

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: BIOLOGY

Date: 1/28/2019

Course No. or level: 107 Title: INTEGRATED BIOLOGICAL CONCEPTS I

Semester Hours: 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites: No Prerequisite Enrollment expectation: 100

Indicate any course for which this course is a (an)

modification.

(proposed change-in course title, course description, course content or method of instruction)

substitute.

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate Substitutes for Biology 105 and 115

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Timothy Shannon

Department Chairperson's/Dean's Signature

Vernon W. Bauer

Provost's Signature

Pete King

Date of Implementation FALL 2019

Date of School/Department approval:

1/28/19

Catalog description:

Purpose: 1) For Whom generally: This course will be intended for Biology Majors.

2) What should the course do? This course is intended to increase the skills of incoming first year students that plan on having careers in Biological Sciences and related fields. The skills addressed are abilities to read scientific literature, critically think about data and draw proper conclusions, and prepare for the rigors of upper level courses.

Teaching method planned: The teaching method will employ case studies, in class discussion of data, and lecture.

Textbook and/or materials planned (including electronic/multimedia): The textbook is a completely online text titled "Integrating Biological Concepts" by Campbell and Paradise - published by Trunity publishers.

Course Content: Introduction to biology's core concepts from molecules through cells including information, evolution, cells, emergent properties and homeostasis. The content will be reduced to allow for the students to build critical thinking skills that will aid them in advanced biology coursework.

SAMPLE BIOLOGY107 SYLLABUS

DATE	INFORMATION	READING ASSIGNMENT	ADDITIONAL INFO
	Information at Molecular Level	Sections 1.1 & 1.3	
	Information at Molecular Level	Section 1.3	
	Information at Molecular Level	Section 1.4	
	Information at Molecular Level	Sections 1.5 & Conclusions	
	Information at Cellular Level	Section 2.1	
	Information at Cellular Level	Section 2.2	
	Information at Cellular Level	Sections 2.3, 2.4	
	Information at Organismal Level	Section 3.1	
	Information at Organismal Level	Section 3.2 & 3.3	
	Information at Organismal Level	Sections 3.4 & 3.5	

DATE	EVOLUTION	READING ASSIGNMENT	ADDITIONAL INFO
	Evolution at Molecular Level	Section 4.1 & first half Section 4.2	
	<b>Exam #1 (Ch 1 - 3) goes out</b>	<b>Exam Due</b>	<b>do not read for class Monday</b>
	<b>Exams due by class time</b>		
	Evolution at Molecular Level	Finish Section 4.2 & Section 4.3	
	Evolution at Molecular Level	Section 4.4	
	Evolution at Cellular Level	Section 5.1 & Start 5.2	

Evolution at Cellular Level

Finish Section 5.2

Evolution at Cellular Level

Section 5.3

Evolution at Organismal Level

Sections 6.1 & 6.3

DATE	CELLS	READING ASSIGNMENT	ADDITIONAL INFO
	Cells at Molecular Level	Section 7.1, start 7.2	
	Cells at Molecular Level	Finish Section 7.2	
	<b>Fall Break</b>	<b>catch up reading</b>	<b>no class meeting</b>
	Cells at Cellular Level	Section 8.1	
	Cells at Cellular Level	Section 8.2	
	<b>Exam #2 (Ch 4 - 7) goes out</b>	<b>Exam Due</b>	<b>do not read for class Monday</b>
	<b>Exams turned in</b>	<b>ELSI's you already read</b>	<b>Discuss ELSI's in Detail</b>
	<b>Cells at Organismal Level</b>	<b>Start Section 9.1</b>	
	Cells at Organismal Level	Start Section 9.1	
	Cells at Organismal Level	Finish Section 9.1 & Start Section 9.2	
	Cells at Organismal Level	Finish Section 9.1 + Start Section 9.2	
	Cells at Organismal Level	Finish Section 9.2; & Start Section 9.3	
	Cells at Organismal Level	Finish Section 9.3	
DATE	HOMEOSTASIS	READING ASSIGNMENT	ADDITIONAL INFO

Homeostasis at Molecular Level

Section 10.1 & start 10.2

Homeostasis at Molecular Level	Finish 10.2 & 10.3
Homeostasis at Molecular Level	Section 10.4
Homeostasis at Cellular Level	Section 11.1
Homeostasis at Cellular Level	Section 11.2
Homeostasis Organismal Level	Section 12.1

DATE	EMERGENT PROPERTIES	READING ASSIGNMENT	ADDITIONAL INFO
	Emerg. Prop. at Molecular Level	Sections 13.1 & 13.2	
	<b>Exam #3 (Ch 8 - 11) goes out</b>	<b>Exam Due</b>	<b>do not read for class Monday</b>
	<b>Exams turned in</b>	<b>ELSI's you already read</b>	<b>Discuss ELSI's in Detail</b>
	Emerg. Prop. at Molecular Level	Section 13.3	
	Emerg. Prop. at Molecular Level	Section 13.4	
	Emerg. Prop. at Cellular Level	Section 14.1	
	<b>Thanksgiving Holiday</b>	<b>catch up and rest</b>	<b>no class meeting</b>
	<b>Thanksgiving Holiday</b>	<b>catch up and rest</b>	<b>no class meeting</b>
	Emerg. Prop. at Cellular Level	Section 14.2	
	Emerg. Prop. Organismal Level	Section 15.2	
	Emerg. Prop. Organismal Level	Section 15.3 & 15.2	
	Emerg. Prop. Organismal Level	Section 15.3 & 15.4	
	Emerg. Prop. Organismal Level	Section 15.4	
	<b>Final Exam (Chapters 12 - 15)</b>	<b>Exam</b>	

alternate Substitutes for Biology 106 and 106L.

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Timothy Shannon

Department Chairperson's/Dean's Signature *Vernon W. Bauer*

Provost's Signature *Mike King*

Date of Implementation FALL 2019

Date of School/Department approval, 1/28/19

Catalog description:

- Purpose: 1) For Whom generally: This course will be intended for Biology Majors.  
2) What should the course do? This course is intended to increase the skills of incoming first year students that plan on having careers in Biological Sciences and related fields. The skills addressed are abilities to read scientific literature, critically think about data and draw proper conclusions, and prepare for the rigors of upper level courses.

Teaching method planned: The teaching method will employ case studies, in class discussion of data, and lecture.

Textbook and/or materials planned (including electronic/multimedia): The textbook is a completely online text titled "Integrating Biological Concepts" by Campbell and Paradise - published by Trunity publishers.

Course Content: Introduction to biology's core concepts from organisms through ecological systems including information, evolution, cells, emergent properties and homeostasis. The content will be reduced to allow for the students to build critical thinking skills that will aid them in advanced biology coursework.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: BIOLOGY Date: 1/28/2019

Course No. or level: 108 Title: INTEGRATED BIOLOGICAL CONCEPTS II

Semester Hours: 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites: No Prerequisite Enrollment expectation: 100

Indicate any course for which this course is a (an)

modification:

(proposed change-in course title, course description, course content or method of instruction)

substitute:

(The proposed new course replaces a deleted course as a General Education or program

# SAMPLE 108 SYLLABUS

Week	BIG IDEA	CHAPTER	SECTIONTOPIC/NOTES
	INFORMATION	0, 16	Introduction to course; Chapter 0 16.1 What causes individual variation?
		17	M: 16.2 How can population genetics information be used to predict evolution?; BME 16.2 W: 17.1 What is information at the population level?; 17.2 How is information transmitted between members of animal species?; BME 17.1 and BME 17.2 F: 17.3 Does group living require more derived mechanisms of information transfer?;
		17,18	17.4 How do plants of the same species recognize one another? 18.1 Have organisms evolved to exploit communication between individuals of other species? 18.2 How do organisms assess their environment when searching for resources?
	EVOLUTION	18,19	Finish 18.1, start 18.2 Finish 18.2 (lizards only); start 19.1 19.1 How does selection act on individuals with variable characteristics?; Pass out first test
		19	TURN IN TEST; Chapters 16-18 19.2 How will communities respond to climate change? 19.3 When are two isolated populations not isolated
		19,20	19.4 Do populations evolve in the absence of natural selection?; BME 19.4 20.1 Can you observe descent with modification?; BME 20.1 20.4 Can you observe evolution in your lifetime?
		21	20.3 Where, when, and from what

			ancestors did humans evolve?; ELSI 20.1 or ELSI 20.2 21.1 How have species evolved as a consequence of their interactions with other species?; BME 21.1 21.1 How have species evolved as a consequence of their interactions with other species?
	<b>SPRING</b>	<b>BREAK</b>	
	CELL	22	21.1 How have species evolved as a consequence of their interactions with other species?; BME 21.1 21.2 Why are corals dying around the world?; BME 21.2 22.1 How do genetic diseases affect cells and organisms?; BME 22.1; ELSI 22.1
		23	22.2 How do pathogens affect cells and organisms?; pass out second test 22.3 Can parasites survive in more than one host species?
		24,25	TURN IN TEST 22.4 How do diseases spread? 23.1 How do you break down and absorb nutrients from the food you eat? 23.1 How do you break down and absorb nutrients from the food you eat?
	EMERGENT PROPERTIES	25,26	24.1 How do populations of unicellular organisms increase in number?; 24.2 How are soil microbes involved in nutrient cycling?; 25.1 What is an individual?;
		26	25.2 What is the source of emotions?; 26.2 Does isolation increase the likelihood of extinction?; 26.3 How does a flock respond to a predator?
	EMERGENT PROPERTIES/ HOMEOSTASIS	26,27	27.1 Why did more trees grow when wolves were reintroduced into Yellowstone National Park?; <b>pass out 3rd test</b>
	HOMEOSTASIS	27,28	Why did more trees grow when wolves were reintroduced into Yellowstone National Park?; 27.2 What determines the outcomes of competition for a resource



			27.3 How does energy flow through food webs?
		29,30	How efficient are ecological systems at transferring energy from the sun and carbon dioxide from the air to predators? 29.1 How does death of an individual affect a population? 29.2 Are populations regulated through feedback mechanisms?
		30	30.3 How does increasing atmospheric carbon dioxide disrupt ecological systems?; 30.1 Is nutrient cycling a mechanism of homeostasis for ecological systems?; <b>pass out 4th test</b>

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology Date Fall 2019

Course No. or Level ANTH 200 Title Introduction to Anthropology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites None

Enrollment expectation 15


Indicate any course for which this course is a (an)

modification ANTH 200 – updated course description  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle & Kiley Molinari

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2019

Date of School/Department approval 2/1/19

Catalog description: "This course is an introduction to the anthropological way of thinking about language, human and animal interactions, culture, prehistory, the rise of civilization, evolution and fossil hominins, among other areas. This course will touch on the four sub-fields of anthropology, archaeology, biological, cultural, and linguistics, in order to give students a well rounded overview into the range of topics that anthropology covers."

Purpose: 1. For Whom (generally?)  
Undergraduates at any level

2. What should the course do for the student?  
This course will give students the basic knowledge of anthropology and the four subfields so that they have a background for further anthropology courses.

Textbook and/or materials planned (including electronic/multimedia):

Plus supplemental texts uploaded online.  
There will also be films shown in class.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.  
Include a syllabus for the course.)

## **ANTH 100 Introduction to Anthropology**

**Instructor:** Kiley Molinari  
**Email:**

**Email Policy:**

All pertinent student emails will be answered within 24 hours of their arrival, unless prior notice of a delayed response is provided.

**Office Hours:**

**Course Description:**

This course is an introduction to the anthropological way of thinking about language, human and animal interactions, culture, prehistory, the rise of civilization, evolution and fossil hominins, among other areas. This course will touch on the four sub-fields of anthropology, archaeology, biological, cultural, and linguistics, in order to give students a well rounded overview into the range of topics that anthropology covers.

**Learning Outcomes:**

At the end of the course, students will be able to:

- This course will give students the basic knowledge of anthropology and the four subfields so that they have a background for further anthropology courses.

### **Required Textbook, Materials, and Software**

**Required Materials:**

Lavenda, Robert H. and Emily A. Schultz. 2015. Anthropology: What Does It Mean To Be Human? Third Edition. Oxford: Oxford University Press.

OR:

Kottak, Conrad 17c. Anthropology: Understanding Human Diversity. McGraw Hill

### **Films, media, and additional reading materials TBD**

**Computer/Software**

In addition to the textbook materials, you will need reliable internet access.

Updated versions of Adobe Flash and Reader are also recommended.  
Adobe Flash (<http://get.adobe.com/flashplayer>)  
Adobe Reader: (<http://get.adobe.com/reader/>).

### Course Assignments:

#### Required course work consists of:

- Discussion Posts
- In-Class Group Work
- Quizzes
- Short Writing Responses
- Exams
- Final Presentation
- Final Paper

### Grading Policy:

#### Points Breakdown

Final course grades are based on the following:

ASSIGNMENTS	POINTS
15 Reading Assignments @ 10 points each	150 pts total
Classroom Activities	100 pts total
2 Midterm Exams	200 pts total
Final Exam	100 pts total
Final Presentation	30 pts total
Paper	100 pts total
-Proposal	10 pts total
-Bibliography	10 pts total
TBD before this is FINAL	

**Total Possible Points      750**

#### Grading Scale

A: 750 – 675; B: 674 – 600; C: 599 – 525; D: 524 – 450; F: 449 - 0

Turn-around for Grades: The turn-around time **for grades is as follows**. For short assignments such as discussions and quizzes, 1-2 class periods. For exams and your paper you will receive feedback within 2-4 class periods of the assignment being closed.

### Course and University Policies:

#### Late Work:

**Except in cases of documented serious illness or documented emergency** no late work will be accepted. Technical **difficulties do not qualify** as an emergency unless the problem is severe, prolonged, and on the server end. In such cases, the due date will be modified and a new due date specified. Expect technical difficulties on your own end and make arrangements for a secondary location from which to post and/or an alternative Internet Service Provider.

#### Posting Difficulties:

Files which do not **post correctly to the dropbox** or responses which do not correctly post on the discussion board will not be accepted for a grade. If your file does not post (you are timed out,

for example), becomes corrupted, contains a virus, or if your response is blank/partial, you should re-post prior to the deadline so that you may receive a grade. Always check to see that your response or file has correctly posted before you exit D2L. All files should be saved in doc, docx, ppt, or rtf. Turnitin do not support files saved in odt, pages, or wps. Install, update, and use an antivirus program consistently. Be sure to post in advance so that you have enough time to correct for any posting difficulties.

#### Special Accommodations:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

Please advise the instructor of such a disability immediately. The instructor will work with you and the Disability Resource Center ([link opens in new window](#)) to provide reasonable accommodations.

#### Religious Holidays:

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

#### Harassment and Academic Integrity:

To protect its faculty and students, the College subscribes to the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based on physical disability. You should acquaint yourself with both your responsibilities and your protections.

A particularly important responsibility has to do with students' academic integrity--this is covered thoroughly in the online orientation required by the College of Arts and Sciences. Absolutely no incidences of academic misconduct will be tolerated in this course. See the Academic Integrity website ([link opens in new window](#)) for more information.

#### University Resources:

Library:

Tutoring:

Writing Center:

Technical Assistance:

#### Tentative Course Schedule

(I reserve the right to change and/or add content throughout the semester; you will be notified.)

**\*\*All discussion topics close every Friday at 11:59 pm. All posts must be submitted by then to receive credit.\*\***

Reading Assignments from the required books are listed below.

Additional required readings may be added and will be posted on the content page of the course.

#### Unit 1:

What is Anthropology?  
What is Culture?  
Applying Anthropology  
Cultural Anthropology Introduction  
Theories

**Unit 2:**

Archaeology and Biological Anthropology  
Evolution and Genetics  
Hominins  
Primates  
Rise of City and State

**Unit 3:**

Language and Communication  
Kinship and Families  
Gender  
Making a Living  
Marriage

**Unit 4:**

Art, Media, Material Culture, Sports  
Religion  
World System, Colonialism, Inequality  
Anthropology's Role in Globalization

**Final Exam on...**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology Date 1/27/19

Course No. or Level ANTH 220 Title Native Peoples of North America

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites ANTH 200 or permission of the department

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Fargle (and Kiley Molinari)

Department Chairperson's/Dean's Signature *Lisa Fargle*

Provost's Signature *Pete King*

Date of Implementation Fall 2019

Date of School/Department approval January 27, 2019

Catalog description: "This survey course is an introduction to the history, culture, and contemporary lives of Native American and First Nations peoples in North America. This course explores decolonization through Indigenous film, music, art, and literature, while studying contemporary issues facing Native American and First Nations peoples and their communities."

Purpose: 1. For Whom (generally?)  
Undergraduates at any level

2. What should the course do for the student?

- Learn about Native American and First Nations histories
- Understand historical and contemporary issues facing Native peoples and their communities.

- Use a variety of sources, reading materials, and media to learn about Native American and First Nations history and culture
- Develop a greater understanding and appreciation of cultural diversity while also developing critical thinking and writing skills

Teaching method planned:

Lectures- PowerPoints, Small group discussions, Student Presentations

Textbook and/or materials planned (including electronic/multimedia):

- Muckle, Robert James. *Indigenous Peoples of North America: A Concise Anthropological Overview*. University of Toronto Press. 2012
- Frey, Rodney. *Landscape Traveled by Coyote and Crane: The World of the Shitsu'umsh*. University of Washington Press.
- Basso, Keith. *Wisdom Sits in Places: Language and Landscape Among the Western Apache*. University of Arizona Press.
- Sarris, Greg. *Mabel McKay: Weaving the Dream*. University of California Press.
- La Duke, Winona. *All Our Relations: Native Struggles for Land and Life*. South End Press.

Plus supplemental texts uploaded online.

There will also be films shown in class, music listened to, dances watched, and hopefully a few guest speakers on Skype.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.  
Include a syllabus for the course.)

This class focuses on the people of Native North America and is intended to provide an approach to understanding events that have shaped and continue to influence the Indigenous peoples of North America. Primarily this class will focus on the time of European contact, but introductory information will be discussed on the prehistoric peoples of Native North America. Reading materials, videos, and other forms of mixed media will help students become familiar with key issues in the field of Native North America both historically and what is going on in Indian Country today.

## **ANTH 220 Native Peoples of North America**

**Instructor:** Kiley Molinari

**Email:**

**Email Policy:**

All pertinent student emails will be answered within 24 hours of their arrival, unless prior notice of a delayed response is provided.

**Office Hours:**



**Course Description:**

This class focuses on the people of Native North America and is intended to provide an approach to understanding events that have shaped and continue to influence the Indigenous peoples of North America. Primarily this class will focus on the time of European contact, but introductory information will be discussed on the prehistoric peoples of Native North America. Reading materials, videos, and other forms of mixed media will help students become familiar with key issues in the field of Native North America both historically and what is going on in Indian Country today.

**Learning Outcomes:**

At the end of the course, students will be able to:

- Learn about Native American and First Nations histories
- Understand historical and contemporary issues facing Native peoples and their communities.
- Use a variety of sources, reading materials, and media to learn about Native American and First Nations history and culture
- Develop a greater understanding and appreciation of cultural diversity while also developing critical thinking and writing skills.

**Required Textbook, Materials, and Software****Required Materials:**

Muckle, Robert James. *Indigenous Peoples of North America: A Concise Anthropological Overview*. University of Toronto Press. 2012

Frey, Rodney. *Landscape Traveled by Coyote and Crane: The World of the Schitsu'umsh*. University of Washington Press.

Basso, Keith. *Wisdom Sits in Places: Language and Landscape Among the Western Apache*. University of Arizona Press.

Sarris, Greg. *Mabel McKay: Weaving the Dream*. University of California Press.

La Duke, Winona. *All Our Relations: Native Struggles for Land and Life*. South End Press.

**Films, media, and additional reading materials TBA****Computer/Software**

In addition to the textbook materials, you will need reliable internet access.

Updated versions of Adobe Flash and Reader are also recommended.

Adobe Flash (<http://get.adobe.com/flashplayer>)

Adobe Reader: (<http://get.adobe.com/reader/>).

**Course Assignments:****Required course work consists of:**

- Discussion Posts
- Quizzes
- Short Writing Responses
- Exams
- Final Paper

See Page titled Course Assignments Overview on Blackboard for more specific details about course assignments.

### Grading Policy:

#### Points Breakdown

Final course grades are based on the following:

ASSIGNMENTS	POINTS
11 discussion posts @ 10 points each	110 pts total
3 quizzes @ 25 points each	75 pts total
Midterm Exam	100 pts total
Final Exam	135 pts total
Paper	100 pts total
3 responses during quiz week @ 10 points each	30 pts total
<b>Total Possible Points</b>	<b>550</b>

#### Grading Scale

- A = 90% - 100% (495-550 points)
- B = 80% - 89% (440-494 points)
- C = 70% - 79% (385-439 points)
- D = 60% - 69% (330-384 points)
- F = Below 60% (below 329 points)

Turn-around for Grades: The turn-around time **for grades is as follows**. For short assignments such as discussions and quizzes, 1-2 class periods. For exams and your paper you will receive feedback within 2-4 class periods of the assignment being closed.

### Course and University Policies:

#### Late Work:

**Except in cases of documented** serious illness or documented emergency no late work will be accepted. Technical **difficulties do not qualify** as an emergency unless the problem is severe, prolonged, and on the server end. In such cases, the due date will be modified and a new due date specified. Expect technical difficulties on your own end and make arrangements for a secondary location from which to post and/or an alternative Internet Service Provider.

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Files which do not **post correctly** or responses which do not correctly post on the discussion board will not be accepted for a grade. If your file does not post (you are timed out, for example), becomes corrupted, contains a virus, or if your response is blank/partial, you should re-post prior to the deadline so that you may receive a grade. Always check to see that your response or file has correctly posted before you exit. All files should be saved in doc, docx, ppt, or rtf. Install, update, and use an antivirus program consistently. Be sure to post in advance so that you have enough time to correct for any posting difficulties.

#### Special Accommodations:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

Please advise the instructor of such a disability immediately. The instructor will work with you and the Disability Resource Center ([link opens in new window](#)) to provide reasonable accommodations.

#### Harassment and Academic Integrity:

To protect its faculty and students, this class subscribes to the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based on physical disability. You should acquaint yourself with both your responsibilities and your protections.

A particularly important responsibility has to do with students' academic integrity. Absolutely no incidences of academic misconduct will be tolerated in this course. See the Academic Integrity website ([link opens in new window](#)) for more information.

#### Tentative Course Schedule

(I reserve the right to change and/or add content throughout the semester; you will be notified.)

**\*\*All discussion topics close every Friday at 11:59 pm. All posts must be submitted by then to receive credit.\*\***

Reading Assignments from the required books are listed below.

Additional required readings may be added and will be posted on the content page of the course.

#### Unit 1: Introduction to Key Concepts in Native North America

Aug. 24 – Aug. 28 Lesson 1.1: Introductions

Look around Blackboard and get familiar with the format

Introduction posts due by Friday Aug. 28th at 11:59pm

Aug. 31 – Sept. 4 Lesson 1.2: Understanding Anthropology and Indigenous Communities

Muckle Chapter 1 and 2; Orin Starn, *Here Come the Anthros (Again)*

Discussion posts due by Friday Sept. 4th at 11:59pm

Sept. 7 – Sept. 11 Lesson 1.3: Archaeology and NAGPRA

Muckle Chapter 3

NAGPRA

Discussion posts due by Friday Sept. 11th at 11:59pm

Sept. 14 – Sept. 18 Lesson 1.4: Language Past and Present

Muckle Chapter 4

Language App

Discussion posts due by Friday Sept. 18th at 11:59pm

#### Unit 2: Representation in Art and the Landscape

Sept. 21 – Sept. 25 Lesson 2.1: Looking at Art and Media

Muckle Chapter 5; Material Culture

Discussion posts due by Friday Sept. 25th at 11:59pm

Response 1 due by Friday Sept. 25th at 11:59pm

Sept. 28 – Oct. 2 Lesson 2.2: Landscape Through Storytelling and Naming

Frey 3-21; 109-151, but not all. I want you to read 127-134 "Coyote and the Rock Monster," then pick one other story to read within those pages.

Basso "Western Apache Pronunciation Guide," "Preface," and Chapter 1.

Quiz

Oct. 5 – Oct. 9 Lesson 2.3: Midterm Week

Review for midterm

**Midterm due by Friday Oct. 9th at 11:59pm**

Oct. 12 – Oct. 16 Lesson 2.4: The Southwest

Basso: Chapter 2. (You can read 3 and 4 if you would like, but they will not be on the final exam.)

TEK article

Discussion posts due by Friday Oct. 16th at 11:59pm

### **Unit 3: Colonization and Decolonization**

Oct. 19 – Oct. 23 Lesson 3.1: Mabel McKay

Sarris: Preface-98

Discussion posts due by Friday Oct. 23rd at 11:59pm

Oct. 26 – Oct. 30 Lesson 3.2

Sarris: 98-165

Muckle: Appendix 5 and 6

Quiz

Response 2 due by Friday Oct. 30th at 11:59pm

Nov. 2 – Nov. 6 Lesson 3.3: Pre-Contact and Understanding Colonialism

Muckle: Chapter 6; Frey 23-49;

Discussion posts due by Friday Nov. 6th at 11:59pm

Nov. 9 – Nov. 13 Lesson 3.4: Contact History and Colonialism

Muckle: Chapter 7; Frey 50-108

Discussion posts due by Friday Nov. 13th at 11:59pm

### **Unit 4: Contemporary Issues in Native North America**

Nov. 16 – Nov. 20 Lesson 4.1: Winona LaDuke

La Duke: Chapters: 2 and 3

Additional readings possible

Discussion posts due by Friday Nov. 20th at 11:59pm

Nov. 23 – Nov. 27 Lesson 4.2: Paper Due

TBA

**Thanksgiving break, but paper due by Sunday 29th at 11:59pm**

Nov. 30 – Dec. 4 Lesson 4.3: Activism and Contemporary Issues

La Duke Chapters 4, 5, 8

Quiz

Response 3 due by Friday Dec. 4th at 11:59pm

Dec. 7 – Dec. 13 Lesson 4.4: Review

Review of the key concepts of the class.

Discussion posts due by Friday 13th at 11:59pm

Finals:

Dec. 14 – Dec. 18 Finals Week

Work on your final!

**Final Exam due by 5pm on Dec. 16th.**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology Date 1/27/19

Course No. or Level ANTH\_230 Title Cultural Anthropology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites ANTH 200 or permission of department

Enrollment expectation 15

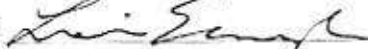
Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Fargle (and Kiley Molinari)

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2019

Date of School/Department approval January 27, 2019

Catalog description: "An introduction to the diversity of human behavior, organization, and worldviews: including religious practices, social organization, gender and kinship systems, art, and globalization. Students will learn and apply the theories and methods of anthropology to the identification of similarities and differences in humans across a variety of cultural groups. This course includes an ethnographic field research component."

Purpose: 1. For Whom (generally?)  
Undergraduates at any level

2. What should the course do for the student?

1. Explain basic concepts, theories and methods of research involved in cultural anthropology.
2. Understand processes of enculturation and of cultural change.
3. Understand how ethnocentrism and cultural relativity impact the analysis of social groups.
4. Describe differences and similarities in societies in terms of: family and kinship structures; modes of subsistence; economic systems; and political systems.

5. Apply the research methods and principles of cultural anthropology to observations in daily life.

Teaching method planned:

Lectures- PowerPoints, Small group discussions, Student Presentations

Textbook and/or materials planned (including electronic/multimedia):

Kottak, Conrad Phillip. (2017) Cultural Anthropology: Appreciating Cultural Diversity.  
17th Ed. McGraw-Hill.

Plus supplemental texts uploaded online.

There will also be films shown in class, music listened to, dances watched, and hopefully a few guest speakers on Skype.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

This course focuses on the theories, methods, and research used in cultural anthropology. Students will not only get to learn about different cultures and people living all around the world, but they will also get a chance to practice ethnographic methods in their own area for their semester long project. Having the opportunity to practice methods used by anthropologists allows students to be fully engaged hands on with the course topics and to better understand the lecture material.

**Course Syllabus:**  
**ANTH 230 – Cultural Anthropology; Fall 2019**

Kiley Molinari  
Office:  
Office Hours:  
Or by appointment

\* Generally I will respond within 24 hours of all emails, except over weekends and holidays, then up to 48 hours. If you have questions about an assignment, please do not wait until right before it is due to email me because I may not get back to you in time!

**Course Description:**

Students will learn and apply the theories and methods of anthropology to the identification of similarities and differences in human behavior across a variety of cultural groups. This course includes an ethnographic field research component.

**Learning Objectives:**

Upon completion of this course, students will be able to:

1. Explain basic concepts, theories and methods of research involved in cultural anthropology.
2. Understand processes of enculturation and of cultural change.
3. Understand how ethnocentrism and cultural relativity impact the analysis of social groups.



4. Describe differences and similarities in societies in terms of: family and kinship structures; modes of subsistence; economic systems; and political systems.
5. Understand how power and social control operate within and across societies, including identification of stratification systems (such as gender and ethnic divisions).
6. Apply the research methods and principles of cultural anthropology to observations in daily life.

### **Required Texts:**

1. Kottak, Conrad Phillip. (2017) Cultural Anthropology: Appreciating Cultural Diversity. 17th Ed. McGraw-Hill.

2. Connect Access Code. (Here is the course address once you have your connect code:  
<http://connect.mheducation.com/class/soc2213-fall2018>)

You have two options for the required materials: you can purchase both the looseleaf textbook and the Connect access code or you may purchase just the Connect access code since it comes with the ebook. You can purchase the bundled book and code from the bookstore. You can also buy just the code or the code + textbook directly from the publisher. Note: I expect you to have access to the text in class, so if you choose the ebook-only option you should bring a device (laptop/tablet/phone) for viewing the book in class.

Instructions for registering for Connect can be found on the course Blackboard page in the section under the heading "Connect."

You may register and use the website without paying for a two-week grace period. If you are waiting on financial aid or considering dropping this course during the drop/add period, do not make a payment until you are sure. Because there is a free grace period for all students, students are expected to have access to the textbook and online homework from day one.

### **Grades:**

#### **Reading Assignments: 150 points**

- There are 15 "LearnSmart" homework assignments using the Connect online learning system. Each assignment is worth 10 points.
- For LearnSmart assignments, students will answer multiple-choice questions about the readings until they get a certain number right (typically about 30 questions). You are not penalized for wrong answers – only for incomplete work (not reaching the target number).

#### **Class Activities: 100 points**

- There will be class discussions, short writing assignments, and other activities throughout the semester typically worth 5-20 points each. Some will be completed in class, and others will be completed at home to be turned in on their due date. They may be unannounced, or announced in a prior class. The IN CLASS activities CANNOT be made up for any reason. If you miss class, you cannot make up these points.

#### **Ethnographic Project: 200 points**

- Proposal/Topic – 15
- Bibliography – 10
- Peer Advice – 10
- Field Notes – 40
- Final Paper – 100

- Final Presentation - 25

#### Exams: 300 points

- Exam I: 100
- Exam II: 100
- Final Exam: 100 The final will be comprehensive, but with a stronger focus on material from the third section of the semester.

#### **Total Points for Class: 750**

Points translate to letter grades as follows:

A: 750 - 675; B: 674 - 600; C: 599 - 525; D: 524 - 450; F: 449 - 0

**Extra Credit:** There will be 1-2 extra credit opportunities offered throughout the semester. They will typically be announced in class when I know about talks or presentations offered on campus, or forwarded through email if I see something that might be of interest. You can also let me know if you want to attend a specific talk/presentation and I will let you know if it will count. I will let you know further instructions before the first opportunity. A student can complete a MAX of two extra credit opportunities throughout the semester. No more extra credit points can be gotten after December 10, 2018.

#### **Grading Policies:**

-All assignments are to be turned in on the due date. All late assignments are subject to a penalty of the loss of one letter grade for each day the assignment is late.

-Final grades will not be curved; final grades within 1% of the next letter grade are eligible, but not guaranteed, to be "bumped" up. (Ex. 79.3% is eligible to be "bumped" to a B, but a 78.4% is not.) A student's overall performance will be used to consider "bumping" the final grade.

#### **Course Schedule:**

**Syllabus/Schedule is subject to change with adequate notice. \*\* The changes will be announced in class and added to Blackboard.**

This class will use Blackboard. All course grades and changes to the syllabus will be posted on this site. Check this site and your email regularly!

<u>Week:</u>	<u>Assignment:</u>	<u>Due:</u>	<u>Notes: (If needed)</u>
Week 1: 8/20-8/24	NACIREMA - Reading	Thursday: 8/23	This reading will be uploaded on Blackboard.
Week 2: 8/27-8/31	LearnSmart (LS) Ch. 1	Thursday: 8/30*	*All LS assignments are due by 1:30pm on Thursdays unless otherwise noted.
Week 3: 9/2-9/7	LS Ch. 2	Thursday: 9/6	
Week 4: 9/10-9/14	LS Ch. 3 & 4	Thursday: 9/13	
Week 5: 9/17-9/21	LS Ch. 5; Research Topic Due in class	Tuesday: 9/18 Thursday: 9/20	
Week 6: 9/24-9/28	Exam 1;	Tuesday: 9/25	*Extended LS due date



	LS Ch. 6	Sunday: 9/30 by 11:59PM*	
Week 7: 10/1-10/5	Bibliography Due in class; LS Ch. 7	Tuesday 10/2 Thursday 10/4	
Week 8: 10/8-10/12	LS Ch. 8	Thursday 10/11	
Week 9: 10/15-10/19	LS 9 & 10	Sunday 10/21 by 11:59PM**	*No Class 10/18 – Fall Break **Extended LS due date
Week 10: 10/22-10/26	Exam 2; LS Ch. 11	Sunday: 10/28 by 11:59PM*	*Extended LS due date
Week 11: 10/29-11/2	LS Ch. 12	Thursday: 11/1	
Week 12: 11/5-11/9	LS Ch. 13	Thursday: 11/8	
Week 13: 11/12-11/16	LS Ch. 14	Thursday: 11/15	
Week 14: 11/19-11/23	Field Notes Due in class; Ethnographic Paper Due in class	Tuesday: 11/20	*No Class 11/22 - Thanksgiving
Week 15: 11/26-11/30	LS Ch. 15	Thursday: 11/29	
Week 16: 12/3-12/7	Final Presentations	Tuesday & Thursday	*We will determine an order when this week gets closer.
Week 17: 12/10-12/14	Review; Final Exam	Tuesday: 12/11 Thursday 12/13	

**Cell Phones and Laptops:** I understand that these two things are very important to people, but for these 75 minutes there is no need to be on your phone at all, or to use your laptop for anything other than taking notes. If you think you might not be able to fight the urge to online shop, check sports scores, catch up on shows, etc. just use a good old fashioned pen and paper. Learning is contingent upon you being present in the moment; texting, Facebook, Instagram, and Twitter can wait until class is over.

Students in violation of this rule will be asked to leave class for the day. Multiple violations will result in a grade penalty.

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School \_\_\_\_\_ Mathematics \_\_\_\_\_ Date \_\_\_\_\_ 10/2/18 \_\_\_\_\_

Course No. or Level \_\_\_\_\_ 213 \_\_\_\_\_ Title \_\_\_\_\_ Scientific Programming in Python \_\_\_\_\_

Semester hours \_\_\_\_\_ 3 \_\_\_\_\_ Clock hours: Lecture \_\_\_\_\_ 3 \_\_\_\_\_ Laboratory \_\_\_\_\_

Prerequisites/Corequisites \_\_\_\_\_ Math 201 \_\_\_\_\_

Enrollment expectation \_\_\_\_\_ 10 \_\_\_\_\_

Indicate any course for which this course is a (an)

Modification of Math 212/CS 212 Introduction to FORTRAN

Name of person preparing course description \_\_\_\_\_ Fangjun Arroyo \_\_\_\_\_

Department Chairperson's/Dean's Signature \_\_\_\_\_  \_\_\_\_\_

Provost's Signature \_\_\_\_\_  \_\_\_\_\_

Date of Implementation \_\_\_\_\_ Fall 2019 \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_ 4/4/18 \_\_\_\_\_

Catalog description:

**Math 213 Scientific Programming in Python (3)** (Prerequisite/Corequisite Mathematics 201 or permission of department) F, S, SU. Introduction to Python fundamentals including built-in data types, functions (definition and use), decision and repetition structures, and file processing. Applications of Python in scientific fields.

## Purpose of the Course:

The goal of this course is for students to learn how to use the specialized libraries in Python to solve problems in the mathematical and scientific domains. To prepare students for this ultimate goal the course will provide students with an introduction to the Python language fundamentals. Students graduating from this course should be well prepared to tackle computational tasks in their upper level mathematics and scientific courses as well as in their future research and career.

## For Whom (Generally):

This course is an introduction to the Python programming language for students without prior programming experience. So all majors who meet the mathematics corequisite (Mathematics 201 Calculus I) are eligible to take the course.

**What Should the Course Do for the Student:** Teach the student the basics of the Python programming language with an exploration of libraries for scientific computing.

## Teaching Method Planned:

Lectures, hands-on labs, written programming assignments and exams.

## Textbooks and/or Other Materials:

Department curriculum committee will select the main textbook.

Reference Books:

- (1) *A Primer on Scientific Programming with Python*, by Hans Petter Langtangen, Springer 5th Ed.
- (2) *Learning Scientific Programming with Python*, by Christian Hill, Cambridge University Press 2015
- (3) *Doing Math with Python*, by Amit Saha, No Starch Press

**Course Content:**

1. Introduction to the language
2. Built-in data types
3. Functions (creating and calling functions)
4. Decisions structures (*if* statements)
5. Repetition structures (*for* loops, *while* loops)
6. File processing
7. Scientific Programming (using Python libraries)

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Mathematics Date 2/5/19

Course No. or Level 105E Title: College Algebra I with Extended Studio

Semester hours 3 Clock hours: 3 Lecture x Laboratory

Prerequisites none

Enrollment expectation 200

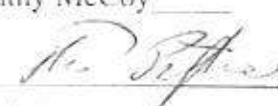
Indicate any course for which this course is a (an)

modification 110S becomes 105E  
(proposed change in course title, course description, course content or method of instruction)

substitute  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Kathy McCoy

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2019

Date of School/Department approval 2/5/19

Catalog description: **105E College Algebra I with Extended Studio** (3) (Corequisite: Mathematics 105L) The grade of C or higher in Mathematics 105 (or in Mathematics 105E) is required for the student to advance to Mathematics 111 or Mathematics 121. Mathematics 105E is the equivalent of Mathematics 105 (see catalog description for MATH 105) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process, and problem solving. Credit cannot be earned for both Mathematics 105 and Mathematics 105E.

- Purpose:
1. Incoming Freshman are placed in this course based on math placement evaluation.
  2. This course covers College Algebra I topics listed below which prepares students for College Algebra II. It is also a pre-requisite for Physical Science.

Teaching method planned: Lecture.

Textbook and/or materials planned (including electronic/multimedia): Intermediate Algebra, 5/e by Elayn Martin-Gay ISBN: 9780134590981. (Includes textbook, video organizer and MyMathLab digital access)

Course Content:

Test 1: The Real Numbers – The student should be able to compute with integers and rational numbers. Locate such numbers on the real number line, identify real numbers as whole, integer, rational or irrational, identify numbers as prime or composite, and answer relative conceptual questions. Learn to compute using the order of operations, evaluate square roots, use the field properties, and answer conceptual questions.

Test 2: Linear Equations and Applications –The students should be able to solve linear equations in one variable, apply problem solving techniques in solving various problems and demonstrate skill in modeling mathematically.

Test 3: Linear Inequalities and Absolute Value –The student should be able to solve and graph solutions of linear inequalities, systems of compound linear equations and inequalities, solve linear inequalities involving absolute value, model inequalities.

Test 4: Graphs of Linear Equations & Inequalities and Functions – Students should be able to graph lines and linear inequalities, derive the equations of lines given certain characteristics, identify functions and relations and their domains, and write an equation that models real data.

Test 5: Systems of Linear Equations – Students should be able to solve systems of linear equations in two variables graphically and algebraically, be able to solve systems of linear equations in three variables, and be able to model in two variables.

Test 6: Exponents, Polynomials and Polynomial Functions –The student should be able to simplify exponential expressions, perform addition, subtraction, multiplication and division of polynomial functions.

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Mathematics Date 2/5/19

Course No. or Level 105L Title: Extended Studio

Semester hours 1 Clock hours: 3 Lecture \_\_\_\_\_ Laboratory x

Prerequisites none

Enrollment expectation 200


Indicate any course for which this course is a (an)

modification 110L becomes 105L  
(proposed change in course title, course description, course content or method of instruction)

substitute  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Kathy McCoy

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2019

Date of School/Department approval 2/5/19

Catalog description: **105L. Extended Studio** (1:3) (Corequisite: Mathematics 105E) Extended studio time and space for students enrolled in Mathematics 105E. The studio component complements the Mathematics 105E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process, and problem solving.

Purpose:

1. Incoming Freshman are placed in this course based on mathematics placement evaluation.
2. This course provides additional individualized instruction and assistance with College Algebra I topics listed below through discussion of problem sets and group assignments.

Teaching method planned: Informal discussion, group activities and projects.

Textbook and/or materials planned (including electronic/multimedia): Intermediate Algebra, 5/e by Elayn Martin-Gay ISBN: 9780134590981. (Includes textbook, video organizer and MyMathLab digital access)

#### Course Content:

Test 1: The Real Numbers – The student should be able to compute with integers and rational numbers. Locate such numbers on the real number line, identify real numbers as whole, integer, rational or irrational, identify numbers as prime or composite, and answer relative conceptual questions. Learn to compute using the order of operations, evaluate square roots, use the field properties, and answer conceptual questions.

Test 2: Linear Equations and Applications –The students should be able to solve linear equations in one variable, apply problem solving techniques in solving various problems and demonstrate skill in modeling mathematically.

Test 3: Linear Inequalities and Absolute Value –The student should be able to solve and graph solutions of linear inequalities, systems of compound linear equations and inequalities, solve linear inequalities involving absolute value, model inequalities.

Test 4: Graphs of Linear Equations & Inequalities and Functions – Students should be able to graph lines and linear inequalities, derive the equations of lines given certain characteristics, identify functions and relations and their domains, and write an equation that models real data.

Test 5: Systems of Linear Equations – Students should be able to solve systems of linear equations in two variables graphically and algebraically, be able to solve systems of linear equations in three variables, and be able to model in two variables.

Test 6: Exponents, Polynomials and Polynomial Functions –The student should be able to simplify exponential expressions, perform addition, subtraction, multiplication and division of polynomial functions.



## FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Health Sciences/Nursing Department Date: February 1, 2019

Course No. or Level: APRN 608 Title: Clinical Nursing Education

Semester hours: 3 Clock hours: Lecture: 3 Laboratory/Clinical: 0

Corequisites: None

Enrollment expectation: 10

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute EDUC 621: Understanding Learning Differences  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Karen Gittings

Department Chairperson's/Dean's Signature: Karen Gittings

Provost's Signature \_\_\_\_\_

Date of Implementation: Fall 2019

Date of School/Department approval: February 1, 2019

Course Description:

**This course discusses teaching/learning theory as it relates to clinical nursing education. It facilitates understanding of teaching strategies and methods of evaluation that can be utilized in the laboratory and/or clinical practice setting. Learners will develop skills needed by the clinical nurse educator in the academic environment and practice setting. This course is designed to prepare the learner for the role of clinical nurse educator.**

Purpose:

1. For Whom (generally?)
2. What should the course do for the student?



**This course will be part of the curriculum for the Nurse Educator degree and the Nurse Educator certificate option. This course is designed to prepare students for the role of clinical nurse educator, which many of our Nurse Educator and FNP students pursue.**

Teaching methods planned:

**Teaching strategies will consist of online discussions, written assignments, and presentations.**

Textbook and/or materials planned (including electronic/multimedia):

**O'Connor, A. B. (2006). *Clinical instruction and evaluation* (2<sup>nd</sup> ed.). Sudbury, MA: Jones and Bartlett.**

**Oermann, M. H., Shellenbarger, T., & Gaberson, K. B. (2017). *Clinical teaching strategies in nursing* (5<sup>th</sup> ed.). New York, NY: Springer Publishing.**

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

- 1. Clinical Nursing Education**
- 2. Role of the Clinical Nurse Educator**
- 3. Learning Theories**
- 4. Behavioral Domains**
- 5. Orientation and Role Preparation**
- 6. Teaching/Learning Strategies for the Laboratory Setting**
- 7. Organization and Instruction in the Clinical Setting**
- 8. Teaching/Learning Strategies for the Clinical Setting**
- 9. Strategies for Specialty Settings**
- 10. Evaluation Philosophies, Goals, and Standards**
- 11. Evaluation Strategies for the Laboratory and Clinical Settings**
- 12. Interpersonal Issues and Strategies for Resolution**
- 13. Ethical and Legal Issues in Clinical Nursing Education**
- 14. Certified Clinical Nurse Educator (CNEcl)**

When completed, forward to the Office of the Provost.



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**School of Health Sciences  
Graduate Nursing Program  
MSN Nurse Educator**

**Course Title:** Clinical Nursing Education  
**Course Number:** APRN 608  
**Credit Hours:** (3)  
**Day and time:** Asynchronous  
**Location:** Online

**Prerequisites:** None  
**Co-requisites:** None

**Course Coordinator:** Karen Gittings, DNP, RN, CNE, CNEcl, Alumnus CCRN  
Associate Dean, School of Health Sciences  
Chair, Department of Nursing  
Director, Nurse Educator Track  
Office Number: LNB 122  
Office Phone: 843-661-1688  
E-mail: kgittings@fmarion.edu  
Office hours: Available by email or phone by appointment

**Course Description:**

This course discusses teaching/learning theory as it relates to clinical nursing education. It facilitates understanding of teaching strategies and methods of evaluation that can be utilized in the laboratory and/or clinical practice setting. Learners will develop skills needed by the clinical nurse educator in the academic environment and practice setting. This course is designed to prepare the learner for the role of clinical nurse educator.

**At the end of the program, the learner will be able to:**

<b>Program Outcomes</b>	<b>Nurse Educator Track</b>
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research	Appraise current interdisciplinary evidence to identify gaps in nursing education

questions based on the tenets of evidence-based practice	knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

### Course Outcomes:

**At the conclusion of this course, the learner will be able to:**

1. Describe the leadership skills needed by the clinical nurse educator in the academic environment and practice setting.
2. Identify evidence-based strategies for teaching in the cognitive, psychomotor, and affective domains.
3. Discuss the importance of inter-professional collaboration in the clinical practice setting.
4. Identify technological advances that are utilized in the laboratory and clinical practice settings.
5. Describe evidence-based teaching learning strategies for use in the laboratory and clinical practice settings.

6. Identify effective evaluation strategies for use in the laboratory and clinical practice settings.
7. Discuss interpersonal issues that may occur with students and strategies for resolution.
8. Discuss the importance of embracing diversity in the clinical nurse educator role.

**Teaching Strategies:**

Teaching strategies will consist of online discussions, written assignments, and presentations.

**Textbook(s):**

**Required:**

O'Connor, A. B. (2006). *Clinical instruction and evaluation* (2<sup>nd</sup> ed.). Sudbury, MA: Jones and Bartlett.

Oermann, M. H., Shellenbarger, T., & Gaberson, K. B. (2017). *Clinical teaching strategies in nursing* (5<sup>th</sup> ed.). New York, NY: Springer Publishing.

**Methods of Evaluation:** In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better.

<b>Classroom Evaluation Methods: Assignment</b>	<b>Percent of Final Grade</b>
<b>Discussion Boards (6 @ 5% each)</b>	<b>30%</b>
<b>Unfolding Case Study</b>	<b>10%</b>
<b>Lesson Plan for Post-Conference</b>	<b>10%</b>
<b>Clinical Evaluation Tool</b>	<b>15%</b>
<b>Research Paper on Clinical Teaching Strategy</b>	<b>25%</b>
<b>PowerPoint Presentation on Clinical Teaching Strategy</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

#### **Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Score</b>
<b>A</b>	<b>93-100</b>
<b>B+</b>	<b>89-92</b>
<b>B</b>	<b>85-88</b>
<b>C+</b>	<b>81-84</b>
<b>C</b>	<b>77-80</b>
<b>F</b>	<b>76 or below</b>

#### **Rounding:**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

### **ONLINE POLICIES**

#### **Communication Policy:**

##### **Student Expectations:**

- Students are expected to maintain an active email account while enrolled in this course. Students are expected to check for and read emails and Blackboard announcements at least every other day.
- Students are expected to remain involved with the professor and peers throughout the course.
- Students should email the professor with any questions related to the course; phone calls should be reserved for emergencies.
- There will be a Q & A discussion board available throughout the course. Students are asked to post their general questions to this board when the answer may benefit all students.
- Students are expected to participate in discussion boards. Postings should be relevant, insightful, and respectful to your professor and peers.
- All assignments should be submitted via assignment links on Blackboard.

### **Faculty Expectations:**

- I will check my email every weekday.
- I will not be routinely checking or answering emails on weekends, holidays, or in the evenings.
- Other than the exceptions above, I will respond to emails within 24 hours.
- I will respond to discussion board posts when I have a relevant comment, need to clarify a point, or need to become involved in the discussion.
- I will frequently post announcements with information that is important/relevant to all students. I may respond to emails by posting a general announcement if the information is important to the entire class.
- I will post all grades and feedback in the Blackboard grade book. Grades for the discussion board will be posted the week after the board closes down.

### **Online Netiquette:**

- It is very important to review what you have written before sending any email or posting to the discussion board. It is very easy for others to misinterpret what you are saying without seeing your nonverbal communication.
- Never respond to an email or posting when you are angry; you may respond in a way that you will later regret.
- Check all messages for errors. Professional communication should be free of spelling and grammar errors.
- Postings to the discussion board should be relevant, insightful, and respectful to your professor and peers; postings should be clear and concise. There is no length requirement; quality is more important than quantity.
- Avoid posting a long, run-on paragraph. Break information into smaller, easier to understand paragraphs to benefit the reader.
- Emoticons, such as ☺ or ;-), are acceptable to convey tone/emotions or when the message may be otherwise misinterpreted.
- Never type in all capitals since this conveys SHOUTING. Avoid overuse of **bold**, *italics*, or exclamation points since this can distract the reader from the message.
- **If you are summarizing information that you read, be sure to include an accurate reference.**
- Students who post rude or abusive comments on the discussion board or are disruptive to the flow of the online class will lose points or be removed from the course.

## **ACADEMIC INFORMATION**

### **FMU Non-Discrimination Policy:**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil



Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu))

**Attendance Policy:**

Students must participate in discussion boards by posting an original response and responding to other students' posts. Students are also expected to read other students' postings. Students are expected to respond to emails within 24 hours on weekdays.

Students will be expected to stay in close contact with the faculty and one's peers regarding course assignments and due dates. Demonstration of a professional attitude and work habits are requirements of this course.

**Incompletes:**

Incomplete grades may be given with extenuating circumstances. Refer to Francis Marion University's policy on incomplete grades.

**Late Work Policy:**

All assignments must be completed and turned in by the due date. Late work will result in a loss of 5 points for each day late for the assignment. If there are extenuating circumstances that prevent on-time completion of an assignment, the student must communicate with me as soon as possible so we can develop a reasonable timeframe for completing the work.

**Grievance Procedures:**

The Nursing Program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the Chair of the Nursing Program.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses.** If the issue(s) cannot be resolved, a formal grievance may be filed as described in the current edition of the *University Student Handbook*. Refer also to the *Graduate Nursing Handbook*.

**Written Paper Requirements:**

**This is a professional course, thus proficiency in English grammar is an expectation.**

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment and saved to a Word document.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

**E-mail:**

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends, holidays, and evenings. Email to all faculty and learners in the program must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

**Phone Usage and Messaging:**

Learners are only to call preceptors for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learners. Contacting faculty (other than an emergency clinical issue) must be done by email.

**Social Networking Policy:**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**Learner Responsibilities:**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Graduate Nursing Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

**Guidelines for Faculty Appointments:**

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible, the learner may request the faculty to meet at another time.

**Academic Dishonesty:**

**Failure to cite references in any course assignments may result in discipline.** See Honor Code found in the *University Student Handbook: Rights and Responsibilities: Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests,



examinations, or other assigned work. Please see the *Graduate Nursing Handbook (current edition): Academic Integrity*.

### **Code of Ethics:**

The Nursing Program subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Nursing Program subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Nursing Program, or the nursing profession. Please see the *Graduate Nursing Handbook (current edition): Academic Integrity* and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards>

### **South Carolina Nurse Practice Act:**

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*). Refer to <http://www.sccour.gov/code/t40c033.php> or the South Carolina Board of Nursing website, under policies.

### **Technology/Computer Use:**

Students must have a reliable computer and Internet access to participate in this course. Computers are an essential learning tool with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Graduate Nursing Handbook* for further computer, email, and hand-held device information.

A computer lab is also available in the Lee Nursing Building if you are experiencing temporary computer/Internet difficulties. If you are having technological problems, please contact Francis Marion University’s Campus Technology department at <http://www.fmarion.edu/campustechnology>.

### **Taping Classes and Test Reviews:**

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior.

### **Definition of Unprofessional Behavior:**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to

collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the Nursing Program. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Nursing Program policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Nursing Program
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language
- Failure to follow the chain of command.

#### **Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a Nursing Program learner towards another learner, patient, faculty, or staff will be managed as follows:

- If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Chair of the Nursing Program and use the procedures as referred to in the *University Catalog and Student Handbook*.
- If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair of the Nursing Program and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

\*All educational warnings are cumulative throughout the program.

#### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Departmental Criteria:**

Maintaining current certification is the sole responsibility of the learner. If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Clinical Coordinator.

### **Disclaimer:**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

## **CONTENT INFORMATION**

### **Topical Outline**

<b>Week:</b>	<b>Date:</b>	<b>Content:</b>	<b>Resources:</b>	<b>Evaluation Methods:</b>
1		Introductions		<b>Discussion Board Due</b>
2		Clinical Nursing Education	O'Connor Chap. 1	Read only this week; no discussion board.
3		Role of the Clinical Nurse Educator	O'Connor Chap. 2	<b>Discussion Board #1 Due</b>
4		Learning Theories Behavioral Domains	O'Connor Chap. 3	Read only this week; no discussion board.
5		Orientation and Role Preparation	O'Connor Chap. 4	<b>Discussion Board #2 Due</b>
6		Teaching/Learning Strategies for the Laboratory Setting	O'Connor Chap. 5	<b>Discussion Board #3 Due</b>
7		Organization and Instruction in the Clinical Setting	O'Connor Chap. 6	<b>Lesson Plan for Post-Conference Due</b>  Read only this week; no discussion board.

8		Teaching/Learning Strategies for the Clinical Setting	O'Connor Chap. 7	<b>Unfolding Case Study Due</b> Read only this week; no discussion board.
9		Strategies for Specialty Settings	O'Connor Chap. 8	<b>Discussion Board #4 Due</b>
10		Evaluation Philosophies, Goals, and Standards	O'Connor Chap. 9	Read only this week; no discussion board.
11		Evaluation Strategies for the Laboratory and Clinical Settings	O'Connor Chap. 10	<b>Clinical Evaluation Tool Due</b> Read only this week; no discussion board.
12		Interpersonal Issues and Strategies for Resolution	O'Connor Chap. 11	<b>Discussion Board #5 Due</b>
13		Ethical and Legal Issues in Clinical Education	O'Connor Chap. 12	<b>Clinical Teaching Strategy Paper and PowerPoint Due</b> Read only this week; no discussion board.
14		Certified Academic Clinical Nurse Educator (CNEcl)		<b>Discussion Board #6 Due</b>
15		TBA		Read only this week; no discussion board.

## ASSIGNMENTS

### 1. Discussion Board:

Students will be required to post a brief personal introduction for Week 1 discussion board. For Weeks 3, 5, 6, 9, 12, and 14, questions will be posed for which students are expected to post an original response and then respond to two other students' postings. Original responses must be posted by Thursdays at 11:59 pm and responses to other students must be posted by Sundays at

11:59 pm. Points will be earned as follows: Total of 100 points per week possible x 6 weeks. The discussion board contributes to 30% of your total grade (each discussion board worth 5%).

**Discussion Board Rubric:**

<b>Criteria</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
	<b>0-70 pts</b>	<b>80 pts</b>	<b>90 pts</b>	<b>100 pts</b>
<b>Participation in Discussion Board</b>  <b>*Must include at least 1 reference.</b>	No original response.  And  No response to other students.	Posts only original response.	Posts original response and one response to another student.	Posts original response and responds to two other students
Understanding	No original response.	Posts demonstrate only minimal understanding.	Posts demonstrate understanding of topic.	Posts demonstrate comprehensive understanding of topic.
Responses/Quality	No response to other students.	Responses are minimal and very general.	Responses are general.	Responses are relevant, specific, and insightful.
Grammar/Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.
APA	No references.	Moderate number of APA errors (2 or greater).	Minimal number of APA errors (1).	Correct APA on references.

**2. Lesson Plan for Post-Conference:**  
**Lesson Plan for Post-Conference Rubric:**

Criteria	Poor	Average	Good	Excellent
	0-70 pts	80 pts	90 pts	100 pts
Objectives/ Outcomes	None.	Poorly written; only 1 written.	Fairly well written; only 2 written.	Objectives written correctly; minimum of 3 written. Based on Bloom's Taxonomy.
Content Area	None.	Content is incomplete; minimally relates to objectives.		Content is complete and relates to objectives.
Time Allotment	None.			Realistic for content.
Teaching-Learning Strategies	None.	Strategies are not appropriate for objectives; only 1 written.		Strategies are relevant to content and objectives; minimum of 2 written.
Resources	None.			Realistic for strategies used.
Methods of Evaluation	None.	Evaluation methods are not appropriate for objectives; only 1 written.		Evaluation methods appropriate for measuring objectives; minimum of 2 written.
Organization	Poorly organized or difficult to read.		Fairly well organized.	Well organized; easy to read; professional.
Grammar/Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.

### 3. Research Paper on Clinical Teaching Strategy:

Choose a clinical teaching strategy of interest to you. Use research to support the use of the strategy. Include all the criteria listed in the grading rubric below. This paper should be at least



5-7 pages long, not including the title page or reference page. This assignment is worth 25% of your grade.

**Research Paper on Clinical Teaching Strategy Rubric:**

<b>Criteria</b>	<b>Poor 0-70 pts</b>	<b>Average 80 pts</b>	<b>Good 90 pts</b>	<b>Excellent 100 pts</b>
Title Page	Not done.	Minimally meets APA requirements; missing 2 or more elements.	Missing 1 APA element.	Fully meets APA requirements.
Introduction	Not done.	Minimal; poorly developed and written.	Fairly well written.	Thorough; well written.
Literature Review of Selected Strategy	Not done.	Includes less than 2 evidence-based (research) articles; articles are not evidence-based (research); articles published more than 5 years ago.	Includes at least 2 evidence-based (research) articles; published within past 5 years.	Includes at least 3 evidence-based (research) articles; published within past 5 years.
Advantages of Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Disadvantages of Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Interdisciplinary Education – Can this strategy be used to promote teamwork between	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.



professions				
Technology Requirements for Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Financial Costs associated with implementation of Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Nurse Educator Implications for Practice	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Summary	Not done.	Minimal; poorly developed and written.	Fairly well written.	Thorough; well written.
Grammar/ Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.
Citations/ References/ Headings/APA	No references or 3 or more APA errors.	Moderate number of APA errors (2).	Minimal number of APA errors (1).	Correct APA on references.

#### 4. PowerPoint Presentation on Clinical Teaching Strategy:

Develop a PowerPoint with the key points from your Clinical Teaching Strategy paper. Include a reference slide. There is no requirement for number of slides; just include enough so that others can share in what you have learned. This assignment is worth 10% of your grade.

#### PowerPoint Presentation on Clinical Teaching Strategy:

Criteria	Poor	Average	Good	Excellent
	0-70 pts	80 pts	90 pts	100 pts
PowerPoint	None.	Minimal		Thorough;

Content		information; difficult to understand.		includes key points.
Grammar/Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/ spelling errors).	Minimal number of errors (1 grammar/ spelling error).	No spelling or grammar errors.
References	No references or 3 or more APA errors.	Moderate number of APA errors (2).	Minimal number of APA errors (1).	Correct APA on references.



**Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Program**

**Course Title:** Speech-Language-Hearing Guided Clinical Elective  
**Course Number:** SLP 645a  
**Credit Hours:** (1:0-2)  
**Day and Time:** Independent with weekly meetings  
**Location:** TBA

**Prerequisites:** None  
**Co-requisites:** None

**Course Coordinator:**

**Faculty:** TBA  
 Office Number: TBA  
 Office Phone: TBA  
 E-mail: TBA  
 Office hours: TBA

**Course Description:** **Speech-Language-Hearing Guided Clinical Elective** (1:0-2) (Permission of the program Director) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

**Teaching Strategies:**

Teaching strategies will consist of

**Textbook(s):**

## METHODS OF EVALUATION:

### Evaluation Methods:

Assignment	Percent

### School of Health Sciences Graduate Grading Scale:

Alphabetic	Raw Score
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
F	69 or below

### Rounding

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 69.50 is the minimum grade needed to pass this course, as this is rounded up to 70. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

## ACADEMIC INFORMATION

### Attendance Policy

Online participation is needed throughout the program of study.

### Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation, and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### E-mail

Electronic mail is an essential component of communication between the SLP Faculty, administration, and learners; therefore, all SLP learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and

learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

### **Phone Usage and Messaging**

Learners are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU SLP program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **FMU Non-Discrimination Policy**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status, or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

### **Learner Responsibilities**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *School of Health Sciences Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Guidelines for Faculty Appointments**

All SLP faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

### **Academic Dishonesty**

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *School of Health Sciences Graduate Lerner Handbook (current edition)*: Academic Integrity.

### **Code of Ethics**

The School of Health Sciences subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the SLP profession. Please see the *School of Health Sciences Learner Handbook (current edition)*: Academic Integrity and <http://www.SLPworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that SLP learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic, or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane, or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting, or using inappropriate language.



### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows: If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic SLP advisor. Learner violations will warrant a warning for unprofessional behavior. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

\*All academic warnings are cumulative throughout the program.

### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Maintaining current certification is the sole responsibility of the learner.**

If you have not presented a copy of your current AHA: BLS-HCP card to the Learner Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.



## CONTENT INFORMATION

### Topical Outline

Week/ date	Content: Sub Topics	Resources: Reading	Evaluation
1.			
2.			
3.			
4.			
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10.			
11.			
12.			
13.			
14.			
15.			



**Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Program**

**Course Title:** Speech-Language-Hearing Guided Clinical Elective  
**Course Number:** SLP 645b  
**Credit Hours:** (1:0-2)  
**Day and Time:** Independent with weekly meetings  
**Location:** TBA

**Prerequisites:** None  
**Co-requisites:** None

**Course Coordinator:**  
**Faculty:** TBA  
     Office Number: TBA  
     Office Phone: TBA  
     E-mail: TBA  
     Office hours: TBA

**Course Description:** **Speech-Language-Hearing Guided Clinical Elective (2:0-4)** (Permission of the program Director) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

**Teaching Strategies:**  
 Teaching strategies will consist of

**Textbook(s):**

## METHODS OF EVALUATION:

### Evaluation Methods:

Assignment	Percent

### School of Health Sciences Graduate Grading Scale:

Alphabetic	Raw Score
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
F	69 or below

### Rounding

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 69.50 is the minimum grade needed to pass this course, as this is rounded up to 70. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

## ACADEMIC INFORMATION

### Attendance Policy

Online participation is needed throughout the program of study.

### Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation, and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
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## CONTENT INFORMATION

### Topical Outline

Week/ date	Content: Sub Topics	Resources: Reading	Evaluation
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: SPEECH- LANGUAGE PATHOLOGY/ School of Health Sciences

Date: February 28, 2019

Course No. or Level: 645c Title: Research Methods II: Capstone Project

Semester hours: 3 Clock hours: 6 Lecture: 0 Laboratory: 6

Prerequisites: Pre-professional prerequisite courses and successful completion of MSLP 567: Research Methods I

Enrollment expectation: 32

Indicate any course for which this course is a (an)

Modification N/A

(proposed change in course title, course description, course content or method of instruction)

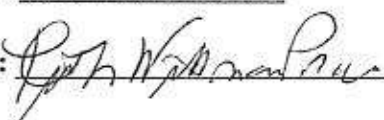
Substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate N/A

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Ruth Wittmann-Price

Department Chairperson's/Dean's Signature: 

Provost's Signature: \_\_\_\_\_

Date of Implementation: Summer 2019

Date of School/Department approval: February 20, 2019

**Catalog description:** This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**Purpose:**

- This course will provide students with the option of earning the clinical/ practicum hours they need for ASHA certification.

**Teaching method planned:** Clinical learning experiences supervised by a faculty member or certified preceptor.

**STUDENT LEARNING OUTCOMES:** To be determined individually.



**Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Program**

**Course Title:** Speech-Language-Hearing Guided Clinical Elective  
**Course Number:** SLP 645c  
**Credit Hours:** (1:0-2)  
**Day and Time:** Independent with weekly meetings  
**Location:** TBA

**Prerequisites:** None  
**Co-requisites:** None

**Course Coordinator:**

<b>Faculty:</b>	<b>TBA</b>
Office Number:	TBA
Office Phone:	TBA
E-mail:	TBA
Office hours:	TBA

**Course Description:** **Speech-Language-Hearing Guided Clinical Elective** (3:0-6) (Permission of the program Director) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

**Teaching Strategies:**

Teaching strategies will consist of

**Textbook(s):**

## METHODS OF EVALUATION:

### Evaluation Methods:

Assignment	Percent

### School of Health Sciences Graduate Grading Scale:

Alphabetic	Raw Score
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
F	69 or below

### Rounding

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 69.50 is the minimum grade needed to pass this course, as this is rounded up to 70. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

## ACADEMIC INFORMATION

### Attendance Policy

Online participation is needed throughout the program of study.

### Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation, and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
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