

**Minutes
Faculty Senate
November 8, 2011 – UC 218**

I. Chair Best called the meeting to order at 3:45 p.m.

II. Roll call

Senators Present: Baur, Bausmith, Brodgon, Carpenter, Dittman, Eargle, Engelhardt, Flannagan, Gourley, Gualdi, Hill-Chapman, Kelley, Kiely, McWayne, Meetze, Nagata, Newman, Ramey, Sacash, Shannon, Singleton, Smolen-Morton, Warters, Zahnd

Senators Absent: Fry

Also Present: Best (Chair), Kennedy (Parliamentarian)

III. The Minutes from the October 20, 2011 Senate Meeting were approved as posted.

IV. Executive Committee Report – Chair Best reported on the progression of the FMU Strategic Planning Committee and its approach of revisiting/revising the currently published strategic plan. Also reported were the December Commencement Honorary Degree recipients Carl Anderson (State Rep.), and Sylvia Lufkin (former and founding chair of the Department of Nursing). In addition it was reported that the additional Honorary Degree recipient and Commencement speaker would be Steven Benjamin (Mayor of Columbia).

V. Report from the Academic Council (*See attachment for proposals. See the November 8, 2011 appendix for supporting materials.*)

A. Chemistry and Office of Provost

Item A concerning the approval of a Memorandum of Understanding between FMU and the South Carolina College of Pharmacy in which students who enroll at the SC College of Pharmacy would be awarded a baccalaureate degree in pharmaceutical studies after completing 30 hours at SC College of Pharmacy. - passed

B. School of Business

Item 1 concerning the approval of an Agreement of Cooperation between FMU and the ESCEM School of Business and Management. - passed

Item 2 concerning additions to the FMU Catalog which reflect the addition of a Second Degree Program in Business with ESCEM School of Business and Management. - passed

Item 3 concerning changes in FIN 301 regarding prerequisites and semesters taught. - passed

Item 4 concerning changes to FIN 344 regarding title, prerequisites, and semesters taught. – passed (as amended – reflected in the attachment to the minutes)

Item 5 concerning changes to FIN 366 regarding title, prerequisites course description, and semesters taught. – passed (as amended – reflected in the attachment to the minutes)

Item 6 concerning changes to FIN 443 regarding prerequisites, semesters taught, and course description. - passed

Item 7 concerning changes to FIN 347 regarding prerequisites and course description. - passed

Item 8 concerning changes to FIN 348 regarding prerequisites and course description. - passed

Item 9 concerning changes to FIN 341 regarding prerequisites. - passed

Item 10 concerning changes to the requirements for the Finance major. - passed

Item 11 concerning changes to the Four Year Plan for the Finance major. - passed

- VI. Report from the Graduate Council (*See attachment for proposals. See the November 8, 2011 appendix for supporting materials.*)
- A. Department of Nursing
- Item 1 concerning the addition of a Master of Science with Major in Nurse Educator. - passed
 - Item 2 concerning the requirements of a Master of Science with Major in Nurse Educator. - passed
 - Item 3 concerning the addition of new courses APRN 604 and 605. - passed
 - Item 4 concerning the addition of new courses APRN 708, 709, and 710. - passed
- B. School of Education
- Item 1 concerning a modification of EDUC 555. – passed (as amended – reflected in the attachment to the minutes)
 - Item 2 concerning the addition of new course EDUC 599. – passed (as amended and with course description – reflected in the attachment to the minutes)
 - Item 3 concerning the addition of new course EDUC 771. – passed (as amended – reflected in the attachment to the minutes)
 - Item 4 concerning the addition of new course EDUC 778. - passed
- VII. Old Business - none
- VIII. New Business - none
- IX. Announcements – various announcements were made about upcoming campus events
- X. Adjournment – the meeting adjourned 4:47 p.m.

Attachment to the Senate Minutes – November 8, 2011

A. Proposal from the Department of Chemistry and the Office of the Provost:

APPROVAL of the following Memorandum of Understanding between FMU and the South Carolina College of Pharmacy

ACADEMIC AFFILIATION AGREEMENT

AGREEMENT BETWEEN

SOUTH CAROLINA COLLEGE OF PHARMACY
Charleston, SC 29425

and
FRANCIS MARION UNIVERSITY
P.O. Box 100547
Florence, SC 29502

THIS AGREEMENT, made and entered into this 1st day of November, 2011, by and between the South Carolina College of Pharmacy, hereinafter referred to as the College; and Francis Marion University, hereinafter referred to as the University;

WITNESSETH:

THAT WHEREAS, the University, through its Pre-Pharmacy program wishes to provide a mechanism for its students entering the Doctor of Pharmacy program at the College to receive a Bachelor of Science in Pharmaceutical Studies after the successful completion of their first 30 hours at the College,

AND WHEREAS, the College is willing to provide the professional program courses,

NOW, THEREFORE, in contemplation of the relationship to be established between the parties and in consideration of the mutual covenants contained herein, the parties mutually agree as follows:

I. DUTIES OF THE COLLEGE

- 1.01 Admit students to the Doctor of Pharmacy program based on criteria listed in the current Bulletin and/or Program brochure.
- 1.02 Provide the professional component of the curriculum as outlined in the current Bulletin and/or Program brochure.
- 1.03 Administer grading and retention policies as outlined in the current Bulletin.
- 1.04 Submit a transcript at the request of the student to the University from the College upon the successful completion of 30 hours in the Pharmacy curriculum.

II. DUTIES OF THE UNIVERSITY

- 2.01 Admit students to the University based on criteria listed in the current University catalog.
- 2.02 Provide the pre-professional component of the curriculum as described in the current University catalog.
- 2.03 Administer grading policies as described in the University catalog.
- 2.04 Inform the student of the College's admission requirements.

- 2.05 Confer a baccalaureate degree upon successful completion of a minimum of 90 hours at the University including all General Education and pre-professional requirements, and the successful completion of 30 hours in the Pharmacy curriculum at the College.

III. MUTUAL DUTIES OF THE UNIVERSITY AND THE COLLEGE

- 3.01 In educational and/or employment practices, neither the College nor the University will discriminate against any person because of race, color, creed, sex, religion, age, veteran status, national origin, or physical handicap. With respect to discrimination based on sex, the College and the University hereby further agree that each will comply fully with Title IX of the Education Amendments of 1972, pursuant to Title IX, 45, CFR, Part 86, and that each will submit to the Department of Health and Human Services an assurance to that effect satisfactory to the Director, Office for Civil Rights, Department of Health and Human Services, Washington, DC, 20201.
- 3.02 Assume responsibility for assuring continuing compliance with the educational standards of the appropriate accrediting bodies.
- 3.03 Support rules and regulations governing students that are mutually agreed upon by the College and the University.
- 3.04 Conduct appeal procedures as described in each institution's catalog.
- 3.05 Meet at least minimal standards of their respective accrediting bodies with regard to library holdings, reference materials, and study aids.

IV. TERMINATION

The term of this agreement is for a period of five (5) years, commencing on the day and year first written above. Further, this agreement may be terminated by either party by giving written notice at least one (1) year prior to the effective date of such termination.

This agreement may be terminated should either institution cease to hold accreditation by the Southern Association of Colleges and Schools (or equivalent accrediting body). In case of termination, it is understood that all students in good standing will have the option to complete their degree program under the rules and regulations in effect at the time of their matriculation.

V. RENEWAL

This agreement may be renewed every five (5) years. If the agreement is renewed without modification, such renewal may be evidenced by a letter of agreement signed by officials of the College and the University who either are or who by their office would have been authorized to sign the original agreement.

VI. ACCEPTANCE OF THE AGREEMENT

This agreement shall not be considered accepted, approved, or otherwise effective until the statutorily or administratively required approvals and certifications, if any, have been given.

VII. MODIFICATIONS

The parties agree to the full and complete performance of the mutual covenants contained herein and that this agreement constitutes the sole, full and complete agreement by and between the parties; and no amendments, changes, additions, deletions, or modifications to or of this agreement shall be valid unless reduced to writing, signed by the parties and attached hereto.

VIII. REPRESENTATIVE’S AUTHORITY TO CONTRACT

By signing this document, the representative of the College/University thereby represents that such person is duly authorized by the College/University to execute this document on behalf of the College/University and that the College/University agrees to be bound by the provisions thereof.

IN TESTIMONY WHEREOF, the hands and seals of the parties are affixed hereto:

FRANCIS MARION UNIVERSITY

SOUTH CAROLINA COLLEGE OF PHARMACY

By: _____
Richard N. Chapman

By: _____

Title: Provost _____

Title: _____

Date: _____

Date: _____

By: _____

Title: Provost _____

Date: _____

By: _____

Title: Provost _____

Date: _____

Rationale: The Department of Chemistry is developing a Bachelor of Science in Pharmaceutical Studies and preparing a New Program Planning Summary to be submitted to the Commission on Higher Education. This degree program will allow FMU students who are in the Pre-Pharmacy track and continue to the College of Pharmacy in South Carolina to earn a Bachelor's degree after successfully completing 30 hours in the Doctor of Pharmacy program and a minimum of 90 hours at FMU (including all general education requirements). Currently FMU students complete the courses necessary for admission to the College of Pharmacy (generally after 3 years) and will not earn their doctorate for another 4 years. They do not receive a Bachelor's along the way, and FMU is unable to claim them in their degree completion statistics.

As this is a degree program that FMU has not previously offered with courses we will be transferring from the College of Pharmacy to complete the 120 hours for graduation, a Memorandum of Understanding must exist between the two institutions. We are requesting approval of this Memorandum so we can continue the process of submitting a New Program Planning Summary to the Commission on Higher Education.

No additions to the Catalog will be presented to the Academic Affairs Committee until the Commission approves the planning summary.

B. Proposal from the School of Business:

1. **APPROVAL** of the following Memorandum of Understanding between FMU and ESCEM School of Business and Management

**AGREEMENT ON A SECOND DEGREE BACHELOR'S IN BUSINESS PROGRAM
AGREEMENT OF COOPERATION**

Between

Francis Marion University

PO Box 100547 Florence, SC 29502, USA

and

ESCEM School of Business and Management

11, rue de l' Ancienne Comédie, BP5 86001 Poitiers Cedex, France

Introduction

Francis Marion University (FMU) and **ESCEM School of Business and Management** (hereafter called "ESCEM") hereby agree upon the following concerning an academic cooperation, beginning with the date of signature.

FMU and **ESCEM** agree to offer a cooperative program whereby selected students from study programs at the Bachelor's level in business administration and economics will have the opportunity to pursue studies at either of the schools that will result in the awarding of a degree from both institutions.

Students may thereby receive a Bachelor of Arts in International Business or Bachelor of Arts in Management from **ESCEM** and a Bachelor of Business Administration in General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from **FMU**.

1. ESCEM students must have completed a minimum of 120 ECTS credits in the undergraduate program before entering the ESCEM-FMU second degree program. For ESCEM students, the study abroad period will be exclusively in semester 5 and 6 (ESCCEM bachelor's program). Students from FMU must have completed a minimum of 60 US credit hours and have been accepted into the Bachelor of Business Administration Program before entering the ESCCEM-FMU second degree program.
2. ESCCEM students: ESCCEM students must pursue two academic semesters and take 36 credit hours at FMU. Classes taken at FMU will be accredited as equivalent courses at ESCCEM. Course work will be chosen from major requirements and electives as determined by FMU catalog requirements. It is mandatory for ESCCEM students, while at FMU to take ENG 111 and ENG 112, ENG 112 and ENG 200, or ENG 200 and ENG 305.
3. FMU students: FMU students must pursue two academic semesters at ESCCEM and take 60 ECTS credits. Classes taken at ESCCEM will be accredited as equivalent courses at FMU. Course work will be chosen from major requirements and electives as determined by ESCCEM. It is mandatory for FMU students, while at ESCCEM, to take French as a Foreign Language.
4. The admission of the Second Degree Program is based on:
 - a. For ESCCEM students the selection procedure is the following:
 - i. Have a minimum TOEFL score of 500 paper-based, 173 computer-based, or 61 internet-based
 - ii. Completed 120 ECTS credits by semester 5 at ESCCEM bachelor's program
 - iii. Have a GPA of 3.0 or equivalent
 - iv. Completed the internal selection procedure at ESCCEM and the application procedures at FMU (incl. Transcript, applications, etc.) to be turned in 5 months prior to the beginning of the study abroad
 1. ESCCEM students must bring with them an official vaccination record which indicates that they have received tetanus, polio, measles, mumps, and rubella vaccinations. In addition, evidence of a tuberculin test taken within the last twelve months before arrival on campus must be presented to FMU officials. In the case of a positive tuberculin test, the student is required to have a negative chest X-ray.
 - b. For FMU students the selection procedure is the following:
 - i. Completed 60 credit hours and have been accepted into the Bachelor of Business Administration Program
 - ii. Have a cumulative GPA of 3.0 or higher
 - iii. Completed the internal selection procedure at FMU and the application procedures at ESCCEM (incl. transcript, photos, etc.) to be turned in 5 months prior to the beginning of the study abroad
5. After successfully completing all of requirements at ESCCEM and FMU, students in the Second Degree Program will be awarded the degrees of Bachelor of Arts in International Business or Bachelor of Arts in Management at ESCCEM and Bachelor of Business Administration in General Business, Management, Marketing, Business Economics, Management Information Systems, or Finance from FMU.
6. Each institution will determine independently the necessary requirements for the awarding of its degrees or certificates. However, no degree or certificate shall be awarded to a Second Degree Program participant by the host institution until the participant is award the appropriate degree by his or her home institution.

7. The ESCEM/FMU Second Degree Program will be reviewed annually for any imbalances in the number of participants. The balance should be achieved over a three-year period.
8. Second Degree Program students will pay full tuition and fees to their home institution.
9. Expenses: All payment for travel, visa, medical insurance and expenses, accommodation, including vacation periods between terms, food, excess baggage shipment and storage costs, telephone calls, books and supplies shall be the responsibility of the individual participant. Neither institution shall be held liable for such charges. Each institution has the right to put a hold on the academic transcripts until the student has paid all outstanding financial obligations to the host institution.
 - a. If requested, students selected for the exchange program shall satisfy the host institution that they have adequate funds for transportation from/to the home university, as well as for additional living costs during their enrollment at the host institution apart from those costs already specified in this agreement. Please note the US Government mandates that students from foreign countries provide Proof of Financial Responsibility before a Certificate of Eligibility (I-20) can be issued.
 - b. All participants in the Second Degree Program will purchase adequate medical and travel insurance prior to departure from their home country for the duration of their stay in the host country.
 - i. At **ESCEM**, **FMU** students must have appropriate insurance coverage for an extended overseas stay. Without proof of such insurance the student will be obliged to purchase the French social security insurance. Any student under the age of 28 will be automatically required to purchase the French social security insurance.
 - ii. At **FMU**, **ESCEM** students who do not have adequate insurance to cover the costs of a serious accident or illness that may necessitate hospitalization, extended medical care, repatriation, and emergency evacuation will be required to purchase the insurance policy made available to international students at **FMU**.
10. Housing: Host universities shall assist students in finding housing and other related matters during the study abroad period, although it is the responsibility of the student to arrange for their own housing.
11. Each institution will administer its own procedure for admitting students into its degree program, subject to the minimum standards outlined in section 4.
12. ESCEM and FMU officials agree that this Agreement does not give any party license of use, or rights to, the intellectual property of another party. The use of trademarks, copyrights, and/or other intangibles representative of a party to this Agreement is strictly prohibited without the owner's permission.
13. In the event of any controversy, dispute, or claim arising out of or relating to this Agreement, duly authorized officers of each institution shall attempt to resolve the controversy, dispute, or claim to the mutual satisfaction of both parties.
14. Waiver: The failure of a party to enforce any provision in this Agreement shall not be deemed to be a waiver of such right. Should any portion of this agreement be declared invalid or unenforceable for any reason, such portion is deemed severable for the Agreement and the remainder of this Agreement shall remain fully valid and enforceable.
15. Limitations on Liability: Nothing in this agreement shall be construed to constitute either party, for legal purposes, as a partner, agent or representative of the other. Neither party shall have the right or authority to assume or create

any obligation on behalf of the other or in the name of the other, to accept legal process for the other, or to bind the other in any way. Both institutions expect to continue discussions concerning possible future phases of their work together. This agreement is entirely independent of future cooperation on subsequent phases, which will be separately evaluated and require separate agreements.

16. Amendments: Amendments to this agreement may be submitted by either party for the consideration of the other at any time.
17. Disclaimer: FMU is accredited by the Southern Association of Colleges and Schools' Commission on Colleges to award Bachelor and Master degrees. ESCEM is not accredited by the Commission on Colleges and the accreditation of FMU does not extend to or include ESCEM or its students. Although FMU accepts certain course work in transfer toward a credential from ESCEM, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer even if it appears on a transcript from FMU. This decision is made by the institution subsequently considering the possibility of accepting such credits.
18. This agreement will be effective from _____ and shall remain valid for an initial period of five (5) years. Thereafter, it shall be automatically extended with the written consent of both parties on an annual basis. Each institution may terminate the agreement at any time by giving the other institution twelve (12) months written notice of its intention to terminate. The terms of this agreement may not be revised, modified, or altered except by mutual written agreement.

ESCCEM

Represented by:

Dr. _____
Director General

(signed by delegation of authority for President
_____)

Signature/Seal

Date:

FMU

Represented by:

Richard Chapman
Provost

Signature/Seal

Date:

2. **ADD**, on page 185 of the current catalog, the following,

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

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

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

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

ELIGIBILITY FOR ESCEM STUDENTS

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

1. A minimum TOEFL score of 500 paper-based, 173 computer-based, or 61 internet-based.
2. Completion of 120 ECTS credits by semester 5 at ESCEM's bachelor's program.
3. A minimum overall GPA of 3.0 or equivalent.
4. Completion of the internal selection procedure at ESCEM and the application procedures at FMU.

SECOND DEGREE REQUIREMENTS FOR ESCEM STUDENTS

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

1. Complete two academic semesters at FMU and take 36 credit hours including two English writing courses:
 - i. ENG 111 and ENG 112 or
 - ii. ENG 112 and ENG 200 or
 - iii. ENG 200 and ENG 305
2. Completion of the "Notification of Degree Award" form at ESCEM. This form must be sent to FMU.

ELIGIBILITY FOR FMU STUDENTS

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

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

SECOND DEGREE REQUIREMENTS FOR FMU STUDENTS

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

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

Rationale for A and B: FMU and ESCEM already have an international student exchange program. Students from ESCEM seeking the second degree from FMU will have already completed the rigorous French Baccalaureat (see Addendum). Throughout France, this examination satisfies the general education requirements. Students from ESCEM will not receive the Bachelor’s of Business Administration (BBA) from FMU until after they have been awarded their Bachelor’s of Arts from ESCEM. For example, after ESCEM students have completed their 36 semester hours of coursework at FMU they return to ESCEM to complete ESCEM’s degree requirements. Only after FMU receives the “Notification of Degree Award” form from ESCEM will FMU award our BBA. In this sense, the completion of 36 credit hours at FMU by ESCEM students is similar to the minimum 36 credit hours requirement for all second degree seeking students at FMU (see p. 75 of current catalog). It should be noted that the ESCEM School of Business and Management, like the FMU School of Business, is one of approximately 600 schools of business worldwide that is accredited by AACSB International. There are over 12,000 schools of business internationally. This proposed special second degree program is modeled closely after a similar second degree program that ESCEM has with Southern Utah University.

3. **CHANGE**, on page 157 of the current catalog, the course description of **FIN 301**

FROM:

301 Finance Fundamentals (3) (Prerequisite: Admitted to the School of Business or permission of the school) Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning, time value of money, and applied statistics.

TO:

301 Finance Fundamentals (3) F, S, SU. Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning, time value of money, and applied statistics.

Rationale: The changes reflect the semesters in which the course will be offered. Prerequisite was eliminated as all 300 level courses and above in the School of Business require admission to the School of Business.

4. **CHANGE**, on page 157 of the current catalog, the title and course description of **FIN 344**

FROM:

344 Real Estate Finance (3) (Prerequisite: 341 or permission of school) As needed. Study of basic real estate principles, including land economics and use, property evaluation and appraisal; and the legal, regulatory, and financial aspects of property sales, ownership, and management.

TO:

344 Intro to Real Estate (3) F. Study of basic real estate principles, including land economics and use, property evaluation and appraisal; and the legal, regulatory, and financial aspects of property sales, ownership, and management.

Rationale: The name change better reflects the nature and content of the course. The change in prerequisites reflects the adequacy of the requirements for entrance into the School of Business. Further, all 300 level courses and above in the School of Business require admission to the School of Business making the last part unnecessary.

5. **CHANGE**, on page 157 of the current catalog, the title, prerequisite, and course description for **FIN 366**

FROM:

366 Principles of Real Estate (3) (Prerequisite: Admitted to the School of Business or permission of instructor) As needed. An introduction to the study of real estate covering the aspects of owning and using real estate. The course examines the bundle of rights associated with real estate and the transfer of those rights. It focuses on legal instruments, real estate brokerage, financing methods and sources, and investment analysis. This course is useful to individuals seeking to take the salesperson or broker exam.

TO:

366 Real Estate (3) (Prerequisite: 341) S. This course covers the aspects of owning and using real estate. The course examines the bundle of rights associated with real estate and the transfer of those rights. It focuses on legal instruments, real estate brokerage, financing methods and sources, and investment analysis. This course is useful to individuals seeking to take the salesperson or broker exam.

Rationale: The change reflects the semester in which the course will be offered. The change in name and slight change in course description better reflects the current course description and is easier for students to understand. The change in prerequisites reflects the more rigorous nature of this course (as opposed to Real Estate I, Fin 344). This course considers real estate as an investment and requires students to apply more advanced analytical techniques. Students not having taken 341 would likely struggle with the material in this course. Finance 344 is offered in the Fall and 366 in the Spring. If a student misses this sequence then he/she has to wait an entire year to finish the finance major. Changing the prerequisite reduces the wait time for students finishing this major. A review of the subject by the faculty teaching the courses indicated that the prerequisite requirement of 341 as a prerequisite for 344 was not necessary.

6. **CHANGE**, on page 157 of the current catalog, the prerequisite, and course description for **FIN 443**

FROM:

443 Financial Markets (3) (Prerequisite: 341) The application of financial management principles to depository and non-depository financial institutions is studied. Asset/liability management, risk management strategies and techniques, financial markets, and financial instruments are covered. Written case analysis will be required.

TO:

443 Financial Markets (3) (Prerequisite: 347 and Economics 321) S, SU. The application of financial principles to financial markets and institutions. It addresses key financial markets, such as the money, bond, stock, mortgage, and options markets, along with the financial institutions that facilitate these markets.

Rationale: The proposed change makes Economics 321 (Money and Banking) and Finance 347(Investments I) prerequisites. This will allow more advanced subject matter to be addressed in a manner more consistent with a senior-level finance course. The new course description better describes the course.

7. **CHANGE**, on page 157 of the current catalog, the prerequisite, and course description for **FIN 347**

FROM:

347 Investments I (3) (Prerequisite: 341 and Economics 205) F, SU. Topics include investment media, markets, and objectives. Quantitative methods, including computerized techniques, are applied to risk-return, growth, and valuation analysis. Modern Portfolio Theory is applied. Real stocks are used, enabling students to invest in portfolios that meet their risk-return requirements.

TO:

347 Investments I (3) (Prerequisite: 341) F, SU. Topics include an introduction to various securities markets & instruments, investment media, and applications. Quantitative methods, including computerized techniques, are applied to risk-return, growth, and valuation analysis. Modern Portfolio Theory is applied.

Rationale: Based on faculty discussion and opinion, Finance 341 is now the appropriate prerequisite.

8. **CHANGE**, on page 157 of the current catalog, the prerequisite, and course description for **FIN 348**

FROM:

348 Investments II (3) (Prerequisite: Finance 347) S. This course will provide the student with the skills necessary to evaluate stocks, bonds, and derivative securities and their impact on the investor's portfolio. The course will culminate in a group project that will include a forecast of the overall economy, an industry forecast, and finally an evaluation of the chosen firm.

TO:

348 Investments II (3) (Prerequisite: 347) S. This course will provide the student with the skills necessary to evaluate stocks, bonds, mutual funds, derivative securities and/or other securities and their impact on the investor's portfolio.

Rationale: The changes reflect the change in prerequisites reflect consistency in the catalog. Removal of the requirement of the group project gives the instructor flexibility to structure the course as he or she feels necessary.

9. **CHANGE**, on page 157 of the current catalog, the prerequisite for **FIN 341**

FROM:

341 Financial Management (3) (Prerequisite: Accounting 201 and 202) F, S, SU. Study of the financial functions of economic entities including financial analysis, financial planning, current assets management, capital budgeting, obtaining funds from the capital markets, and international finance. Computer applications.

TO:

341 Financial Management (3) (Prerequisite: Math 134, Accounting 201 and 202) F, S, SU. Study of the financial functions of economic entities including financial analysis, financial planning, current assets management, capital budgeting, obtaining funds from the capital markets, and international finance. Computer applications.

Rationale: Due to recent changes in the common core business requirements and related requirements for admission to the School of Business, it is now possible for a student to be enrolled into FIN 341 without adequate preparatory study in the area of statistics. The proposed change addresses this development.

10. **CHANGE**, on page 151, the requirement for Finance as described below

FROM:

d) Finance	21 hours
FIN 301 Finance Fundamentals.....	3
ECON 321 Money and Banking or	
FIN 344 Real Estate Finance	3
FIN 347 Investments I	3
FIN 348 Investments II	3
FIN 442 Advanced Corporate Finance	3
FIN 443 Financial Markets	3
FIN 450 Cash Management	3

TO:

d) Finance	21 hours
FIN 301 Finance Fundamentals.....	3
ECON 321 Money and Banking	3
FIN 344 Real Estate Finance I	3
FIN 347 Investments I	3
FIN 442 Advanced Corporate Finance	3
FIN 443 Financial Markets	3
One from the following list:	
Finance 366 Real Estate Finance II <u>or</u>	
Finance 348 Investments II	3

Rationale: The suggested changes will better meet the students' needs. We are not adding any new courses and all these courses are being taught. No additional faculty required.

11. CHANGE, on page 158, the Four Year Plan for Finance Majors:

FROM:

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111	3	Math 140	3
Art 101, Music 101, or Theatre 101	3	Computer Science 150	3
Business 150	3	Political Science 101 or 103	3
Science and lab	4	Science and lab	4
Total Credits	16	Total Credits	16

Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Accounting 201	3	Accounting 202	3
Economics 203	3	Economics 204	3
Business 205	3	Business 206	3
Speech Communication 101	3	Literature	3
Science and Lab	4	History	3
Total Credits	16	Total Credits	15

Apply for admission to the B.B.A. program after accumulation of 36 hours.
Plan Junior and Senior courses carefully – the courses are not offered every semester.

Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Economics 321 or Finance 344	3	Finance 341	3
English 305	3	Management Information Systems 327	3
Marketing 331	3	Management 308	3
Management 351	3	Humanities Elective	3
Finance 301	3	Non-Business Elective	3
Total Credits	15	Total Credits	15

Note: Finance 344 will be offered during the Summer II term. If a student does not plan on taking summer classes, the Economics 321 must be taken to satisfy this requirement. Also Finance 341 is a prerequisite for Finance 344.

Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Finance 450	3	Finance 348	3
Finance 442	3	Finance 443	3
Finance 347	3	Business 458	3
Non-Business Elective	3	Non-Business Elective	3
Humanities Elective	3	Non-Business Elective	3
Total Credits	15	Total Credits	15

Total Hours Required for Degree 123

TO:

Freshman Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111	3	Math 134	3
Art 101, Music 101, or Theatre 101	3	Computer Science 150	3
Business 150	3	Political Science 101 or 103	3
Science and lab	4	Science and lab	4
Total Credits	16	Total Credits	16

Sophomore Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Accounting 201	3	Accounting 202	3
Economics 203	3	Economics 204	3
Humanities Elective	3	Business 206	3
Speech Communication 101	3	Business 305	3
Science and Lab	4	History	3
Total Credits	16	Total Credits	15

Apply for admission to the B.B.A. program after accumulation of 36 hours.
Plan Junior and Senior courses carefully – the courses are not offered every semester.

Junior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Economics 321	3	Finance 341	3
Finance 301	3	Management Information Systems 327	3
Literature	3	Management 355	3
English 305	3	Marketing 331	3
Management 351	3	Non-Business Elective	3
Total Credits	15	Total Credits	15

Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Finance 344	3	Finance 348 or Finance 366	3
Finance 347	3	Finance 443	3
Finance 442	3	Business 458	3
Non-Business Elective	3	Non-Business Elective	3
Humanities Elective	3	Non-Business Elective	3
Total Credits	15	Total Credits	15
Total Hours Required for Degree 123			

Rationale: This calendar change reflects the new curriculum contained in proposal 7.

VI. Graduate Council

A. Proposals from the Department of Nursing

1. **ADD** after the description of the FNP track

PROGRAM FOR MASTER OF SCIENCE IN NURSING WITH MAJOR IN NURSE EDUCATOR

The FMU MSN/Nurse Educator track has been developed as an innovative, collaborative track with the Graduate School of Education in response to national and regional needs for nurse educators. The MSN/Nurse Educator curriculum synthesizes cohesive educational theory and principles with the unique learning needs of professional nursing. Students will be taught strategies to facilitate learning in clinical, simulated, and didactic environments. This program provides baccalaureate-prepared Registered Nurses (RNs) access to a high-quality graduate education in order to serve regional and national nursing education programs as well as clinical partners. Nurse educators are needed in both the academic and clinical areas to promote quality health care. The graduates of this track will meet the core competencies for the Nurse Educator as outlined by the National League for Nursing (NLN).

Enrollment in the program is limited. Students must be accepted as graduate degree candidates. Courses are offered one day a week in a classroom, hybrid, or online format, but academic practicum hours will generally occur during the school hours of the academic unit. Clinical practicum hours may be more flexible, but may also occur during the traditional workday. Practicum hours are extensive and time for completing them should be considered by each student. Advisement for this program will be done on an ongoing basis by the coordinator of the program.

2. ADD – (AFTER: REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/ FAMILY NURSE PRACTITIONER)

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/ NURSE EDUCATOR

To receive a Master's Degree in Nursing as a Nurse Educator from FMU, a student must fulfill the following requirements:

1. Complete 36 graduate credit hours, which include 270 practicum hours.

- a) Graduate Nursing Core Courses (All MSN programs).....12 Hours
 - APRN 501 Advanced Practice Role: Theory and Knowledge Development
 - APRN 502 Biostatistics
 - APRN 503 Advanced Research and Evidence-based Practice
 - APRN 504 Health Policy and Leadership
- b) Functional Area Content..... 24 Hours
 - APRN 604 Teaching and Learning in Nursing
 - APRN 605 Curriculum Development and Program Evaluation
 - EDUC 621 Understanding Learning Differences
 - EDUC 622 Assessment of Learning and Behavior
 - APRN 708 Academic Practicum (135 practicum hours/semester)
 - APRN 709 Clinical Practicum (135 practicum hours/semester)
 - APRN 710 Education Capstone Seminar
 - EDUC 742 Procedures for the Divergent Learner

2. Achieve a 3.0 overall grade point average for all graduate courses.
3. Make application for graduation at the beginning of the semester in which the last course will be taken.

3. **ADD**: (AFTER 603 Advanced Physical Assessment and Health Promotion)

604 Teaching and Learning in Nursing (3) SU

This course discusses teaching/learning theory in nursing education. It facilitates understanding of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

605 Curriculum Development and Program Evaluation (3) SU

This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

4. **ADD**: (AFTER 707 Clinical Decision-making and Ethics)

708 Academic Practicum (3: 9) (135 practicum hours/semester) S (Prerequisites: APRN 501, 502, 503, 504).

This course is a practicum course and will concentrate on developing an academic teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the classroom and will demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement an educational session, and evaluate learner knowledge acquisition.

709 Clinical Practicum (3: 9) (135 practicum hours/semester) F (Prerequisites: APRN 501, 502, 503, 504).

This course is a practicum course and will concentrate on developing a clinical teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the clinical domain and demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement educational sessions, as well as evaluate learner knowledge acquisition and clinical skill attainment.

710 Education Capstone Seminar (3) F (Prerequisites: APRN 501, 502, 503, 504; Prerequisite/corequisite: APRN 604, 605, EDUC 621, 622, 742).

This seminar course addresses academic environment, career and portfolio development, as well as future trends

for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

Summary Rationale for the MSN/Family Nurse Practitioner Degree:

The Nurse Educator program has been fashioned in compliance with the competencies for nurse educators developed by the National League for Nursing. It is a collaborative program with the Graduate School of Education because nurse educators need information on educational principles as well as familiarization with learning styles that may be encountered while in the classroom with today's young adults. Traditional pedagogies may no longer facilitate learning to all students in college classrooms. This program includes strategies for diverse learners to promote successful knowledge acquisition and critical thinking. This is an innovative program based on established educational principles as well as specific nursing education strategies. Graduate students will be prepared to teach pre-licensure and post-licensure baccalaureate nursing learners in both academic and clinical environments.

B . Proposal from School of Education

1. **CHANGE** on page 207 of the current catalog the following:

FROM:

555 Teaching Children of Poverty, (3) (Prerequisite: Permission of the Graduate School of Education)

This course and its required clinical experiences are designed to provide graduate students with in-depth study of issues related to teaching children of poverty. It includes collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

TO:

555 Introduction to Educational Programs for Children of Poverty, (3) (Prerequisite: Permission of the Graduate School of Education)

This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

Rationale for Changes:

The **Title** and **Description** changes for EDUC 555 are recommended to accommodate the development of three additional courses that will focus on the educational needs of children of poverty. These courses will be developed to comply with Proviso 1A.53 of the South Carolina State Legislature, which is the source of Center of Excellence funding:

Proviso 1A.53:

"... Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The Center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty."

With these changes, EDUC 555 will be clearly identified as an introductory course that includes a survey of issues that connect with life in poverty. Furthermore, EDUC 555 will also be clearly distinguished from a future course that will specifically focus on instruction and assessment of children of poverty.

2. **ADD** on page 208 of the current catalog the following:

599 Teaching and Assessing Children of Poverty, (3) (Prerequisite: EDUC 555 or Permission of the Graduate School of Education)

Course Description:

This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

Rationale:

More than half of all South Carolina's schools have 70% or more of their students living in poverty (up from 48% in 2004), and 20% of South Carolina's schools have more than ninety percent of their children living in poverty. There are specific risk factors for children in poverty, including exposure to cultural risk factors that often impairs brain development which affects social and emotional development. Children living in poverty are more likely to fall behind their classmates in school, be assigned to lower 'tracks' in education, be retained in grade, be labeled as 'problem' students, be absent, truant, and to drop out of school altogether, and earn lower scores on standardized tests of knowledge and achievement. Even if children are equal in the areas of ethnicity, family structure, and mothers' education, research has found that children born in or near poverty are less than half as likely to be successful on tests of academic achievement as their wealthier peers.

A new understanding, however, indicates that brains can and do change everyday—for the better or for the worse. In fact, there is nearly a 2-1 advantage of environmental influences over genetic ones, including those at school. Therefore, teacher quality matters more than previously thought. Research indicates that 43% of the student's academic performance can be traced to the quality of the teacher in the classroom. Another recent study shows that low-achieving students gain an average of 14 percentile points with the least effective teachers; while, in contrast, the most effective teachers produce average gains of 53 percentile points with low-achieving students.

Over the last seven years, the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty has been studying what makes teachers most effective with low-income children. Six Standards for Teachers of Children of Poverty have been developed, along with specific strategies that must be employed by those teachers to increase brain development, increase student investment in learning, and subsequently to increase achievement and likelihood of success. These standards and strategies are now infused into every teacher education program at Francis Marion.

Because of Proviso 1A.38, the Center has been able to provide outreach to in-service teachers who desperately need help. A Saturday morning workshop for teachers has been developed to elevate awareness and to introduce the idea to teachers that they can do much to change the fate for children of poverty, and teachers have been turned away at these events because registrants exceeded room capacities. Just in the last year more than 2000 teachers have been served in more than 15 sessions. They offer the following feedback:

"Thank you again for a fabulous and informative workshop! I will definitely be looking into the summer workshop/course!"

"The conference this morning was incredible! Your presentation was powerful!! The message [was] inspiring!"

“Thank you again for a wonderful presentation with very practical help. I really enjoyed hearing you, I felt like I left rejuvenated.”

Participants commonly relate that they did not know there were real and specific strategies that can work, and they express that they want more information about them. While the workshops elevate awareness, teachers know they need sustained staff development and training. They know that every instructional minute must be guided by research-based strategies, and they are desperate for what the Center can offer. They want more intensive opportunities to learn. Therefore, a graduate level course has been developed and is offered for teachers around the state. Enrollment is always at capacity, with more requests from teachers and entire schools than can presently be accommodated.

Still, teachers and schools want and need more because they understand that a single workshop, or even a single course, is not enough. Therefore, the Center assembled an impressive task force comprised of P-12 and college and university educators from across the state to collaborate in the development of a proposal for Add-On Certification for Teachers of Children of Poverty. This project is slated for presentation to the Legislature in Fall 2011, and FMU has been charged with development of model course documents.

Even before the Add-On Certification is approved, the Center has committed personnel and financial resources to piloting the recommended program of study with a local Title One school in which the entire school faculty and administration have also committed to the project. Research suggests that this type of high-quality professional learning opportunity, in which teachers have the opportunity for in-depth exploration of the needs of this underserved population, will equip them to become those ‘most effective teachers’ who truly change the future for the children they serve, and district leaders predict that the project could ‘transform the school.’ Because a rigorous research agenda has been developed to effectively measure the effects of this project, universities across the state will have access to the model developed and piloted through this project to inform their development of ‘Teaching Children of Poverty’ curricula.

Upon university approval, this course will become the second course in the series that is expected to lead to Add-On Certification for Teachers of Children of Poverty, as awarded by the South Carolina Department of Education.

3. **ADD**, on page 210 of the current catalog,

771 – Introduction to Early Childhood Special Education (3) SU.

The purpose of this course is to provide the student with a broad perspective of the best practices, issues, and concerns facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing the student with the knowledge of philosophies, roles and services of professionals involved with young children with special needs.

Rationale for A-C: 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 were taught during summer, 2011. This is an additional required course that we were asked to provide for local school personnel. 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: Introduction to Early Childhood Special Education.

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 the following two courses within five years.

1. Introduction to Early Childhood Special Education (3 semester hours)

4. **ADD**, on page 207 of the current catalog,

788 Social/Emotional Development and Guidance for Young Children with Disabilities (3) SU. This course provides current and prospective teachers with an overview of the social and emotional development of young children with mild to moderate disabilities and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course includes an overview of basic classroom management theories; an overview of procedures for monitoring and evaluating the behavior of infants, toddlers and preschool children with exceptional learning needs; a discussion of strategies to prevent and reduce inappropriate behavior; and strategies to promote conflict resolution. Additionally, the course will include information regarding the impact of teacher attitudes on the behavior of young children with exceptional learning needs, and **provide** experience in creating learning environments that promote positive interactions, positive cultural experiences, and active participation.

Rationale for A-C: 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 were taught during summer, 2011. This is an additional required course that we were asked to provide for local school personnel. 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: Social/Emotional Development and Guidance for Young Children with Disabilities.

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 the following two courses within five years.

1. Social/Emotional Development and Guidance for Young Children with Disabilities (3 semester hours)