which will become a part of the new School of Health Sciences).

D. **MODIFY** on pages 175-176 under **ELEMENTARY EDUCATION**

FROM:

Professional Education (Requires Admission to the Program).....	26 hours
Education 310.....	3
Education 311.....	3
Education 312	3
Education 313.....	1
Elementary Education 314	3
Elementary Education 315.....	3

Elementary Education 316	3
Elementary Education 317.....	3
Education 380	2
Education 392.....	2
Student Teaching Block*	15 hours
Education 487.....	3
Education 490.....	12
Supporting Courses.....	18 hours
Art Education 217.....	3
English 315.....	3
English 341.....	3
Health 315.....	3
Mathematics 370.....	3
Psychology 315.....	3
Concentration (Approved by academic adviser).....	8-9 hours
This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:	
a. Science (two courses) – Select from the physical sciences and/or biological science.	
b. Social Studies (three courses) – Select from history, political science, geography and/or economics.	
c. Mathematics (three courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.	
d. English (three courses) – Select from above English 200 literature and/or writing courses.	
e. Foreign Language (three courses)	
Electives.....	3
*All Student Teaching Block courses must be taken together.	
Minimum hours required for graduation.....	125 hours

TO:

Professional Education (Requires Admission to the Program).....	33 hours
Education 310.....	3
Education 311.....	3
Education 313.....	1
Education 322.....	3
Education 324.....	3
Education 326.....	3
Education 392.....	2
Education 411.....	3
Education 420.....	3
Elementary Education 315.....	3
Elementary Education 316	3

Elementary Education 317.....	3
Student Teaching Block*	15 hours
Education 487.....	3
Education 490.....	12
Supporting Courses.....	15 hours
Art Education 217.....	3
English 315.....	3
English 341.....	3
Mathematics 370.....	3
Psychology 315.....	3
Concentration (Approved by academic adviser).....8-9 hours This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:	
a. English (three courses) – Select from above English 200 literature and/or writing courses.	
b. Foreign Language (three courses)	
c. Learning Disabilities (three courses) – EDUC 421, 423, & 425	
d. Mathematics (three courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.	
e. Science (two courses) – Select from the physical sciences and/or biological science.	
f. Social Studies (three courses) – Select from history, political science, geography and/or economics.	

*All Student Teaching Block courses must be taken together.

Minimum hours required for graduation.....126 hours

RATIONALE for D: The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our elementary program. Language arts, reading and health courses (not required by accreditation), along with program electives were eliminated to make room for these R2S courses.

In the state of South Carolina, 9.4 % of all students (ages 6-21) are diagnosed with a disability. Of all students with disabilities, 49.4% meet the criteria for a student with a learning disability. (Data Source: <http://www.ideadata.org>).

In response to requests from school district superintendents (i.e. Pee Dee Education Consortium) and local teachers, we have added another area of concentration (learning disabilities) for elementary majors. Teachers who have training in learning disabilities are in demand for most if not all school districts. The majority of students with learning disabilities are identified in the elementary grades, therefore having our elementary education majors graduate with the ability to provide instruction for this student population will make them more marketable. Students with learning disabilities need specially designed instruction along with specific training for their teachers. Accordingly, 66% of students with learning disabilities spend 80% of their day in the general education classroom. The more knowledge that our elementary majors have about teaching students with special needs, the more empowered they will be to help these students become successful.

Data from Spring 2015, Fall 2015, Spring 2016 and the upcoming Fall 2016, Elementary Education Student teachers have chosen the following areas of concentration: 31% social studies, 31% English; 19% science; 12% math, and 7% foreign language.

4. Proposal from the African and African American Studies Steering Committee:

- A. ADD** On page 193 of the 2015-2016 Catalog under “INTERDISCIPLINARY PROGRAMS”

AFRICAN AND AFRICAN AMERICAN STUDIES (AAAS)

Coordinator: TBD

MISSION STATEMENT

The African and African American Studies (AAAS) program at Francis Marion University is designed to offer students an interdisciplinary and multifaceted approach to the study of people of African descent and their experiences in Africa, America, and the rest of the African Diaspora. Through a minor or collateral and through extra-curricular offerings, the program allows students of all backgrounds to broaden their knowledge of the history and cultures of people of African descent, hone their skills of analysis and expression, and cultivate an ethic of human equality and social justice. The program complements all majors in that it helps prepare students for the workplace and citizenship in a diverse country and an interconnected world.

MINOR

Complete 18 semester hours, including the following:

- I. Complete the following 3 requirements:
 - A. Complete the following course:
AAAS 200: Introduction to African and African American Studies
 - B. Complete 1 course from the following:
HIST 311: History of Black Americans
HIST 370: African History
 - C. Complete the following course:
ENG 348: African-American Literature
- II. Complete 9 semester hours from the following (no more than one course from any one discipline):
 - ARTH 360: Islamic and African Art
 - ECON 323: Urban and Regional Economics

ECON 410:	Labor Economics
ENG 384:	African-American Film History
ENG 448:	Advanced Study in African-American Literature
HIST 311:	History of Black Americans
HIST 316:	South Carolina History
HIST 344:	The Old South, 1660 to 1865
HIST 345:	The New South, 1865 to the Present
HIST 346:	Civil War America
HIST 370:	African History
GEOG 306:	Geography of Sub-Saharan Africa
POL 311:	Southern Politics
POL 322:	Civil Rights and Civil Liberties
SOC 306:	Social Problems
SOC 310:	Racial and Cultural Minorities
SOC 331:	Environment, Power, and Opportunity
SOC 351:	Hate Crimes and Terrorism
SOC 382:	Families Public and Private
SOC 407:	Urban Sociology
SOC 419:	Population and Society

Special topics courses may also be counted for credit towards the program with the approval of the African American Studies Committee.

COLLATERAL

Complete 12 semester hours, including the following:

- I. Complete the following 2 requirements:
 - A. Complete the following course:
 - AAAS 200: Introduction to African and African American Studies
 - B. Complete 1 course from the following:
 - HIST 311: History of Black Americans
 - HIST 370: African History
 - ENG 348: African-American Literature
- II. Complete 6 semester hours from the following (no more than one course from any one discipline):
 - ARTH 360: Islamic and African Art
 - ECON 323: Urban and Regional Economics

ECON 410:	Labor Economics
ENG 348:	African-American Literature
ENG 384:	African-American Film History
ENG 448:	Advanced Study in African-American Literature
HIST 311:	History of Black Americans
HIST 316:	South Carolina History
HIST 344:	The Old South, 1660 to 1865
HIST 345:	The New South, 1865 to the Present
HIST 346:	Civil War America
HIST 370:	African History
GEOG 306:	Geography of Sub-Saharan Africa
POL 311:	Southern Politics
POL 322:	Civil Rights and Civil Liberties
SOC 306:	Social Problems
SOC 310:	Racial and Cultural Minorities
SOC 331:	Environment, Power, and Opportunity
SOC 351:	Hate Crimes and Terrorism
SOC 382:	Families Public and Private
SOC 407:	Urban Sociology
SOC 419:	Population and Society

Special topics courses may also be counted for credit towards the program with the approval of the African American Studies Committee.

AFRICAN AND AFRICAN AMERICAN STUDIES COURSES (AAAS)

200 Introduction to African American Studies (3) Introductory survey course which provides an overview of the field of African American Studies from an interdisciplinary perspective.

497 African and African American Studies: Special Studies (3), (2), or (1) (Prerequisite: African American Studies 200 or permission of coordinator) Individual research project under the guidance of a faculty member. Research projects must be approved by the African and African American Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. May be taken for credit (three hours) toward the Honors degree by special arrangement.

PROGRAM RATIONALE:

The African and African American Studies Program is an interdisciplinary program that will add to the enrichment of the curriculum at an institution as diverse as Francis Marion University. The Program is complementary to all majors as it serves to assist with preparing students for working and respectfully engaging in matters of diversity in American life and the global community as a whole. Paired with an academic major, a minor or collateral in African American Studies will hone our students' skills of analysis and expression and cultivate an ethic of human equality and social justice. The course of study will help prepare FMU students for a wide variety of careers, graduate programs, and professional opportunities. Additionally, the Program contributes to the Francis Marion University mission "to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina." The Program also serves to fulfill General Education Goal 7 to provide students with "the ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior."

Rationales for Inclusion of Courses in the African American Studies Program Curriculum

Art History 360: Islamic and African Art

This course provides an introduction to the traditional art forms of Western and Central Asia, North Africa, and Spain while under Islamic rule. The arts of Africa, especially Sub-Saharan Africa, are also covered by tribe and region.

Economics 323: Urban and Regional Economics

This course provides an overview of the growth and development of urban and rural areas in the United States. The course focuses on topics such as labor migration; urbanization; regional policies and regulations; and industrial, agricultural, and business location.

English 348: African-American Literature

This course provides an overview of African American literature from the mid-19th century to the present.

English 384: African-American Film History

This film studies course covers a variety of genres to explore the image of African Americans on screen and their reception in American culture. It covers the history of African Americans in film from the beginnings of American cinema to the present and demonstrates how African Americans often challenge the conventions of narrative film and the dominant culture conveyed by them.

English 448: Advanced Study in African-American Literature

This course takes a more in-depth look at African-American literature by focusing on major American writers, groups of writers, a genre, or a theme.

Geography 306: Geography of Subsaharan Africa

This course provides an introduction to the geography of Africa. Emphasis will be placed upon cultural diversity and social organization, environmental perception, agricultural systems, economic development, and political stability.

History 311: History of Black Americans

This course examines the African American experience in the United States. The course explores the roles that African Americans played in the formation of the country, their contributions to the life and character of the country, and their role in today's society.

History 316: South Carolina History

This course provides a survey of South Carolina history from its founding to the present. The course examines the political, social, and economic developments and the changing attitudes of the citizenry. The African American experience in South Carolina is examined in depth.

History 344: The Old South, 1660 to 1865

This course examines the political, social, economic, and intellectual development of the South from its colonial beginnings through the Civil War. Emphasis is placed on topics such as southern nationalism, pro-slavery ideology, nullification, secession, and the demise of the Old South in the Civil War.

History 345: The New South, 1865 to the Present

This course examines the political, social, economic, and intellectual life of the South from Reconstruction to the present.

History 346: Civil War America

This course examines Civil War-era America with a focus on the divergent paths of the American people in the early 19th century and an examination of how the events of this time period reshaped the understanding of concepts such as freedom, loyalty, and equality.

History 370: African History

This is a survey course of the African continent from human origins to the present. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa.

Political Science 311: Southern Politics

This course provides an overview of southern regional politics from the Reconstruction to the present. Relevant topics include electoral politics, political decision-making, voting laws and voting access, apportionment, impact of political parties, civil rights and African American mobilization.

Political Science 322: Civil Rights and Civil Liberties

This course provides an in-depth examination of the constitutional and statutory protections of civil rights and liberties in the United States. Emphasis is placed on freedom of religion and expression, freedom of association, privacy rights, and the protections against discrimination found in the Fourteenth Amendment Equal Protection Clause.

Sociology 306: Social Problems

This course provides an understanding of how society defines social problems and addresses specific social problems within today's society. Topics addressed in this course include race and immigration, inequality, the economy and work, marriage and family, physical and mental health care, crime and the criminal justice system, and abuse, among others. Aside from the chapter devoted to race, most of the remaining chapters discuss how each of these social problems vary by race and the unique challenges different minorities face in dealing with these issues.

Sociology 310: Racial and Cultural Minorities

This course focuses on racial and cultural conflicts in contemporary civilization, explores the central theoretical perspectives of race and culture, and examines the status of racial and ethnic minorities in the United States. Issues related to prejudice, discrimination, privilege, and oppression, are presented, with the role social institutions have in perpetuating racial oppression being one of the central foci of the course. While students are exposed to issues related to all racial and ethnic minorities, the majority of the information revolves around issues pertinent to African Americans in the U.S.

Sociology 331: Environment, Power & Opportunity

A major focus of this course is the environmental inequality experienced by racial and ethnic minorities, in particular African Americans, and the rise of the environmental justice movement in America. This movement was spearheaded by African American citizen activists in communities disproportionately affected by toxic waste dumps, polluting industrial facilities, and siting of hazardous activities, who saw environmental quality and health as civil rights issues. A required textbook is *Dumping In Dixie* by Robert Bullard, which details the study of southern black communities affected by toxic activities.

Sociology 351: Hate Crimes and Terrorism

This course was approved by the General Faculty on Feb. 16 for inclusion in the Sociology curriculum. It will examine hate crimes, including those that stem from the hatred of racial/ethnic minorities (which comprise most cases and disproportionately target African Americans), highlighting specific cases, and how they were addressed by society. We will also examine the overlap between hate crimes and terrorism and the how crimes of hate are often overlooked as forms of domestic terrorism. Moreover, the course will explore terrorist attacks in the US and abroad, examining major activities in African nations (such as Boko Haram in Nigeria and Al-Qaeda in Sudan) as threats to those nations and to the US.

Sociology 382: Families Public and Private

This course focuses on the family as a social institution in the U.S., including the historical origins of the family and specific issues related to family diversity. Themes centering on marriage, cohabitation, child bearing and parenthood, family violence, divorce, and remarriage are presented, and these trends and patterns will emphasize families from different socioeconomic and minority backgrounds, particularly those relevant to African Americans. Some of the topics specific to African Americans are enslaved families, family resilience, poverty, mate selection, marriage rates, interracial marriage, and parenthood.

Sociology 407: Urban Sociology

This course addresses African American issues throughout the course, including the forced migration of African slaves to the US and their role in developing the nation; race relations in the 19th and early 20th century (The Great Migration and employment in northern factories); return migration in the rise of the Sunbelt 1960s – 1990s; urban social problems such as poverty, housing, and crime; and the development and modernization of African cities today.

Sociology 419: Population and Society

This course addresses African and African American issues throughout the course, examining sociocultural structure measures (including racial composition measurements, patterns and correlates in the US), fertility differentials by race and nation, mortality and morbidity rates and causes by race and nation, migration patterns by race and nation, and population control policies within the US and abroad. Theories that explain these differences and patterns are also discussed.

5. Proposal from the Department of Biology:

A. MODIFY, on p. 82 of the current catalog the description of the **Biology Minor:**

FROM:

MINOR

A minor in biology requires 18 hours of biology, no more than eight of which are below the 199 level.

TO:

MINOR

A minor in biology requires 18 hours of biology, including Biology 105, 115, and 106. No more than 12 hours may be below the 199 level.

Rationale:

The current wording of the minor causes confusion for the students because they lack the prerequisite courses needed for most of the biology courses above the 199 level. The proposed change adds Bio 105, 115 and 106 as requirements for the biology minor. These courses are the prerequisites for most of the other biology courses above the 199 level that a student minoring in biology might want to take and adding them clarifies the requirements and prepares the student better for upper level courses.

The proposed change increases the number of hours below the 199 allowed in the minor. This change expands the breadth of survey courses that could be taken to satisfy the minor requirements and allows students greater flexibility to customize the minor for their career path. In addition, it opens the minor as an option for more students who are interested in a biology minor and that have already completed a course below the 199 level as part of their general education or major's requirements.

B. CHANGE, on p. 83 of the current catalog, the mathematics requirements for the **Environmental Science Option in Biology:**

FROM:

Mathematics 132 or 201, 134, or 312.....6

TO:

Mathematics 111, 132, or higher.....6

C. CHANGE on p. 87 of the current catalog, the Freshman year, Fall and Spring mathematics requirement lines in the **four year plan for the Environmental Science Option in Biology:**

Mathematics **132 or 201** **FROM:** 3

Mathematics **111 or higher** **TO:** 3

Mathematics **134 or 312** **FROM:** 3

Mathematics **132 or higher** **TO:** 3

Rationale (B and C): Currently the Department of Biology's Environmental Science option has a much more stringent math requirement than the regular biology major. This proposed change simply brings the Environmental Science option's math requirements in line with the regular biology major math requirement.

D. CHANGE, on p. 85 of the current catalog, the course title, description, and prerequisites for **Biol 307**:

FROM:

307 Plant Anatomy and Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201) The relations and processes which have to do with the fundamental structures and functions of higher plants. Topics will include plant anatomy, plant growth and reproduction, absorption of matter and energy, water relations, utilization of reserve products, and liberation of energy.

TO:

307 Plant Structure and Function (4:3-3) (Prerequisite: 106) A survey of the fundamental processes, forms, and functions of plants with a focus on flowering plants (Angiosperms). Students will learn about plant anatomy and physiology as well as plant morphology and development. Through the lens of structure and function, students will also examine the evolutionary history of land plants and study the ways that plants interact with their environment.

Rationale: The course title and description have been updated to clarify and to better reflect current content. The course prerequisite of Chem 201 has been dropped as it is not necessary for success in this course.

E. DELETE, on p. 85 of the current catalog, **Biol 310**

310 Plant Morphology and Development (4:3-3) (Prerequisite: 106) An account of the phenomena of development in the vascular plants. Emphasizes structure, as well as experimental and analytical data to allow interpretations of plant morphogenetic events.

Rationale: The changes proposed for Biol 307 incorporate the material taught in Bio 310 and therefore Biol 310 will no longer be offered.

F. CHANGE, on p. 85 and 89 of the current catalog, the semesters offered for **Biol 311** and **Biol 409**:

FROM:

311 Microbiology (4:3-3) (Prerequisite: 105 or 106 and sophomore status or higher in pre-nursing major or permission of the department) F, **SU**. Structure, activities, and control of microorganisms, including principles of immunology.

TO:

311 Microbiology (4:3-3) (Prerequisite: 105 or 106 and sophomore status or higher in pre-nursing major or permission of the department) F, **S**. Structure, activities, and control of microorganisms, including principles of immunology.

FROM:

409 Evolutionary Biology (4:3-3) (Prerequisite 106 and Chemistry 201) **AS**. Topics include the theory of natural selection, mechanisms of evolutionary change, the fossil record, biogeography, molecular evolution, speciation, phylogeny reconstruction and evolutionary rates.

TO:

409 Evolutionary Biology (4:3-3) (Prerequisite 106 and Chemistry 201) **S**. Topics include the theory of natural selection, mechanisms of evolutionary change, the fossil record, biogeography, molecular evolution, speciation, phylogeny reconstruction and evolutionary rates.

Rationale: The changes to the semester offered reflect when the courses are currently offered.

G. CHANGE, on p. 89 of the current catalog, the course prerequisites for **Biol 406**:

FROM:

406 Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201 or permission of the department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both Biology 236 and Physiology 406.

TO:

406 Physiology (4:3-3) (Prerequisite: 106 and Chemistry 201, **pre- or co-requisite 205 or 305**, or permission of the department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both Biology 236 and Physiology 406.

Rationale:

We have proposed the addition of Human Anatomy (Biol 205) or Comparative Vertebrate Anatomy (Biol 305) as a pre- or co-requisite for Physiology. Physiology, the study of how body systems work, is dependent on understanding the anatomy and the structure of the body systems. Thus, the concepts covered in Anatomy provide a foundation for understanding physiology. Students who have taken Anatomy, or jointly take the courses, gain additional knowledge that aids them in excelling in the physiology course. The addition of the pre- or co-requisite will help the students perform better in and gain a deeper understanding from the physiology course.

H. CHANGE, on p. 88 in the current course catalog, the four year plan for the Medical Technology program

FROM:

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111	3	Math 132	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
Total Credits	14	Total Credits	14
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 311 and lab	4	Biology Elective	4
Chemistry 201	4	Chemistry 202 and lab	4
Math 134	3	History: 200-level	3
Elective	3	Speech Communication	3
Social Science Elective	3	Art 101, Music 101, Theater 101	3
Total Credits	17	Total Credits	17
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 401	4	Biology 407	4
Political Science 101 or 103	3	Humanities Elective	3
Physics 215 and lab	4	Literature	3
Chemistry 203 and lab	4	Social Science Elective	3
		Physics 216 and lab	4
Total Credits	15	Total Credits	17
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 430	4	Biology 434	2
Biology 431	4	Biology 435	2
Biology 432	4	Biology 436	4
Biology 433	3	Biology 437	3
		Biology 438	2
		Biology 439	2
Total Credits	15	Total Credits	15
Total Hours Required for Degree 120			

TO:

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 or 101E/101L	3-4	English 102	3
Math 132	3	Math 134*	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
Total Credits	14-15	Total Credits	14
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 311 and lab	4	Biology Elective with lab	4
Chemistry 201	4	Chemistry 202 and lab	4
Math 134	3	History: 200-level	3
Elective	3	Speech Communication	3
Social Science Elective	3	Art 101, Music 101, Theater 101	3
Total Credits	17 14	Total Credits	17
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 401	4	Biology 407	4
Political Science 101 or 103	3	Humanities Elective	3
Physics 215 and lab	4	Literature	3
Chemistry 203 or 404 and lab	4 or 3	Social Science Elective	3
		Physics 216 and lab	4
Total Credits	14 - 15	Total Credits	17
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 430	4	Biology 434	2
Biology 431	4	Biology 435	2
Biology 432	4	Biology 436	4
Biology 433	3	Biology 437	3
		Biology 438	2
		Biology 439	2
Total Credits	15	Total Credits	15
Total Hours Required for Degree 120			

*Students who have completed Math 201 should consider Math 312.

Rationale:

- “and lab” was removed for consistency (“and lab” was only included with some, but not all, of lab courses).
- “with lab” was added to the Bio elective space, as that MUST be a 4 credit elective.
- Math 111 was removed from the chart as Math 132 reflects the minimum requirement for graduation in this program.
- Math 134, Speech Communication, and elective hours were moved in order to balance credit hours over semesters and semester credit hour totals were adjusted accordingly. The footnote about Math 312 was added to ensure that students with higher-level math credit would have a statistics course available to them that suited their background in mathematics.
- Chem 404 (Biochemistry I; 3 credits) was included as an option to complete the Chemistry minor and semester credit hour totals were adjusted accordingly.
- The upper portion of the chart totaled 124 credit hours, and only 120 are required for graduation. The chart was reworked to reflect accurate requirements.
- English composition changes were made to reflect changes to those courses as approved by the General Faculty on Feb. 16.

I. **CHANGE**, on p.192 in the current course catalog the footnote to the mathematics requirements of the **Arrangement in Medical Technology** program description:

FROM:

- * Credit cannot be given for Mathematics 137 and either Mathematics 111 or 132.

TO:

- * Credit cannot be given for both Mathematics 137 and Mathematics 132.

Rationale:

The statement in the current catalog is in conflict with the course requirement listed in the Math Department.

6. Proposal from the Department of English:

A. MODIFY, on page 94 of the current catalog, under “Block Six: World Literature:”

From:

BLOCK SIX: WORLD LITERATURE:
At least one course (three hours):
362 Mythology and Literature
363 Literature of the Ancient World
364 Literature of the Medieval World
365 Modern Drama
466 Advanced Study in International Literature

To:

BLOCK SIX: WORLD LITERATURE:
At least one course (three hours):
362 Mythology and Literature
363 World Literature: Beginnings to 1650
364 World Literature: 1650 to Present
365 Modern Drama
466 Advanced Study in International Literature

B. MODIFY, on page 101 of the current catalog, under “Block Six: World Literature:”

From:

363 Literature of the Ancient World (3) (Prerequisite: 200 with a grade of C or higher.) Introduces the range of world literature in the Ancient World (to 476 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian and African literature.

To:

363 World Literature: Beginnings to 1650 (3) (Prerequisite: 102 with a grade of C or higher.) Examines Western and Non-Western literature ranging from 2300 B.C.E. to 1650 C.E. Students will study texts from Rome, Greece, Africa, China, and Japan within their historical, social, and cultural contexts. Topics to be discussed include the oral tradition, the epic, intertextuality, and the relationship between religion and literature.

From:

364 Literature of the Medieval World (3) (Prerequisite: 200 with a grade of C or higher.) Introduces the range of world literature in the Medieval World (400-1500 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian, Muslim, and African literature

To:

364 World Literature: 1650 to Present (3) (Prerequisite: 102 with a grade of C or higher.) Studies the development of global literature from 1650 to present day. Students will examine concepts of nationalism, race, gender, and oppression in a variety of Non-Western and European works. A substantial portion of the course will be devoted to the development of Asian, Middle Eastern, and African literatures, as well as colonial and postcolonial literatures.

C. MODIFY, on page 199 of the current catalog, under “Area G: Elective Courses”

From:

Art History 390.....Twentieth Century Art
 Art History 400.....Contemporary Art since 1980
 English 363.....Literature of the Ancient World OR
 English 364.....Literature of the Medieval World
 English 466..Advanced Study in International Literature

To:

Art History 390.....Twentieth Century Art
 Art History 400.....Contemporary Art since 1980
 English 363.....World Literature: Beginnings to 1650
 English 364.....World Literature: 1650 to Present
 English 466..Advanced Study in International Literature

Rationale for A-C:

The current World Literature curriculum does not offer coverage beyond the year 1500. As such, students do not receive instruction in any World Literature from 1500 to present and thus do not have the opportunity to study World Literature beyond the medieval era.

As such, the scope of English 363 and 364 has been modified to cover the 500 years of World literature not currently offered at FMU. This modification allows students the opportunity to study topics such as the Russian novel, French literature, the Latin American novel, and Postcolonial literature—topics that are not currently offered at

FMU. This modification will provide students with a more comprehensive knowledge of World literature.

7. Proposal from the Department of Fine Arts:

On page 116-117 of the current catalog, under **MAJOR, CHANGE**

FROM:

4. 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.
5. Completion of one semester hour of Senior Seminar, Art 499

The minimum number of semester hours in all courses (major and non-major) required for the major in Visual Arts is 127.

TO:

4. 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.
5. Completion of one semester hour of Senior Seminar, Art 499.

**Students with an Associate's in Applied Science degree with a major in Digital Arts (or another major in visual arts [with departmental approval]) entering the program from a South Carolina technical school will transfer into the program with a minimum of sixty hours. These students are required to meet all general education and major requirements but will not be required to have an additional minor or collateral.*

The minimum number of semester hours in all courses (major and non-major) required for the major in Visual Arts is 120.

Rationale: This change is necessary to facilitate a reasonable transfer into Visual Arts programs for Technical College students with an Associate's degree.

8. Proposal from the Bachelor of General Studies Committee / Provost's Office:

A. MODIFY, on page 187 of current catalog, column 1, paragraph 1

From

Coordinator: Dr. Samuel H. Howell, Jr.

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a regular program in the academic disciplines within normal time limits. These students will normally have earned many college credits at other institutions and in various disciplines over a long period of time but have not met the specific requirements for a major. Students accepted into the B.G.S. program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, or Health Studies. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

To

Coordinator: **Dr. Karen K. Gittings**

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a **regular traditional** program in the academic disciplines. ~~within normal time limits. These students will normally have earned many college credits at other institutions and in various disciplines over a long period of time but have not met the specific requirements for a major.~~ Students accepted into the B.G.S. program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, **or** Health Studies, **or Educational Studies**. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

Rationale:

The majority of students who enter the BGS program are students who started with a major in the School of Education or Department of Nursing. For various reasons, the students are unable to progress to completion within these programs. Although these students have a significant number of credits, they have earned most of their credits at FMU. The BGS Committee is trying to make corrections to the catalog that more accurately reflect current practices of the BGS program.

The concentration area of Educational Studies has already been approved; it just needs to be added to the new catalog.

B. MODIFY, on page 187 of current catalog, column 1, paragraph 2

From

APPLICATION

Students must complete an application for admittance into the Bachelor of General (B.G.S.) Program. The application form, along with the documentation specified in the application, must be submitted to the Bachelor of General Studies Committee. Documentation includes a written statement explaining the rationale for entering the B.G.S. program and a proposed area of major concentration. This documentation must also include a faculty member's recommendation and statement of willingness to serve as an adviser throughout the pursuit of the B.G.S. degree. Applications must be submitted by April 15 for fall semester enrollment and by October 15 for spring semester enrollment. Application forms are available from the Office of the Provost or the program coordinator.

To

APPLICATION

Students must complete an application for admittance into the Bachelor of General **Studies** (B.G.S.) Program. The application form, along with the documentation specified in the application, must be submitted to the Bachelor of General Studies **Coordinator**. Documentation includes a written statement explaining the rationale for entering the B.G.S. program and a proposed area of major concentration. **This documentation must also include a faculty member's recommendation and statement of willingness to serve as an adviser throughout the pursuit of the B.G.S. degree. This documentation must also include proof of meeting with the B.G.S. Coordinator for initial advisement and a letter from a faculty member stating their willingness to serve as the student's capstone course instructor (faculty must come from their proposed concentration area). Applications must be submitted by April 15 for fall semester enrollment and by October 15 for spring semester enrollment.** Application forms are available from the Office of the Provost or the program coordinator.

Rationale:

The new wording more accurately reflects the application process. Since the BGS Coordinator currently advises the students about their course of study, it is unnecessary for them to search for a new advisor for the BGS program. Recommendations are being deleted since they add no value to the application process. Application deadlines are impractical to meet the needs of students who may be eligible for the BGS program, so they are also being deleted. The student must still find a faculty member in their area of concentration who will agree to serve as their capstone course instructor.

C. **MODIFY**, on page 187 of current catalog, column 2, paragraph 2

From

ADVISING POLICY

Upon acceptance, the student is required to submit, in writing, a proposed course of study to his/her academic adviser. The student's academic adviser must approve the student's proposal before the student is officially considered a B.G.S. candidate. A copy of the approved course of study must be placed on file in the Registrar's Office prior to the student's enrollment. The student is officially admitted as a B.G.S. student the semester following acceptance into the program. If the student does not enroll the following semester, he or she must reapply to the B.G.S. program. If the student terminates enrollment with the University, the student is withdrawn from the B.G.S. program. Students must report any proposed change in their course of study to their academic adviser for approval and the Registrar's Office.

To

ADVISING POLICY

~~Upon acceptance, the student is required to submit, in writing, a proposed course of study to his/her academic adviser. The B.G.S. Coordinator will serve as the academic advisor of record once the student has been accepted into the program. Upon acceptance, the student is required to submit, in writing, a proposed course schedule to the B.G.S. Coordinator. The student's academic adviser must approve the student's proposal before the student is officially considered a B.G.S. candidate. A copy of the approved course of study must be placed on file in the Registrar's Office prior to the student's enrollment. The student is officially admitted as a B.G.S. student the semester following acceptance into the program. The student is officially admitted as a B.G.S. student once the B.G.S. committee has approved acceptance into the program. If the student does not enroll the following semester, he or she must reapply to the B.G.S. program. If the student terminates enrollment with the University, the student is withdrawn from the B.G.S. program. Students must report any proposed change in their course of study to their academic adviser the B.G.S. Coordinator for approval. and the Registrar's Office.~~

Rationale:

Since the BGS Coordinator advises the student prior to application to the BGS program and continues to monitor the student's progress once in the program, the BGS Coordinator will now be the official academic advisor of record. Faculty who are seldom involved in the BGS program have previously found it difficult to effectively advise students of the requirements for graduation. The new wording more accurately reflects the advisement process.

D. MODIFY, on page 188 of current catalog, column 1

From

CURRICULUM

A Bachelor of General Studies student is required to:

1. Meet all General Education Requirements for either a Bachelor of Science or Bachelor of Arts degree.
2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:
 - a. Arts and Humanities:
Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre
 - b. Social and Behavioral Sciences:
Anthropology, Geography, History, Political Science, Psychology, Sociology
 - c. Natural Science and Mathematics:
Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics
 - d. Management Technology:
Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology
 - e. Health Studies: Nursing (at least three courses),
Contemporary Health Issues Health 301, Kinesiological Foundation of Coaching PE 318,
The Physiological Basis of Exercise PE 319, Physiology Biology 406,
Immunology Biology 407, Introduction to Behavioral Genetics Psychology 305,
Pediatric Psychology
Psychology 306, Human Sexuality Psychology 312, Health
Psychology/Behavioral Medicine Psychology 314, Applied Behavioral Analysis
Psychology 317, Abnormal Psychology Psychology 325, The Psychology of
Relationships Psychology 332, Life Span Development Psychology 334, Social
Gerontology Sociology 327, Alcohol, Drugs and Society Sociology 347,
Sociology of Health and Illness Sociology 375, Death and Dying in Social
Contexts Sociology 387, or other appropriate courses approved by the coordinator
of the B.G.S. program.
3. Complete the General Studies Capstone Experience course (see below). This one credit hour course may only be taken during the student's senior year.
4. Select, in consultation with his/her academic adviser, a sufficient number of elective hours to satisfy graduation requirements.

To

CURRICULUM

A Bachelor of General Studies student is required to:

1. Meet all General Education Requirements for either a Bachelor of Science or Bachelor of Arts degree.
2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:
 - a. Arts and Humanities:
Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre
 - b. Social and Behavioral Sciences:
Anthropology, Geography, History, Political Science, Psychology, Sociology
 - c. Natural Science and Mathematics:
Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics
 - d. Management Technology:
Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology
 - e. Health Studies:
Nursing (at least three courses), HLTH 301 Health Promotion in the 21st Century; NRN 448 or IPHC 448 Healthcare Policy Development; PE 318 Kinesiological Foundation of Coaching; PE 319 The Physiological Basis of Exercise; BIOL 309 Introduction to Neuroscience; BIOL 406 Physiology; BIOL 407 Immunology; PSY 305 Introduction to Behavioral Genetics; PSY 306 Pediatric Psychology; PSY 312 Human Sexuality; PSY 314 or IPHC 314 Health Psychology/Behavioral Medicine; PSY 317 Applied Behavioral Analysis; PSY 325 Abnormal Psychology; PSY 332 The Psychology of Relationships; PSY 334 Life Span Development; SOCI 327 Sociology of Aging and Later Life; SOCI 347 Alcohol, Drugs and Society; SOCI 375 or IPHC 375 Sociology of Health and Medicine; SOCI 387 Death and Dying in Social Contexts; IPHC 302 Understanding Veteran Culture; IPHC 445 Population-Focused Care, and Health; IPHC 500 Rural Healthcare or other appropriate courses approved by the coordinator of the B.G.S. program.
 - f. Educational Studies
Must include the following 12 credit hours of education: EDUC 305 Foundations of Curriculum and Instruction, EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, EDUC 313 Field Experiences in Instructional Planning and Assessment, EDUC 380 Introduction to Exceptional Students; and must include 18 credits hours from the following: ENG 300 Foundations for Literary Studies, ENG 310 Modern English Grammar, ENG 313 Literature for Young Children OR ENG 315 Literature for Children, ENG 340 Theories of Writing, ENG 341 Advanced Composition for Teachers, MATH 370 Intuitive Geometry, PSY 304 Brain and Behavior, PSY 306 Pediatric Psychology, PSY 315 Child Behavior: Growth and Development, PSY 316 Adolescent Behavior: Growth and Development, PSY 317 Applied Behavior Analysis, PSY 318 Educational Psychology, PSY 334 Life Span Development, or other appropriate courses approved by the coordinator of the B.G.S. program.
3. Complete the General Studies Capstone Experience course (see below). This one credit hour course may only be taken during the student's senior year.

4. Select, in consultation with ~~his/her academic adviser~~ the B.G.S. Coordinator, a sufficient number of elective hours to satisfy graduation requirements.

Rationale:

The section on Health Studies was just updated to accurately reflect course names and numbers. Five courses were added that are appropriate to the Health Studies concentration area; they include NRN 448 or IPHC 448, BIOL 309, IPHC 302, IPHC 445, and IPHC 500.

The Educational Studies concentration area has already been approved but needs to be added to the new catalog. The statement “or other appropriate courses approved by the coordinator of the BGS program” has been added to mirror the statement under Health Studies. The BGS Educational Studies student may have additional education courses above the 299 level that are equally appropriate to include for credit in the concentration area.

9. Proposal from the Department of Mathematics:

A. **CHANGE**, the four year plan on page 128 of the current catalog

From:
FOUR YEAR PLAN FOR MATHEMATICS MAJORS

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Mathematics 201	3	Mathematics 202	3
Speech Communication	3	Science and lab	4
Science and lab	4	Art 101, Music 101, or Theatre 101	3
History	3	Political Science 101 or 103	3
Total Credits	16	Total Credits	16
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 250, 251, or 252		Mathematics 306	3
Mathematics 203	3	Computer Science 212 or 226	3
Mathematics 304	3	Social Science Elective	3
Science and lab	4	Humanities Elective	3
Social Science Elective	3	Minor Elective	3
Total Credits	16	Total Credits	15
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Mathematics 311	3	Mathematics 405, 407, or 420	3
Mathematics Elective	3	Mathematics Elective	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	15	Total Credits	15
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Mathematics Elective	3	Mathematics 499	3
Minor Elective	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3		
Total Credits	15	Total Credits	12
Total Hours Required for Degree 120			

To:

**FOUR-YEAR PLAN FOR BACHELOR OF SCIENCE IN MATHEMATICS
(MATHEMATICAL SCIENCES OPTION)**

Freshman Year			
Fall Semester Courses	Hours	Spring Semester Courses	Hours
English 101 (or English 101E/101L)	3 - 4	English 102	3
Mathematics 201 ¹	3	Mathematics 202	3
Speech Communication 101	3	Science and Lab ²	4
Science and Lab ²	4	Art 101, Music 101, or Theatre 101	3
History 201, 202, 203, 204, or 205	3	Political Science 101 or 103	3
Total Credits	16 - 17	Total Credits	16
Sophomore Year			
Fall Semester Courses	Hours	Spring Semester Courses	Hours
English 250, 251, or 252	3	Mathematics 306	3
Mathematics 203	3	Computer Science 212 or 226	3
Mathematics 304	3	Social Science Elective	3
Science and Lab ²	4	Humanities Elective	3
Social Science Elective	3	Minor Elective	3
Total Credits	16	Total Credits	15
Junior Year			
Fall Semester Courses	Hours	Spring Semester Courses	Hours
Mathematics 311	3	Mathematics 405, 407, or 420	3
Mathematics Elective ³	3	Mathematics Elective ³	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	15	Total Credits	15
Senior Year			
Fall Semester Courses	Hours	Spring Semester Courses	Hours
Mathematics Elective ³	3	Mathematics 499	3
Minor Elective	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	2-3 ⁴		
Total Credits	14-15	Total Credits	12
Total Hours Required for Degree 120			

¹ Depends on Math Placement

² At least one course in Biology and at least one course in Chemistry, Physics, or Physical Science is required. Physics 201 and 202 are recommended but not required. A student cannot receive credit for both Physical Science and either Chemistry or Physics. If a student does not take labs with all three science courses, the student will need to take a fourth science course in addition to the courses shown.

³ At least one of the math electives must be at the 400-level and no more than one can be at the 200-level.

⁴ Depends on English 101 course

Rationale: Footnotes have been added to give information on math placement and show flexibility in scheduling mathematics requirements and electives. Specific courses are listed for General Education requirements.

10. Proposal from the Department of Nursing / School of Health Sciences:

A. CHANGE on Page 80 of the Current Catalog

FROM:

80 Academic Programs – Undergraduate

Department of Mathematics

Mathematics (B.A., B.S., minor, collateral)

Department of Nursing

Healthcare Administration (B.S., no minor or collateral)

(See pages 195-196)

Nursing (B.S.N. Basic Track, R.N. to B.S.N. Track,

M.S.N., no minor or collateral)

Physician Assistant Studies Program

(M.S.P.A.S., no minor or collateral)

Department of Physics and Astronomy

Astronomy (Collateral, no major or minor)

Industrial Engineering (B.S., no minor or collateral)

Physics (B.S., minor, collateral)

Physical Science (Courses only: no major, minor, or collateral)

Department of Political Science and Geography

Geography (Minor, collateral)

Political Science (B.A., B.S., minor, collateral)

Department of Psychology

Psychology (B.A., B.S., M.S., S.S.P., minor, collateral)

Department of Sociology

Anthropology (Course only: no major, minor, or collateral)

Sociology (B.A., B.S., minor, collateral)

SCHOOL OF BUSINESS

Accounting (B.B.A., no minor or collateral)
 Business (Minor only)
 Business Economics (B.B.A., no minor or collateral)
 Computer Science (B.S., minor, collateral)
 Economics (B.A., B.S., minor, collateral)
 Finance (B.B.A., no minor or collateral)
 General Business Administration (B.B.A., M.B.A., no minor or collateral)
 Management (B.B.A., no minor or collateral)
 Management Information Systems
 (B.B.A., no minor or collateral)
 Marketing (B.B.A., no minor or collateral)
 Master of Business Administration (Generalist;
 Concentration in Healthcare Executive Management)

SCHOOL OF EDUCATION

Early Childhood Education
 (B.S., no minor or collateral)
 Education-Secondary (No undergraduate
 major, minor or collateral)
 Elementary Education (B.S., no minor or collateral)
 Health (Courses only: no major, minor, or collateral)
 Instructional Accommodation (M.Ed., no minor or collateral)
 Learning Disabilities (M.A.T., M.Ed., no minor or collateral)
 Middle Level Education (B.S., no minor or collateral;: two specialty areas)
 Physical Education (Courses only: no major, minor, or collateral)

TO:

80 Academic Programs – Undergraduate

Department of Mathematics

Mathematics (B.A., B.S., minor, collateral)

Department of Physics and Astronomy

Astronomy (Collateral, no major or minor)

Remove Nursing, HCA, & PA

Industrial Engineering (B.S., no minor or collateral)

Physics (B.S., minor, collateral)

Physical Science (Courses only: no major, minor, or collateral)

Department of Political Science and Geography

Geography (Minor, collateral)

Political Science (B.A., B.S., minor, collateral)

Department of Psychology

Psychology (B.A., B.S., M.S., S.S.P., minor, collateral)

Department of Sociology

Anthropology (Course only: no major, minor, or collateral)

Sociology (B.A., B.S., minor, collateral)

SCHOOL OF BUSINESS

Accounting (B.B.A., no minor or collateral)
 Business (Minor only)
 Business Economics (B.B.A., no minor or collateral)
 Computer Science (B.S., minor, collateral)
 Economics (B.A., B.S., minor, collateral)
 Finance (B.B.A., no minor or collateral)
 General Business Administration (B.B.A., M.B.A., no minor or collateral)
 Management (B.B.A., no minor or collateral)
 Management Information Systems (B.B.A., no minor or collateral)
 Marketing (B.B.A., no minor or collateral)
 Master of Business Administration (Generalist;
 Concentration in Healthcare Executive Management)

SCHOOL OF EDUCATION

Early Childhood Education (B.S., no minor or collateral)
 Education-Secondary (No undergraduate major, minor or collateral)
 Elementary Education (B.S., no minor or collateral)
 Instructional Accommodation (M.Ed., no minor or collateral)
 Learning Disabilities (M.A.T., M.Ed., no minor or collateral)
 Middle Level Education (B.S., no minor or collateral; two specialty areas)
 Physical Education (Courses only: no major, minor, or collateral)

SCHOOL OF HEALTH SCIENCES

Health (Courses only: no major, minor, or collateral)
 Healthcare Administration (B.S., no minor or collateral)
 Interprofessional Healthcare courses (no major or minor)
 Nursing (B.S.N. Basic Track, R.N. to B.S.N. Track, M.S.N., no minor or collateral)
 Physician Assistant Studies Program (M.S.P.A.S., no minor or collateral)

Rationale for A: As of July 1, 2016 there will no longer be a Department of Nursing. It will be a program of nursing in the School of Health Sciences. The School of Health Sciences will have programs of Nursing, PA, and Healthcare Administration. It will also contain Interprofessional Healthcare Courses.

B. ADD on page 187 of the current Catalog after School of Education

School of Health Sciences – Undergraduate (PAGE HEADER)

SCHOOL OF HEALTH SCIENCES

Dean: Dr. Ruth A. Wittmann-Price
 Director of Nursing Program: TBD
 Medical Director: Dr. Paul DeMarco
 Director of the PA Program: James Hull

Faculty: Brogdon, Cox, Davis, DeMarco, Douglas, George, Gittings, Graham, Grubbs, Hopla, Hucks, Hull, Muller, Russell, Thomas, Weaver, Wittmann-Price
 Coordinator: Ms. Devin Cribb

VISION STATEMENT

The School of Health Sciences at Francis Marion University strives to provide the highest quality baccalaureate and master's degree programs that educate healthcare professionals from the Pee Dee Region, the state of South Carolina, and beyond who will provide quality care to diverse patients and families.

MISSION STATEMENT

The School of Health Sciences at FMU is committed to providing interprofessional learning opportunities to a diverse student body. The faculty strives to inspire students to become lifelong learners and competent and caring healthcare professional leaders who use evidence-based practice to deliver safe, ethical, and value-based care to diverse patient populations.

The nursing and physician assistant programs are fully accredited. Faculty in the School of Health Sciences are active in teaching, scholarship/research, and service, and the majority are doctorally prepared. Many faculty hold certifications in specialties recognized by national professional healthcare organizations. The School of Health Sciences programs require a variety of targeted clinical experiences in many different healthcare environments. The School of Health Sciences promotes diversity, tolerance, and respect among faculty, students, and healthcare partners.

The key values adopted by the School of Health Sciences include:

- Caring and compassion
- Interprofessional collaboration
- Healthcare technology and innovation
- Evidence-based practice
- Ethical decision-making
- Integrative healthcare policy and leadership

The School of Health Sciences offers programs which lead to the following degrees or certificates:

Healthcare Administration (BS)

Nursing (BSN, RN to BSN, MSN/FNP, MSN/Nurse Educator, Post-masters Nurse Educator Certificate)

Physician Assistant (MSPAS)

Rationale for B: The School of Health Sciences needs to be added as approved by the Board of Trustees and faculty.

C. MODIFY: From pages 195-198 then move under School of Health Sciences heading beginning on page 187

FROM:**HEALTHCARE ADMINISTRATION (HCA)**

Coordinator: Dr. Ruth Wittmann-Price

MISSION STATEMENT

The Healthcare Administration (HCA) major (Bachelor of Science) is offered by the Department of Nursing, the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education.

PROGRAM DESCRIPTION

The Healthcare Administration major emphasizes the development of knowledge and skill in healthcare management, leadership, education, research, and practice. The required courses, along with the required general education curriculum, will prepare graduates to advance to leadership roles within healthcare organizations or within their own specific allied health discipline. This program places high value on management, leadership, teaching, research, education, and advanced practice. The clinical capstone course is designed to apply upper-level skills by requiring students to develop a leadership project for implementation specific to the student's healthcare interest or allied health discipline. The program emphasizes lifelong learning appropriate to the changing nature of the healthcare system and prepares graduates for a number of career paths, including but not limited to management, leadership, teaching, research, advanced practice, and graduate school.

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing). The Healthcare Administration major has two courses that are cross-listed Nursing courses. Healthcare Administration majors, both General and Clinical, are not allowed to enroll in any other Nursing courses without admission to the Francis Marion University Nursing program. All Healthcare Administration majors are required to complete all Francis Marion University General Education Requirements.

TO:**HEALTHCARE ADMINISTRATION (HCA)**

Coordinator: TBD

MISSION STATEMENT

The Healthcare Administration (HCA) major (Bachelor of Science) is offered in collaboration with Nursing, the Department of Political Science, Department of

Psychology, Department of Sociology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education.

PROGRAM DESCRIPTION

The Healthcare Administration major emphasizes the development of knowledge and skill in healthcare management, leadership, education, research, and practice. The required courses, along with the required general education curriculum, will prepare graduates to advance to leadership roles within healthcare organizations or within their own specific allied health discipline. This program places high value on management, leadership, teaching, research, education, and advanced practice. The clinical capstone course is designed to apply upper-level skills by requiring students to develop a leadership project for implementation specific to the student's healthcare interest or allied health discipline. The program emphasizes lifelong learning appropriate to the changing nature of the healthcare system and prepares graduates for a number of career paths, including but not limited to management, leadership, teaching, research, advanced practice, and graduate school.

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed **applicable by the School of Health Sciences**). The Healthcare Administration major has two courses that are cross-listed Nursing courses. Healthcare Administration majors, both General and Clinical, are not allowed to enroll in any other Nursing courses without admission to the Francis Marion University Nursing program. All Healthcare Administration majors are required to complete all Francis Marion University General Education Requirements.

Rationale for C: Healthcare Administration's description was changed to remove the Department of Nursing terminology.

D. MODIFY on pages 195-197 of the current Catalog and then move to new Health Sciences section beginning on page 187

FROM:

Major

General Track: A major in Healthcare Administration requires the following:

1. Interprofessional Healthcare 215, Interprofessional Healthcare 301, Interprofessional Healthcare 314, Interprofessional Healthcare 334, Interprofessional Healthcare 375, Interprofessional Healthcare 445, Interprofessional Healthcare 448, Interprofessional Healthcare 451, Interprofessional Healthcare 456, and Interprofessional Healthcare 457. All courses in the

major are offered online.

2. Minor/collateral requirements (two options)

a) an 18-hour minor approved by the faculty adviser (either biology or chemistry is recommended)

OR

b) two 12-hour collaterals approved by the faculty adviser (biology and chemistry are recommended)

3. The minimum number of semester hours (major, **all** General Education Requirements, a minor or two collaterals, general electives) is 120.

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable **by the Admissions, Progression, and Graduation Committee of the Department of Nursing**):

ADMISSION REQUIREMENTS

(Clinical Track Only)

Applicant's previous overall academic success is the primary factor considered for admission to **the Department of Nursing**. In addition, **the Department of Nursing** seeks to assure diversity among its applicants and student body. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

- 1) A copy of the student's acceptance to the University
- 2) Three professional references (preferably instructors and employers)
- 3) An official transcript verifying an associate's degree in an allied health profession
- 4) A copy of the applicant's current unencumbered license or certificate

Applications are available online at <http://www.fmarion.edu>.

A major in Healthcare Administration, Clinical Track requires the following:

1. Sixty semester hours of transfer credit (towards FMU General Education Requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by **the Admissions, Progression, and Graduation Committee of the Department of Nursing**.

2. Interprofessional Healthcare 215, Interprofessional Healthcare 301, Interprofessional Healthcare 314, Interprofessional Healthcare 334, Interprofessional Healthcare 375, Interprofessional Healthcarer 445, Interprofessional Healthcare 448, Interprofessional Healthcare 451, Interprofessional Healthcare 456, and Interprofessional Healthcare 457.

All courses in the major are offered online.

3. The minimum number of semester hours (transfer credits, major, general electives, **all** Francis Marion University General Education Requirements) is 120.

TO:**Major**

General Track: A major in Healthcare Administration requires the following:

1. Interprofessional Healthcare (IPHC): IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
2. Minor/collateral requirements (two options)
 - a) an 18-hour minor approved by the faculty adviser (either biology or chemistry is recommended)
 - OR
 - b) two 12-hour collaterals approved by the faculty adviser (biology and chemistry are recommended)
3. The minimum number of semester hours (major, **all** General Education Requirements, a minor or two collaterals, general electives) is 120.

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable **by the School of Health Sciences**):

ADMISSION REQUIREMENTS**(Clinical Track Only)**

Applicant's previous overall academic success is the primary factor considered for admission to **the School of Health Sciences**. In addition, the **School of Health Sciences** seeks to assure diversity among its applicants and student body. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

- 1) A copy of the student's acceptance to the University
- 2) Three professional references (preferably instructors and employers)
- 3) An official transcript verifying an associate's degree in an allied health profession
- 4) A copy of the applicant's current unencumbered license or certificate

Applications are available online at <http://www.fmarion.edu>

A major in Healthcare Administration, Clinical Track requires the following:

1. Sixty semester hours of transfer credit (towards FMU General Education Requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable **by the School of Health Sciences**
2. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
3. The minimum number of semester hours (transfer credits, major, general electives, **all** Francis Marion University General Education Requirements) is 120.

Minor

No minor in Healthcare Administration is offered.

Collateral

No collateral in Healthcare Administration is offered.

Rationale for D: Courses need to be more succinctly listed by using the initials instead of spelling out “Interprofessional healthcare” for each course listing. Also the IPHC description needs to have the School of Health Sciences instead of the Department of Nursing.

E. MODIFY on page 196 of the current Catalog and then move under Health Sciences section beginning on page 187

FROM:**HEALTHCARE ADMINISTRATION PLAN OF STUDY—MAJOR COURSES****Semester One (Fall)****Course**

Interprofessional Healthcare 215 Introduction to Public Administration (3)
 Interprofessional Healthcare 301 Professional Role and Practice (3:2-3)*
 Interprofessional Healthcare 314 Health Psychology/Behavioral Medicine (3)
 Interprofessional Healthcare 334 Research in Practice (3)

Semester Two (Spring)**Course**

Interprofessional Healthcare 375 Sociology of Health and Medicine (3)
 Interprofessional Healthcare 445 Population-Focused Care (3)
 Interprofessional Healthcare 448 Healthcare Policy Development (3)
 Interprofessional Healthcare 451 Healthcare Finance (3)

Semester Three (Summer I)**Course**

Interprofessional Healthcare 456 Leadership in the Healthcare Environment (3)
 Interprofessional Healthcare 457 Professional Capstone Course (3:1-6)*

*Precepted clinical practice

**Project-based laboratory hours

TO:**HEALTHCARE ADMINISTRATION PLAN OF STUDY—MAJOR COURSES**

Semester One (Fall)**Course**

IPHC 215 Introduction to Public Administration (3)

IPHC 301 Professional Role and Practice (3:2-3)*

IPHC 314 Health Psychology/Behavioral Medicine (3)

IPHC 334 Research in Practice (3)

Semester Two (Spring)**Course**

IPHC 375 Sociology of Health and Medicine (3)

IPHC 445 Population-Focused Care (3)

IPHC 448 Healthcare Policy Development (3)

IPHC 451 Healthcare Finance (3)

Semester Three (Summer I)**Course**

IPHC 456 Leadership in the Healthcare Environment (3)

IPHC 457 Professional Capstone Course (3:1-6)*

*Precepted clinical practice

Rationale for E: Need to change the “Interprofessional Healthcare” in front of courses to IPHC for consistency.

F. MODIFY on pages 197-198 of the current Catalog and then move under Health Science section beginning on page 187

FROM:**INTERPROFESSIONAL HEALTHCARE ADMINISTRATION COURSES (IPHC)**

215 Introduction to Public Administration (3) (Prerequisite Political Science 101 or 103) (Interprofessional Healthcare 215 is same as Political Science 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both **Interprofessional Healthcare 215** and **Political Science 215**.

301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional

portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

314 Health Psychology/Behavioral Medicine (3) (Prerequisite: Psychology 206 or permission of psychology department) (**Interprofessional Healthcare 314** is same as Psychology 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both **Interprofessional Healthcare 314** and **Psychology 314**.

334 Research in Practice (3) (**Interprofessional Healthcare 334** is same as Nursing RN-BSN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both **Interprofessional Healthcare 334** and **Nursing RN-BSN 334**.

375 Sociology of Health and Medicine (3) (Prerequisite: Sociology 201 or permission of sociology department) (**Interprofessional Healthcare 375 is same as Sociology 375**) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both **Interprofessional Healthcare 375** and **Sociology 375**.

445 Population-Focused Care (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and/or disease prevention; social justice; and health policy implications.

448 Healthcare Policy Development (3) (**Interprofessional Healthcare 448** is same as **Nursing RN-BSN 448**) This course offers the student the opportunity to discuss health care policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on

professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both **Interprofessional Healthcare 448 and NRN 448.**

451 Healthcare Finance (3) (Prerequisite: admission to Healthcare Administration program) (**Interprofessional Healthcare 451 is same as FIN 451**). This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements, and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelors of Business Administration (B.B.A.) degree. Credit cannot be received for both **Interprofessional Healthcare 451 and Finance 451.**

456 Leadership in the Healthcare Environment (3) (Prerequisite: Admission to the School of Business or HCA Program) (IPHC 456 is the same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

457 Professional Capstone Course (3:1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

TO:

INTERPROFESSIONAL HEALTHCARE ADMINISTRATION COURSES

(IPHC)

215 Introduction to Public Administration (3) (Prerequisite POL 101 or 103) (IPHC 215 is same as POL 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both **IPHC 215 and POL 215.**

301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional

portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

314 Health Psychology/Behavioral Medicine (3) (Prerequisite: PSY 206 or permission of psychology department) (IPHC 314 is same as PSY 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

334 Research in Practice (3) (IPHC 334 is same as NRN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.

375 Sociology of Health and Medicine (3) (Prerequisite: SOC 201 or permission of sociology department) (IPHC 375 is same as SOC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both IPHC 375 and SOC 375.

445 Population-Focused Care (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and/or disease prevention; social justice; and health policy implications.

448 Healthcare Policy Development (3) (IPHC 448 is same as NRN 448) This course offers the student the opportunity to discuss health care policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.

451 Healthcare Finance (3) (Prerequisite: admission to Healthcare Administration program) (IPHC 451 is same as FIN 451). This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelors of Business Administration (B.B.A.) degree. Credit cannot be received for both IPHC 451 and FIN 451.

456 Leadership in the Healthcare Environment (3) (Prerequisite: Admission to the School of Business or HCA Program) (IPHC 456 is the same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

457 Professional Capstone Course (3:1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

Rationale for F: Need to change the “Interprofessional Healthcare” in front of courses to IPHC for consistency.

G. ADD on page 199 and then move to Health Sciences section beginning on page 187

INTERPROFESSIONAL HEALTHCARE COURSES (IPHC)

Coordinators: Dr. Ruth Wittmann-Price and Dr. Paul DeMarco

The Interprofessional Healthcare (IPHC) courses listed below do not lead to a major or a minor.

Rationale for G: Place IPHC courses under the School of Health Science.

H. MODIFY on page 199 and then move to Health Sciences section beginning on page 187

FROM:

213 Safe Dosage Calculations for Interprofessional Healthcare Providers (3) This elective course is for those who plan a career in healthcare and may need a more

specialized focus on safe dosage calculations. This course will focus on identifying methods of calculations used when determining a safe dose for administering medications through various routes such as injections, oral, and intravenous (IV). This course can also be taken by those who may need remediation in dosage calculation. This course does not take the place of any required math courses as established by the University **or the Department of Nursing.**

TO:

213 Safe Dosage Calculations for Interprofessional Healthcare Providers (3) This elective course is for those who plan a career in healthcare and may need a more specialized focus on safe dosage calculations. This course will focus on identifying methods of calculations used when determining a safe dose for administering medications through various routes such as injections, oral, and intravenous (IV). This course can also be taken by those who may need remediation in dosage calculation. This course does not take the place of any required math courses as established by the University **or Nursing.**

Rationale for H: This was changed to take out the Department of Nursing and place it in the correct order under the School of Health Sciences.

- I. ADD on p. 140 of the current catalog IPHC 450 course description and then move under Health Sciences section beginning on p. 187**

IPHC 450 Healthcare Informatics (3) This course will provide an overview of health information management including computer technology, information management and distribution, and practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Rationale for I: The deletion of English 200 from the General Education curriculum creates a 3-hour gap in the 30 hours required of RN-BSN students. IPHC 450, which earlier this year had been approved by the faculty to be included in the catalog as IPHC 501, has been deleted by Graduate Council (on Feb. 23, 2016) so it could be transformed to a 400-level course and added to the RN-BSN degree plan to fill the above mentioned 3-hour gap. The course content is the same as that approved by the Faculty as IPHC 501; only the course number is changing. This course will instill in the learner the importance of healthcare informatics in the delivery of patient care.

- J. MODIFY on pages 132-140 of the current Catalog and then move under Health Sciences section beginning on page 187**

FROM:

DEPARTMENT OF NURSING

MISSION STATEMENT

FMU Department of Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.

PROGRAM DESCRIPTION

The Department of Nursing offers an upper division prelicensure baccalaureate degree in nursing and an RN to BSN degree. This program prepares graduates to function competently as skilled practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the simulation and skills laboratory. The program emphasizes lifelong learning as a basis for personal and professional growth. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

BACHELOR OF SCIENCE IN NURSING (BSN)

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 + 2 program because applicants must complete 59 semester hours of lower-division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours include General Education Requirements and other required courses specific to the BSN degree. A grade of C or better must be achieved in all of the courses making up these 59 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are Human Anatomy, Physiology, and Microbiology. The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses except Nursing 210, Nursing 211, and Nursing 212. If more students apply for admission into the nursing program than space allows, admission will be based on rank order using cumulative grade point average. If the cumulative grade point averages and positive references of the students applying for admission are equal, then the student with the earliest initial enrollment in the first nursing course will be given priority. Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again in this section. All prerequisite work must be completed before entering the pre-licensure BSN track.

General Education and Required Courses

The following is the list of required courses for students applying to the BSN program who do not have a bachelor's degree:

English 112.....	3
English 200.....	3

Speech Communication 101.....	3
Political Science 101 or 103.....	3
Social Science Elective.....	3
**Psychology 334.....	3
Literature (any language).....	3
History.....	3
Art 101, Music 101 or Theatre 101.....	3
Humanities Elective.....	3
Mathematics 111 or higher.....	3
Mathematics 134.....	3
*Biology 105.....	3
Biology 205.....	4
Biology 215 or 311.....	4
Biology 236.....	4
Chemistry 101.....	4
*Chemistry 102.....	4

TOTAL 59 hours

*Not required for RN to BSN students

**RN to BSN students may take a social science elective in place of Psychology 334.

The following is the list of required courses for students applying to the BSN program who have a bachelor's degree:

Lifespan and Human Growth and Development.....	3
Statistics.....	3
Human Anatomy.....	4
Physiology.....	4
Microbiology	4
Science Elective.....	4

TOTAL 22 hours

ADMISSION REQUIREMENTS FOR THE UPPER DIVISION BSN DEGREE PROGRAM

Applications to **the Department of Nursing for** admission to the BSN program may be made during the sophomore year. To be eligible to apply for admission a student must:

1. Complete 59 hours of required courses and general education.
2. Have a overall grade point average of at least 3.0 or better with a minimum grade of C in all general education and required courses.
3. Have an overall grade point average of at least 2.6 or better in core science courses.
4. Meet the SAT or converted ACT requirements for admission to FMU.

NURSING PLAN OF STUDY LOWER DIVISION (NO CHANGES FROM CURRENT CATALOG CHART)

NURSING PLAN OF STUDY UPPER DIVISION

Year 3 Junior

Semester V Sem. Hours	Semester VI Sem. Hours
Nursing 301 Health Assessment ¹ 4	Nursing 306 Nursing Research in Practice 3
Nursing 305 Nursing Pharmacology 3	Nursing 307 Psychiatric and Mental Health Nursing ¹ 5
Nursing 309 Fundamentals of Nursing ¹ 6	Nursing 310 Adult Health I ¹ 6
Nursing 312 Professional Nursing and Nursing Practice 3	Nursing 315 Nutrition and Diet Therapy for Nurses 1
Total Credits 16	Total Credits 15
Year 4 Senior	
Semester VII Sem. Hours	Semester VIII Sem. Hours
Nursing 415 Nursing Care of Women, Children, and their Families ¹ 9	Nursing 409 Population-Focused Nursing and Health Care Policy ¹ 6
NURS 407 Adult Health II ¹ 6	Nursing 410 Leadership and Management in Nursing 3
	Nursing 411 Adult Health III and Nursing Knowledge: Synthesis Practicum ¹ 6
Total Credits 15	Total Credits 15
TOTAL - 61 Semester Hours	
¹ Clinical Component: All students enrolled in clinical courses are required to submit proof of American Heart Association - Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to provide the immunization records including hepatitis B, a proof of health insurance coverage, and submit to a background check and a drug test. All of these things must be completed prior to a student enrolling in clinical courses.	

RN to BSN Plan of Study (page 136)

Semester One (Fall)

Course Semester Hours

Nursing 333 Health Assessment and Promotion in Nursing Practice 4

Nursing 334 Research in Practice 3

Nursing 445 Population-Focused Nursing Care 6

Semester Two (Spring)

Course Semester Hours

Nursing 448 Healthcare Policy Development 3

Nursing 449 Leadership and Nursing Care Management 5

English 200 Writing for Disciplines 3

Semester Three (Summer I and II)

Course Semester Hours

Nursing 302 Principles of Pathophysiology 3

Nursing 332 Professional Nursing and Nursing Practice 5

Total Hours - 30 Semester Hours

Thirty semester hours will be awarded as transfer credit for previous nursing course work.

The applicant must have completed 60 hours of undergraduate course work which includes general education requirements in addition to the nursing courses.

A total of 120 semester hours of undergraduate course work is required for graduation.

For spring admission, application deadline is October 1. Fall applications must be received by March 1. Applications may be obtained online at <http://www.fmarion.edu/academics/studentsandapplicants>. After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses). Graduates of the Bachelor of Science in Nursing degree program are eligible to take the NCLEX-RN. The NCLEX-RN measures competencies required for safe practice as an entry level registered nurse. The courses in the BSN program prepare graduates for the NCLEX-RN. Success on the NCLEX-RN must be achieved to receive a license. Graduation from the nursing program is not a guarantee of approval from the Board of Nursing to take the licensing examination. Each student admitted to the upper division program will have online access to a copy of the FMU Nursing Student Handbook. Students should consult the handbook for information on academic policies and procedures specific to the Department of Nursing. These policies and procedures are subject to change without prior notice.

DISMISSAL FROM THE PROGRAM

Failure to achieve a minimum grade of C in two nursing courses or unsafe clinical practice results in dismissal from the nursing program.

NURSING COURSES (NURS)

Upper Division B.S.N. degree program

NURS 210 Women's Health and Society (3) (Prerequisite: Sophomore status or higher)

This elective course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current healthcare findings including a maturational perspective with a systems approach. The course will explore empowering and emancipating ways to utilize healthcare services and develop a proactive wellness agenda.

NURS 211 Healthcare Terminology (1) This elective course will assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

NURS 212 Care of Children in Abusive and Neglectful Environments (1)

(Prerequisite: Sophomore status or higher) S. This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through online discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.

NURS 301 Health Assessment (4:3-3) (Prerequisite or corequisite: 305 and 312.)

Corequisite: Nursing 309) Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of children and the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

NURS 305 Nursing Pharmacology (3) (Corequisites: 301, 309, 312). This course presents a conceptual approach to basic pharmacology with emphasis on the study of broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.

NURS 306 Nursing Research in Practice (3) (Prerequisite: 312. Corequisite: Nursing 307 or 310 is strongly recommended) The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with

consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

NURS 307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisites: Nursing 301, 305, 309, and 312. Corequisites: 306 and 310 are strongly recommended) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

NURS 309 Fundamentals of Nursing (6:3-9) (Prerequisites or corequisites: 301, 305, and 312) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

NURS 310 Adult Health I (6: 3-9) (Prerequisites: 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.

NURS 311 Human Nutrition Elective (3) This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders,

cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will also be studied.

NURS 312 Professional Nursing and Nursing Practice (3) This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

NURS 314 Clinical Decision-Making for Nurses (1) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will also be emphasized.

NURS 315 Nutrition and Diet Therapy (1) (Prerequisite: **Admission into the Department of Nursing**) This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special healthcare needs.

NURS 400 Transcultural Nursing (3:1-6) (Prerequisites: 301, 305, 309, and 312) This elective course is designed to provide an opportunity to study healthcare systems and cultural values surrounding healthcare using transcultural nursing theory in countries outside the U.S.

NURS 407 Adult Health II (6: 3-9) (Prerequisites: **Completion of all 300-level 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.

NURS 409 Population-Focused Nursing and Healthcare Policy (6: 4-6) (Prerequisites: Completion of all 300-level courses, 401, 403, and 407) This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on Healthy People, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

NURS 410 Leadership and Management in Nursing (3) (Prerequisites: Completion of all 300-level courses, 401, 403, and 407) This course provides the learner with the opportunity to explore leadership behaviors and organizational structures that enhance the delivery of patient care. Management techniques and nursing care decisions are examined by incorporating knowledge of various healthcare organizations and financing of health care delivery systems. Emphasis is on delegation, organizational structure, prioritization, and legal responsibilities and implications for professional nursing practice.

NURS 411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all 300 level courses, 401, 403, and 407. Prerequisites or corequisites: 402, 404, 405). 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.

NURS 412 Senior Seminar in Nursing (3) (Prerequisite: 409 and 410) This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as professional nurses. Computerized testing will be used to gauge learners' mastery of professional nursing concepts and content. This course may be taken up to two times.

NURS 415 Nursing Care of Women, Children, and Families (9:6-9) (Prerequisites: Successful completion of all 300-level nursing courses) This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development.

Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of childbearing

women, newborns, children, and families in a variety of health care settings.

NURS 445 Guided Nursing Elective (3), (2), or (1) (Permission of the department chair)

This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site and the method of evaluation, as well as the preceptor, are chosen by the student with the approval of the instructor. Students may not use an NCLEX Review as a Guided Nursing Elective. A maximum of four credit hours may be earned toward graduation.

RN TO BSN DEGREE PROGRAM

The RN to BSN track is for registered nurses seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class. The nursing courses in this track are offered in an online format and hybrid in the low country.

1. **Nursing 302** Principles of Pathophysiology (3)
2. **Nursing RN-BSN 332** Professional Nursing and Nursing Practice (3)
3. **Nursing RN-BSN 333** Health Assessment and Promotion in Nursing Practice (4:3-3)
4. **Nursing RN-BSN 334** Research in Practice (3)
5. **Nursing RN-BSN 445** Population-Focused Nursing Care (6:4-6)
6. **Nursing RN-BSN 448** Healthcare Policy Development (3)
7. **Nursing RN-BSN 449** Leadership and Management in Nursing (5:4-3)

The RN to BSN track assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing healthcare environment and in building on their previous education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking, understanding scientific bases for decision making, and developing leadership qualities

and skills. Faculty members strive to maximize each student's potential for professional development. The track may be completed on a part-time basis, but all upper division work must be completed within five years.

Admission Requirements for RN to BSN Degree Track

Applicant's previous overall academic success is the primary factor considered for admission to the Department of Nursing. In addition, the Department of Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

- 1) three professional references (preferably instructors and employers),
- 2) a copy of the applicant's current unencumbered RN license.

Applications are available online at <http://www.fmarion.edu/fmuadmissions/applynow>.

RN TO BSN TRACK

NURS 302 Principles of Pathophysiology (3) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

NRN 320 Geriatric Nursing Elective (3) Designed to develop the student's knowledge and skills in applying concepts of aging which include physical, psychological, socio-cultural and spiritual variables. The impact of the aging population on the health care system will be applied to nursing practice with the older adult client.

NRN 332 Professional Nursing and Nursing Practice (3) Explores the past, present, and future of professional nursing. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3) 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.

NRN 334 Research in Practice (3) (Nursing RN-BSN 334 is same as Interprofessional Healthcare 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both Nursing RN-BSN 334 and Interprofessional Healthcare 334.

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.

NRN 446 Cultural Care in Nursing Practice Elective (3) This course offers the learner an opportunity to explore the cultures of a variety of populations. The course is designed to provide the learner with tools to effectively deliver healthcare to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence based practice related to cultural care.

NRN 448 Healthcare Policy Development (3) (NRN 448 is same as IPHC 448) This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both NRN 448 and IPHC 448.

NRN 449 Leadership and Management in Nursing (5:4-3) 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:

NURSING

MISSION STATEMENT

FMU Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.

PROGRAM DESCRIPTION

Nursing offers an upper division prelicensure baccalaureate degree in nursing and an RN to BSN degree. This program prepares graduates to function competently as skilled practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the simulation and skills laboratory. The program emphasizes lifelong learning as a basis for personal and professional growth. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

BACHELOR OF SCIENCE IN NURSING (BSN)

Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 + 2 program because applicants must complete 59 semester hours of lower-division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours include General Education Requirements and other required courses specific to the BSN degree. A grade of C or better must be achieved in all of the courses making up these 59 hours. The student must also maintain an overall 3.0 grade point average or better on a 4-point scale for this same list of courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. **If a student takes a core science course twice, the higher of the two grades will be used to calculate the core science GPA and overall GPA.** The qualified student must then apply and be accepted by **Nursing in** order to enroll in nursing courses except **NURS 210, NURS 211**, and **NURS 212**. If more students apply for admission into the nursing program than space allows, admission will be based on rank order using cumulative grade point average. If the cumulative grade point averages and positive references of the students applying for admission are equal, then the student with the earliest initial enrollment in the first nursing course will be given priority. Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again in this section. All prerequisite

work must be completed before entering the pre-licensure BSN track.

General Education and Required Courses

The following is the list of required courses for students applying to the BSN program who do not have a bachelor's degree:

English 101 or 101E/101L.....	3 or 4
English 102.....	3
Speech Communication 101.....	3
Political Science 101 or 103.....	3
Social Science Elective.....	3
**Psychology 334.....	3
Literature (any language).....	3
History.....	3
Art 101, Music 101, or Theatre 101.....	3
Humanities Elective.....	3
Mathematics 111 or higher.....	3
Mathematics 134.....	3
*Biology 105.....	3
Biology 205.....	4
Biology 215 or 311.....	4
Biology 236.....	4
Chemistry 101.....	4
*Chemistry 102.....	4
TOTAL 59 hours	

*Not required for RN to BSN students

**RN to BSN students may take a social science elective in place of Psychology 334.

The following is the list of required courses for students applying to the BSN program who have a bachelor's degree:

Lifespan and Human Growth and Development.....	3
Statistics.....	3
Human Anatomy.....	4
Physiology.....	4
Microbiology	4
Science Elective.....	4
TOTAL 22 hours	

ADMISSION REQUIREMENTS FOR THE UPPER DIVISION BSN DEGREE PROGRAM

Applications to Nursing for admission to the BSN program may be made during the sophomore year. To be eligible to apply for admission a student must:

1. Complete 59 hours of required courses and general education.
2. Have a overall grade point average of at least 3.0 or better with a minimum grade of C in all general education and required courses.
3. Have an overall grade point average of at least 2.6 or better in core science courses: Human Anatomy, Physiology, and Microbiology.
4. Meet the SAT or converted ACT requirements for admission to FMU.

NURSING PLAN OF STUDY LOWER DIVISION (NO CHANGES FROM CURRENT CATALOG CHART)

NURSING PLAN OF STUDY UPPER DIVISION

Year 3 Junior	
Semester V Sem. Hours	Semester VI Sem. Hours
NURS 301 Health Assessment ¹ 4	NURS 306 Nursing Research in Practice 3
NURS 305 Nursing Pharmacology 3	NURS 307 Psychiatric and Mental Health Nursing ¹ 5
NURS 309 Fundamentals of Nursing ¹ 6	NURS 310 Adult Health I ¹ 6
NURS 312 Professional Nursing and Nursing Practice 3	NURS 315 Nutrition and Diet Therapy 1
Total Credits 16	Total Credits 15
Year 4 Senior	
Semester VII Sem. Hours	Semester VIII Sem. Hours
NURS 415 Nursing Care of Women, Children, and Families ¹ 9	NURS 409 Population-Focused Nursing and Healthcare Policy ¹ 6
NURS 407 Adult Health II ¹ 6	NURS 410 Leadership and Management in Nursing 3
	NURS 411 Adult Health III and Nursing Knowledge: Synthesis Practicum ¹ 6
Total Credits 15	Total Credits 15
TOTAL - 61 Semester Hours	
¹ Clinical Component: All students enrolled in clinical courses are required to submit proof of American Heart Association - Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to provide the immunization records including hepatitis B, a proof of health insurance coverage, and submit to a background check and a drug test. All of these things must be completed prior to a student enrolling in clinical courses.	

Change “Nursing” before each course number to “NURS or NRN”

RN to BSN Plan of Study (page 136)

Semester One (Fall)

Course	Semester Hours
NRN 333 Health Assessment and Promotion in Nursing Practice	(4)
NRN 334 Research in Practice	(3)
NRN 445 Population-Focused Nursing Care	6

Semester Two (Spring)

Course	Semester Hours
NRN 448 Healthcare Policy Development	(3)
NRN 449 Leadership and Management in Nursing	(5)
IPHC 450 Healthcare Informatics	(3)

Semester Three (Summer I)

Course	Semester Hours
NURS 302 Principles of Pathophysiology	(3)
NRN 332 Professional Nursing and Nursing Practice	(3)

Total Hours - 30 Semester Hours

Thirty semester hours will be awarded as transfer credit for previous nursing course work.

The applicant must have completed 60 hours of undergraduate course work which includes general education requirements in addition to the nursing courses.

A total of 120 semester hours of undergraduate course work is required for graduation.

For spring admission, application deadline is October 1. Fall applications must be received by March 1. Applications may be obtained online at <http://www.fmarion.edu/academics/studentsandapplicants>. After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).

Graduates of the Bachelor of Science in Nursing degree program are eligible to take the NCLEX-RN. The NCLEX-RN measures competencies required for safe practice as an entry-level registered nurse. The courses in the BSN program prepare graduates for the NCLEX-RN. Success on the NCLEX-RN must be achieved to receive a license. Graduation from the nursing program is not a guarantee of approval from the Board of Nursing to take the licensing examination.

Each student admitted to the upper division program will have online access to a copy of the FMU Nursing Student Handbook. Students should consult the handbook for information on academic policies and procedures specific to Nursing. These policies and procedures are subject to change without prior notice.

DISMISSAL FROM THE PROGRAM

Failure to achieve a minimum grade of C in two nursing courses or unsafe clinical practice results in dismissal from the nursing program.

NURSING COURSES (NURS)

Upper Division B.S.N. degree program

210 Women's Health and Society (3) (Prerequisite: Sophomore status or higher) This elective course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current healthcare findings including a maturational perspective with a systems approach. The course will explore empowering and emancipating ways to utilize healthcare services and develop a proactive wellness agenda.

211 Healthcare Terminology (1) This elective course will assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

212 Care of Children in Abusive and Neglectful Environments (1) (Prerequisite: Sophomore status or higher) S. This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through online discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.

301 Health Assessment (4:3-3) (Prerequisite or corequisite: NURS 305 and 312. Corequisite: NURS 309) Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of children and the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

305 Nursing Pharmacology (3) (Corequisites: NURS 301, 309, & 312). This course presents a conceptual approach to basic pharmacology with emphasis on the study of

broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.

306 Nursing Research in Practice (3) (Prerequisite: 312. Corequisite: **NURS** 307 or 310 is strongly recommended) The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisites: **NURS** 301, 305, 309, and 312. Corequisites: 306 and 310 are strongly recommended) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

309 Fundamentals of Nursing (6:3-9) (Prerequisites or corequisites: **NURS** 301, 305, and 312) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

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.

311 Human Nutrition Elective (3) This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will also be studied.

312 Professional Nursing and Nursing Practice (3) This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

314 Clinical Decision-Making for Nurses (1) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will also be emphasized.

315 Nutrition and Diet Therapy (1) (Prerequisite: **Admission into Nursing**) This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special healthcare needs.

400 Transcultural Nursing (3:1-6) (Prerequisites: **NURS** 301, 305, 309, and 312) This elective course is designed to provide an opportunity to study healthcare systems and cultural values surrounding healthcare using transcultural nursing theory in countries outside the U.S.

407 Adult Health II (6: 3-9) (Prerequisites: Completion of **all required 300-level NURS** courses.) 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.

409 Population-Focused Nursing and Healthcare Policy (6:4-6) (Prerequisites: **Completion of all required 300-level NURS courses, 407, and 415**) This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on Healthy People, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

410 Leadership and Management in Nursing (3) (Prerequisites: **Completion of all required 300-level NURS courses, 407, and 415**) This course provides the learner with the opportunity to explore leadership behaviors and organizational structures that enhance the delivery of patient care. Management techniques and nursing care decisions are examined by incorporating knowledge of various healthcare organizations and financing of health care delivery systems. Emphasis is on delegation, organizational structure, prioritization, and legal responsibilities and implications for professional nursing practice.

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.

412 Senior Seminar in Nursing (3) (Prerequisites: **NURS** 409 and 410) This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as professional nurses. Computerized testing will be used to gauge learners' mastery of professional nursing concepts and content. This course may be taken up to two times.

415 Nursing Care of Women, Children, and Families (9:6-9) (Prerequisites: Successful completion of all required 300-level NURS courses) This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of childbearing women, newborns, children, and families in a variety of health care settings.

445 Guided Nursing Elective (3), (2), or (1) (Permission of the **program chair**) This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site, and the method of evaluation, as well as the preceptor, are chosen by the student with the approval of the instructor. Students may not use an NCLEX Review as a Guided Nursing Elective. A maximum of four credit hours may be earned toward graduation.

RN TO BSN DEGREE PROGRAM

The RN to BSN track is for registered nurses seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class. The nursing courses in this track are offered in an online format and hybrid in the low country.

1. **NURS 302** Principles of Pathophysiology (3)
2. **NRN** 332 Professional Nursing and Nursing Practice (3)
3. **NRN** 333 Health Assessment and Promotion in Nursing Practice (4:3-3)
4. **NRN** 334 Research in Practice (3)
5. **NRN** 445 Population-Focused Nursing Care (6:4-6)
6. **NRN** 448 Healthcare Policy Development (3)
7. **NRN** 449 Leadership and Management in Nursing (5:4-3)
8. **IPHC 450 Healthcare Informatics (3)**

The RN to BSN track assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing healthcare environment and in building on their previous education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking,

understanding scientific bases for decision making, and developing leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The track may be completed on a part-time basis, but all upper division work must be completed within five years.

Admission Requirements for RN to BSN Degree Track

Applicant's previous overall academic success is the primary factor considered for admission to Nursing. In addition, Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

- 1) three professional references (preferably instructors and employers),
- 2) a copy of the applicant's current unencumbered RN license.

Applications are available online at <http://www.fmarion.edu/fmuadmissions/applynow>.

RN TO BSN TRACK

NURS 302 Principles of Pathophysiology (3) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

NRN 320 Geriatric Nursing Elective (3) Designed to develop the student's knowledge and skills in applying concepts of aging which include physical, psychological, socio-cultural and spiritual variables. The impact of the aging population on the health care system will be applied to nursing practice with the older adult client.

NRN 332 Professional Nursing and Nursing Practice (3) Explores the past, present, and future of professional nursing. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3) 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.

NRN 334 Research in Practice (3) (NRN 334 is same as IPHC 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to

evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both NRN 334 and IPHC 334.

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.

NRN 446 Cultural Care in Nursing Practice Elective (3) This course offers the learner an opportunity to explore the cultures of a variety of populations. The course is designed to provide the learner with tools to effectively deliver healthcare to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence-based practice related to cultural care.

NRN 448 Healthcare Policy Development (3) (NRN 448 is same as IPHC 448) This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both NRN 448 and IPHC 448.

NRN 449 Leadership and Management in Nursing (5:4-3) 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.

RATIONALE for All Changes Made in J:

Currently, in the RN to BSN Plan of Study, 30 semester hours are required, which includes 27 hours from nursing and 3 hours from English (English 200). The elimination of English 200 by the English Department leaves a 3 semester hour deficit in the RN to BSN plan of study. By modifying the Healthcare Informatics course number from IPHC 501 to IPHC 450, this course can be made a requirement for the RN to BSN students to satisfy the 30 semester hours needed to graduate.

NRN 449 Leadership and Management in Nursing needed to be congruent with the course description's name.

Nursing RN-BSN 332-Professional Nursing and Nursing Practice is offered in Summer I in the RN to BSN Plan of Study and the course is 3 semester hours and not 5 semester hours. Nursing 302 Principles of Pathophysiology is offered in Summer I.

The RN to BSN plan of study program abbreviation is (NRN) for its nursing courses with the exception of NURS 302 Principles of Pathophysiology. Nursing 302 Principles of Pathophysiology, course program abbreviation (NURS) will stay the same per the Registrar's office due to how the degree audits are evaluated for the RN to BSN student.

We have noticed a trend in students applying to the Nursing program who take core science courses multiple times to boost their GPAs. Some have taken courses up to three times. We believe that, by allowing only two attempts at core science courses, we will prevent GPA inflation. Thus, we will be better identify students who are most likely to be successful in the program.

K. ADD on page 140 and move under Health Sciences section beginning on page 187

HEALTH COURSES (HLTH)

301 Health Promotion in the 21st Century (3) S. This course is designed for gender study minors and any student who is interested in the knowledge and skills essential for health promotion in the 21st century. Emphasis is placed on healthy behavior change through practice. Subtopics will include managing stress, improving sleep, promoting sexual health, and enhancing healthy eating. Technology and health, environmental health, the Affordable Health Care Act, and healthy beverage consumption will also be discussed.

Rationale for K:

This course is moving from the School of Education to the Department of Nursing. This is being done because it has been taught by the Department of Nursing in the past. It is only being offered each spring semester due to low enrollment.

L. DELETE

IPHC 501 Healthcare Informatics (3) (Prerequisites: Junior or senior status with approval of course coordinators or graduate student status) This course will provide an overview of health information management including computer technology, information management and distribution, as well as practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Rationale:

Currently, in the RN to BSN Plan of Study, 30 semester hours are required, which includes 27 hours from nursing and 3 hours from English (English 200). The elimination of English 200 by the English Department leaves a 3 semester hour deficit in the RN to BSN plan of study. By modifying the Healthcare Informatics course number from IPHC 501 to IPHC 450, this course can be made a requirement for the RN to BSN students to satisfy the 30 semester hours needed to graduate. Note: IPHC 501 was passed by the General Faculty on October 15, 2015.

M. MODIFY on page 204 of the current Catalog**FROM:****Department of Nursing**

Family Nurse Practitioner (Master of Science in Nursing [M.S.N.])
Nurse Educator (Master of Science in Nursing [M.S.N.])
Certificate in Nursing Education (Post-baccalaureate or Postmasters)

Department of Physician Assistant Studies

Physician Assistant (Master of Science in Physician Assistant Studies [M.S.P.A.S.])

TO:**School of Health Sciences****Nursing**

Family Nurse Practitioner (Master of Science in Nursing [M.S.N.])
Nurse Educator (Master of Science in Nursing [M.S.N.])
Certificate in Nursing Education (Post-baccalaureate or Postmasters)

Physician Assistant Studies

Physician Assistant (Master of Science in Physician Assistant Studies [M.S.P.A.S.])

N. MODIFY on page 223 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 Department of Nursing

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
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

All of the above materials must be submitted in one packet to:

Graduate Office

Francis Marion University

Post Office Box 100547

Florence, SC 29502-0547

Completed applications are reviewed for merit by the Department of Nursing Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process

TO:

ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials to **FMU Nursing**.

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
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

All of the above materials must be submitted in one packet to:

Francis Marion University

Graduate Nursing

Lee Nursing Building

Room 144

4822 E. Palmetto Street
Florence, SC 29506

Completed applications are reviewed for merit by **the Nursing** Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance, all of the above materials should be submitted one week before classes.

O. Modify: on page 225 of the current Catalog

FROM:

NURSE EDUCATOR CERTIFICATE

Coordinator: Dr. Karen K. Gittings

FMU Department of Nursing offers a Nurse Educator Certificate. Students must be admitted into the FMU graduate program (see “Admission Requirements” page 223). The Nurse Educator Certificate option provides graduate nursing students and advanced practice RNs access to foundational courses in the discipline of nursing education in order to serve in a clinical or academic nurse educator role. Students who have an M.S.N. and complete this certificate program are eligible to take the Certified Nurse Educator Examination (CNE) offered by the National League for Nursing (NLN). For all students completing the series of three (3) courses listed below, a certificate in nursing education will be granted and noted as a “Certificate in Nursing Education” on the student’s official FMU transcript. This certificate program will not be a standalone recognition during graduation ceremonies but will be noted when completed along with an M.S.N. degree at FMU.

TO:

NURSE EDUCATOR CERTIFICATE

Coordinator: Dr. Karen K. Gittings

Nursing offers a Nurse Educator Certificate. Students must be admitted into the FMU graduate program (see “Admission Requirements” page 223). The Nurse Educator Certificate option provides graduate nursing students and advanced practice RNs access to foundational courses in the discipline of nursing education in order to serve in a clinical or academic nurse educator role. Students who have an M.S.N. and complete this certificate program are eligible to take the Certified Nurse Educator Examination (CNE) offered by the National League for Nursing (NLN). For all students completing the series of three (3) courses listed below, a certificate in nursing education will be granted and noted as a “Certificate in Nursing Education” on the student’s official FMU transcript.

This certificate program will not be a standalone recognition during graduation ceremonies but will be noted when completed along with an M.S.N. degree at FMU.

11. Proposal from the Department of Political Science:

- A. **CHANGE** course description for POL 205 *that should appear* on page 150 of the 2015-2016 Catalog. Because of a printing error, POL 205 does not appear in the 2015-2016 Catalog. However, it does appear at the bottom of the first column on page 147 of the 2014-2015 Catalog.

FROM:

205 Comparative Government (3) (Prerequisite: 101 or 103) Comparative study of governmental systems and political processes of nations from around the world.

TO:

205 Comparative Government (3) (Prerequisite: 101 or 103) This course introduces students to the comparison of political systems outside of the United States. The course examines theories of state formation and development, usage of the comparative method as an analytical tool in political science, and some possible dimensions for comparison across both democratic and non-democratic forms of government.

Rationale:

The new course description is more informative and clear about the course material.

- B. **CHANGE** course number and description for POL 395 that appears on page 151 of the 2015-16 Catalog.

FROM:

395 Political Theory (3) (Prerequisite: Completion of a minimum of 9 hours in political science, including either 101 or 103 or permission of the department) Survey of political theory related to the nature and purpose of the state and based on the analysis of leading ancient, medieval, and modern theorists.

TO:

285 Political Theory (3) (Prerequisite: Political Science 101 or 103) This course examines questions about social and political life raised by major works in the history of political thought. It considers the ways in which thinkers have responded to the problems of their times and the ways in which they contribute to a broader conversation about human nature, justice, government, and the proper relationship of the individual to the state.

Rationale:

The course number and prerequisite are being changed for congruence with the rest of the department's offerings. Courses numbered between 200 and 299 are introductory courses and subfields of political science (international relations, law, comparative politics, etc.). All Political Science courses above POL 200 require only POL 101 or 103 as prerequisites.

The course description is being changed to clarify that political theory is about much more than the state, and the proposed description offers a clearer picture of the scope of political thought while not limiting the description to particular topics or time periods.

- C. **CHANGE** how courses POL 324 through 329 that appear on page 150 of the 2015-2016 Catalog are listed, and provide individual course descriptions for each course. Also removes POL 325 from the Catalog.

FROM:

324 through 329 Area Studies in International Relations (Prerequisite: 101 or 103)
Intensive study of the governmental institutions, political development, security problems, and contemporary foreign policy patterns of nations in specific regions of the world.

324 Asian Politics (3)

325 African Politics (3)

326 Latin American Politics (3)

327 Middle Eastern Politics (3)

328 Soviet and Russian Politics (3)

329 Western European Politics (3)

TO:

324 Asian Politics (3) Introduction to the political systems of Asian countries, particularly China and Japan. It examines their political institutions and processes, their social dynamics, the impact of tradition, and the demands of modernization.

326 Latin American Politics (3) Introduction to the political dynamics and government structures of Latin America—a highly complex and diverse region that includes a variety of sub-regions and ethnic groups. Special emphasis is given to exploring and understanding its chronic economic problems and their relation to political development in the region.

327 Middle Eastern Politics (3) Introduction to the Middle East and North Africa from a comparative perspective. It examines the geography, political structure, social structure, economic conditions, and a brief history of each state in the region. Issues such as authoritarian rule, development, conflict, human rights, and the role of Islam are examined.

328 Soviet and Russian Politics (3) Introduction to the study of the former Soviet Union and contemporary Russia, including the stages of communist rule, the causes of the collapse of communism, and its implications for Russia and the rest of the world. Special emphasis is given to government structures and political processes in post-Soviet Russia.

329 Western European Politics (3) Introduction to the study of modern democracy in Western Europe since the end of the Second World War. Special attention is given to the political institutions of the region, the formation of the supranational European Union, as well as contemporary social and political debates prevalent in the region.

Rationale:

This listing integrates the “Area Studies in International Relations” courses in a manner consistent with other political science course listings in the 2015-2016 Catalog. The new course descriptions are more informative and clear about the course material.

The Department has been unable to offer POL 325: African Politics since spring 2008. Leaving this course in the catalog offers the mistaken impression that it is offered on a regular basis. Rather than eliminating POL 325, we propose “deep freezing” it (i.e. course continues to exist, but is not published in the catalog), which would allow the Department to easily bring it back should we hire a colleague who is qualified to teach it.

D. **CHANGE** course description for POL103 that appears on page 150 of the 2015-2016 Catalog.

FROM:

103 Introduction to Political Science (3) Introductory study of the basic principles and concepts of political science with emphasis on the nature and function of political systems.

TO:

103 Introduction to Political Science (3) Introductory study of the normative origins of government, structure and function of different political systems, relations between nation states, and various methods and approaches to the study of politics.

Rationale:

The new course description is more informative and clear about the course material.

12. Proposal from the Department of Psychology:

A. DELETE on pages 237 of current Catalog

700D Advanced Psychological Consultation Practicum (1) S. Students enrolled in PSY 749 must be enrolled concurrently in this practicum. This practicum builds on consultation experiences obtained during intervention courses and involves advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. A minimum of 50 clock hours is required per practicum.

RATIONALE: PSY 700D is no longer required.

B. ADD on pages 237 of current Catalog

703 Counseling for Social Justice and Diversity (3) SU. This course is designed to expand the student's awareness of both the cognitive knowledge and skill necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships. Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine racial and ethnic identity as well as acculturation status. It will also examine how issues of individual and institutional racism and oppression continue to play out in the mental health of those we serve. Must be concurrently enrolled in Psychology 700C, Advanced Psychological Consultation/Intervention Practicum.

RATIONALE: PSY 703 is required in order to remain compliant with our accrediting bodies (i.e., CAMMP and NASP). Course syllabus is attached.

C. ADD on pages 238 of current Catalog

774 Academic Assessment and Intervention: Numeracy (3)(Prerequisite: A grade of B or higher in 674) S. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in numeracy with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based

educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed.

RATIONALE: PSY 774 is required in order to remain compliant with our accrediting bodies (i.e., CAMMP and NASP). In order to remain accredited through the National Association of School Psychologists, we must show that our coursework addresses numeracy separately from literacy. Course syllabi is attached.

D. MODIFY on page 235 of the current Catalog

FROM:

600C Psychological Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, and PSY 644 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

TO:

600C Psychological Consultation/Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644, or PSY 674 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Students may be assigned to psychoeducational counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

RATIONALE: Change in course description and title is to better reflect the content taught and skill level expected upon completion of the course.

E. MODIFY on page 237 of the current Catalog

FROM:

700C Advanced Psychological Intervention Practicum (1) S. Students enrolled in PSY 704, and PSY 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/ consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

TO:

700C Advanced Psychological Consultation/Intervention Practicum (1) S, SU. Students enrolled in PSY 703 and 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem- solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/ consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

RATIONALE: Change in course description and title is to better reflect the content taught and skill level expected upon completion of the course.

E. MODIFY on page 235 of the current Catalog

FROM:

609 Consultation With Diverse Families and Communities (3) F. The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. In addition, students will be introduced to multicultural issues involved in working with families, schools, and communities. The course will emphasize both the cultural components and the social/political nature of several social groups in the United States as based on race, ethnicity, religion, sexual orientation, and social class. The process of becoming an effective multicultural school psychologist in terms of becoming more aware of the values and customs of persons from other cultural groups will be emphasized. Self-awareness of one's perceptions, preconceptions, expectations, and behaviors towards various social groups, including one's own groups, will be included. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. Finally,

students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

TO:

709 Consultation With Diverse Families and Communities (3) SU. The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. There also will be an overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Specific emphasis will be placed on working with families using group and individualized behavioral parent training models (e.g., Triple P, PCIT, Incredible Years, etc.). Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

RATIONALE: Change in course number from 609 to 709 reflects consistency in current course sequencing for inclusion into the SSP program as required by NASP accreditation standards. Change in course description is to better reflect the course content.

G. MODIFY on page 237 of the current Catalog

FROM:

704 Academic Assessment and Intervention (3) (Prerequisite: A grade of B or higher in 604) F. Linking of direct classroom behavioral and curriculum-based assessment results to academic interventions with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 700C, Advanced Psychological Intervention Practicum.

TO:

674 Academic Assessment and Intervention: Literacy (3) F. (Prerequisite: A grade of B or higher in 604) F. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and

data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in **Psychology 600C, Psychological Consultation/Intervention Practicum.**

RATIONALE: Changes from PSY 704 to PSY 674 are reflected in a number, title, and course content change. This reflects requirements stipulated by the Read to Succeed Act from the SC Department of Education that requires our students to complete a separate course in Academic Assessment in Intervention for literacy. The current course addresses literacy and numeracy together. However, in order to remain accredited through the National Association of School Psychologists, we must also show that our coursework addresses both literacy and numeracy. Thus, we have separated this course into two separate courses in a sequence of academic intervention courses. A change in practicum number is for consistency within the current course catalog. Applied Core Courses numbered at the 600 level require a 600A/B/C practica to be taken concurrently with them. Applied Core Courses numbered at the 700 level require a 700A/B/C practica to be taken concurrently with them. The Psychology Faculty is in agreement that the 600C practicum appropriately reflects the skill level expected when taken concurrently with PSY 674.

H. MODIFY on page 237 of the current Catalog

FROM:

706 Advanced Topics in Child and Adolescent Assessment and Diagnosis (3)
(Prerequisite: A grade of B or higher in 616) F. Developmental neuropsychology; issues and best practices in infant, preschool and family assessment; cultural influences in preschool and family assessment; assessment of low incidence handicapping conditions and syndromes, traumatic brain injury. Must be concurrently enrolled in Psychology 700B, Psychological Assessment Practicum.

TO:

646 Advanced Topics in Child and Adolescent Assessment and Diagnosis (3)
(Prerequisite: A grade of B or higher in 616) F. Developmental neuropsychology; issues and best practices in infant, preschool, and family assessment; cultural influences in preschool and family assessment; assessment of low incidence handicapping conditions and syndromes; and traumatic brain injury. Must be concurrently enrolled in **Psychology 600B, Psychological Assessment Practicum.**

RATIONALE: Change in course number from PSY 706 to PSY 646 reflects current sequencing (600 level courses are reserved usually for students enrolled in the MS). The previous course PSY 706 required a practicum (i.e., 700B). In order to remain consistent with course numbering system within the catalog the practicum now required is 600B. Applied Core Courses numbered at the 600 level require a 600A/B/C practica to be taken concurrently with them. Applied Core Courses numbered at the 700-level require a 700A/B/C practica to be taken concurrently with them. The Psychology Faculty is in

agreement that the 600C practicum appropriately reflects the skill level expected when taken concurrently with PSY 646.

I. MODIFY on page 237 of the current Catalog

FROM:

749 Psychological Consultation in Schools and Agencies (3) (Prerequisite/corequisite: 636 or 714) S. Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, and best practices and ethical consideration in the use of consultation. Consideration is given to how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model. ~~Must be concurrently enrolled in Psychology 700D; Psychological Consultation Practicum.~~

TO:

649 Psychological Consultation in Schools and Agencies (3) S. Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, and best practices and ethical consideration in the use of consultation. Consideration is given to how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model.

RATIONALE: Change in course number from PSY 749 to PSY 649 reflects its placement within the MS rather than the SSP. Also, changes reflect that the students do not need to be concurrently enrolled in other coursework. The Psychology Faculty discussed and agreed that this practicum was not needed as it duplicates other practica taken.

J. MODIFY on pages 237 – 238 of current Catalog

759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: PSY 632, PSY 646, PSY 649, and PSY 714). **SU** This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

RATIONALE: PSY 759 reflects prerequisites required for the course as well as when the course is offered.

K. DELETE on pages 233-234 of current Catalog

~~REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN APPLIED PSYCHOLOGY~~

~~To receive a Master's Degree in Applied Psychology (Clinical/ Counseling and School Psychology Options) from FMU, a student must fulfill the following requirements:~~

~~1. Complete a minimum of 51 graduate hours for the clinical/counseling option or 40 graduate hours for the school option, including the courses listed below:~~

~~a) Basic Core Courses~~

~~(Clinical/Counseling Option).....15 Hours~~

~~(School Psychology Option).....12 Hours~~

~~PSY 602 Biological Basis of Behavior (PSY 602 is taken during the Specialist Portion of the School Psychology Option)~~

~~PSY 605 Personality and Social Psychology~~

~~PSY 632 Quantitative Psychology~~

~~PSY 634 Developmental Psychology~~

~~PSY 635 Learning and Cognition~~

~~b) Applied Core Courses~~

~~Clinical/Counseling Option..... 18 Hours~~

~~School Psychology Option 16 Hours~~

~~CLINICAL/COUNSELING~~

~~PSY 600 Practicum (minimum of 6 hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.~~

~~PSY 620 Psychopathology~~

~~PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/ Counseling Psychology~~

~~PSY 631 Psychological Assessment: Personality and Psychopathology~~

~~PSY 699 A Internship: Clinical Psychology~~

~~SCHOOL PSYCHOLOGY~~

~~PSY 600 Practicum (minimum of four hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions. PSY 600A is a stand alone practicum for first year students in the school psychology option.~~

~~PSY 606 Psychoeducational Assessment: intelligence, Ability, and Achievement Testing in School Psychology~~

~~PSY 609 Consultation with Diverse Families and Communities~~

~~PSY 615 Child/Adolescent Psychopathology~~

~~PSY 616 Psychoeducational Assessment: Diagnosis~~

~~e) Applied Specialty Courses~~

~~Clinical/Counseling Option.....18 Hours~~

School Psychology Option 9 Hours

~~CLINICAL/COUNSELING~~

~~PSY 610 Interviewing, Observation, and Case Formulation~~

~~PSY 633 Group Counseling and Psychotherapy~~

~~PSY 636 Individual Counseling and Psychotherapy PSY 643 Couple and Family Therapy~~

~~PSY 651 Professional/Ethical Issues in Counseling~~

~~Psychology Electives three hours~~

~~(Practica may NOT be counted as electives)~~

~~SCHOOL PSYCHOLOGY~~

~~PSY 601 Psychology of Intellectual and Neurodevelopmental Disabilities~~

~~PSY 604 Behavioral Assessment and Intervention~~

~~PSY 650 Professional and Ethical Issues in School Psychology~~

~~EDUC 616 Curriculum and Organization of Public Schools, K-12~~

RATIONALE: Due to the number of changes being made in the curriculum for accreditation purposes, we are deleting this section and beginning with the new program as outlined below in O. This also allows students to understand the program requirements outlined in the catalog more clearly and easily.

L. ADD on pages 233-234 of current Catalog

**REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
IN CLINICAL PSYCHOLOGY DEGREE**

To receive a Master's Degree in Applied Psychology in Clinical/Counseling Psychology from FMU, a student must fulfill the following requirements:

1. Complete a minimum of 60 graduate hours, which include nine (9) credit hours of practicum hours.

a) Basic Core Courses 15 hours

PSY 602 Biological Basis of Behavior

PSY 605 Personality and Social Psychology

PSY 632 Quantitative Psychology

PSY 634 Developmental Psychology

PSY 635 Learning and Cognition

b) Applied Core Courses 6 hours

PSY 620 Psychopathology

PSY 651 Professional/Ethical Issues in Counseling Psychology

c) Applied Specialty Courses 39 hours

CLINICAL/COUNSELING

PSY 600/700 Practicum (minimum of nine (9) hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.

PSY 610 Interviewing, Observation, and Case Formulation

PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology

PSY 631 Psychological Assessment: Personality and Psychopathology

PSY 633 Group Counseling and Psychotherapy

PSY 636 Individual Counseling and Psychotherapy

PSY 639 Career and Lifestyle Counseling: Theory and Practice

PSY 643 Couple and Family Therapy

PSY 644 Substance Abuse Counseling

PSY 703 Counseling for Social Justice and Diversity

PSY 699-A Internship: Clinical/Counseling Psychology

REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN SCHOOL PSYCHOLOGY DEGREE

To receive a Master's Degree in Applied Psychology in School Psychology from FMU, a student must fulfill the following requirements:

1. Complete a minimum of 45 graduate hours, which include six (6) credit hours of practicum hours.

a) Basic Core Courses 12 hours

PSY 602 Biological Basis of Behavior

PSY 605 Personality and Social Psychology

PSY 634 Developmental Psychology

PSY 635 Learning and Cognition

b) Applied Core Courses 9 hours

PSY 601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities

PSY 615 Child/Adolescent Psychopathology

PSY 650 Foundations of School Psychology: History, Ethics, and Legal issues

c) Applied Specialty Courses 24 hours

PSY 600 Practicum (minimum of six (6) hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions. PSY 600A is a stand alone practicum for first year, first semester students in the school psychology option.

PSY 604 Behavioral Assessment and Intervention

PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology

PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders

PSY 646 Advanced Topics in Child and Adolescent Assessment and Diagnosis

PSY 649 Psychological Consultation in Schools and Agencies

PSY 674 Academic Assessment and Intervention: Literacy

RATIONALES:

- 1) Degree title changes are a correction to reflect current practice.
- 2) The MSAP Program is requesting changes due to the lack of reciprocity in other states. A minimum of 60 hours is required in other states in order to apply for licensure at the master's level.
- 3) Course title and number changes are reflected.
- 4) Changes in layout are to help make it easier for others to understand the degrees offered and their respective requirements
- 5) Note that Psychology 601 was passed by the General Faculty on February 16, 2016.

M. DELETE on pages 234 of current Catalog**~~REQUIREMENTS FOR SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY~~**

~~To receive a Specialist Degree in School Psychology from FMU, a student must fulfill the following requirements:~~

- ~~1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree-seeking student in school psychology.~~
- ~~2. Complete the following group of courses, practica, and internship. NOTE: Students with master's degrees from other programs who are accepted into the SSP program may have additional coursework or practica to be completed.~~

~~Specialist Degree courses, practica, and internship (minimum..... 32 Hours)~~

~~PSY 602 Biological Basis of Behavior~~

~~PSY 700 Practicum (minimum of five hours). Specific practica (e.g., B, C, D, and E) are required concurrently with certain courses as indicated in the course descriptions. PSY 700E is a stand-alone practicum required of students during the spring semester of the year preceding the specialist internship in the school psychology option~~

~~PSY 704 Academic Assessment and Intervention~~

~~PSY 706 Advanced Topics in Child and Adolescent Assessment and Diagnosis~~

~~PSY 714 Child/Adolescent Counseling and Therapy~~

~~EDUC 745 Teaching Reading and Written Language To Divergent and Exceptional Learners~~

~~PSY 749 Psychological Consultation in Schools and Agencies~~

~~PSY 759 School-Wide Prevention, Intervention, and Crisis Programs~~

~~PSY 799-F Internship: School Psychology (fall semester)~~

~~PSY 799-S Internship: School Psychology (spring semester)~~

Rationale: This deletion is necessary to reflect current practices in the curriculum (including changes in course titles and number changes). The psychology faculty

consider this change needed and appropriate to reflect recent Catalog changes to the Psychology curriculum.

N. ADD on pages 234 of current Catalog

REQUIREMENTS FOR SPECIALIST IN SCHOOL PSYCHOLOGY DEGREE

To receive a Specialist Degree in School Psychology from FMU, a student must fulfill the following requirements:

1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree seeking student in school psychology.
2. Complete the following group of courses, practica, and internship. NOTE: Students with master's degrees from programs other than Francis Marion University's Master of Science in Applied Psychology in School Psychology who are accepted into the SSP program will have additional coursework or practica to be completed.

Specialist Degree courses, practica, and internship (minimum 30 Hours)

a) Basic Core Courses	6
hours	
PSY 632 Quantitative Psychology	
PSY 709 Consultation with Diverse Families and Communities	
b) Applied Core Courses	6
hours	
EDUC 637 Foundations of Reading	
PSY 759 School-Wide Prevention, Intervention, and Crisis Programs	
c) Applied Specialty Courses	18
hours	
PSY 700 C Advanced Psychological Consultation/Intervention Practicum (minimum of two hours)	
PSY 700 E Advanced Pre-Internship Practicum	
PSY 703 Counseling for Social Justice and Diversity	
PSY 714 Child/Adolescent Counseling and Therapy	
PSY 774 Academic Assessment and Intervention: Numeracy	
PSY 799-F Internship: School Psychology (fall semester)	
PSY 799-S Internship: School Psychology (spring semester)	

RATIONALE:

- 1) The changes in the program reflect the course title and number changes. The psychology faculty considers these changes as needed and appropriate.

- 2) The Read to Succeed Act requires EDUC 637 Foundations of Reading be added to the MSAP in School Psychology to remain in good standing with the State Department of Education. The EDUC 637 syllabus has been previously submitted by the College of Education for inclusion into the course catalog.

NOTE: In summary, all changes requested are 1) to meet standards set forth by the accrediting bodies for both the MS (CAMMP) and SSP (NASP), 2) to add coursework so that students graduating with the MS have licensure reciprocity in other states, 3) to meet state requirements for licensure and certification, and 4) to remain in good standing with the State Department of Education.