AGENDA
General Faculty Meeting
November 15, 2022 – 3:45 pm, Chapman Auditorium

I. **Call to order**

II. **Approval of the minutes from October 11, 2022 meeting**

III. **Report from the Executive Committee**

IV. **Report from the Faculty Senate** *(See the attachment for complete proposals. See the appendix for supporting materials).*

1. Proposal from the School of Business
   A. Modify – Accounting Electives – Additional hours
   B. Modify – Major requirements for Accounting
   C. Modify – Management Information Systems (MIS) Major
   D. Modify – MIS 225 Modern Programming
   E. Modify – MIS 327 Information Systems Fundamentals
   F. Modify – MIS 337 Business Systems Analysis and Design
   G. Modify – MIS 347 Business Data Communications
   H. Modify – MIS 378 Business Decision Support Systems
   I. Modify – MIS 447 Data Base Management
   J. Modify – MIS 457 Management Information Systems
   K. Modify – MIS 467 E-Commerce – Data Driven Web Application Design
   L. Modify – MIS 447 Special Topics in Information Systems
   M. Modify – MIS 497 Special Studies
   N. Add – Minor in Management Information Systems
   O. Add – Minor in Marketing
   P. Add – BUS 101 Applied Concepts in Business
   Q. Add – BUS 175 Money Matters for Life
   R. Add – BBA + MBA option
   S. Add – Second Degree for Business option

2. Proposal from the School of Health Sciences, Department of Nursing
   A. Add NURS 101 - Introduction to the Profession of Nursing
   B. Add NURS 102 - Introduction to Professional Clinical Nursing
   C. Modify – Nursing Plan of Study - Lower Division
   D. Modify – Add Statement about NURS 101 and NURS 102 as pre-nursing required
              courses
   E. Modify — General Education and Required Courses
   F. Modify – RN to BSN Plan of Study – Update plan of study to reflect prior change in
              credit hours

3. **Proposal from the Department of Psychology**
    A. Modify – Psychology 498 Internship
    B. Add Requirements for Doctor of Psychology Degree
    C. Add new courses for Doctor of Psychology Degree

V. Approval of Candidates for December Graduation
    (Final approval is contingent upon final verification from the Registrar).

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the General Faculty Meeting Agenda – November 5, 2022

IV. Report from the Faculty Senate

1. **Proposal from the School of Business**

    A. **MODIFY - "Additional hours of electives"** on Page 141 of the 2022 – 2023 catalog

<div align="center">FROM:</div>

2. Additional hours of electives………………………………… **15 hours**
*Accounting majors need to complete only 6 hours

<div align="center">TO:</div>

2. Additional hours of electives………………………………… **6 or 15 hours***
*Accounting majors in Certified Public Accountant track need to complete only 6 hours

    B. **MODIFY – "Major Requirements"** for Accounting on Page 141 of the 2022 – 2023 catalog

<div align="center">FROM:</div>

4. Major Requirements……………………………………………………..	**18 to 27 hours**
a) **Accounting**………………………………………………..	**27 hours**
Accounting 320 Accounting Information Systems……………….	3
Accounting 323 Financial Reporting I…………………………..	3
Accounting 324 Financial Reporting II……………………………	3
Accounting 325 Cost Accounting……………………………………	3

Accounting 328 Federal Taxation I……………………………....	3
Accounting 421 Concepts of Auditing…………………………..	3
Accounting 428 Federal Taxation II…………………………….	3
Accounting Electives………………………………………….	6
Accounting 422 Financial Reporting III……………………….	3
or	
Accounting 423 Accounting for Governmental and Not-for-Profit Organizations…………………………………………..	3
or	
Accounting 424 Special Topics in Accounting………………..	3
or	
Accounting 429 Tax Research………………………..........	3
or	
Business 475 Internship[*] …………………………………….	3
TOTAL REQUIRED HOURS……………………………………..	**120 hours**

[*]Internship in Accounting Only

To become licensed as a Certified Public Accountant (CPA) in South Carolina, an individual must hold a baccalaureate degree and have a minimum of 150 semester hours from a college or university with at least 36 hours in accounting. The CPA licensing requirements for other states are similar. Individuals planning to sit for either the CPA exam or one of the other professional examinations in accounting should develop a plan of study in consultation with their adviser.

<div align="center">TO:</div>

Major Requirements…………………………………………....………	**18 or 27 hours**
a) **Accounting**……………………………………………………	

Eighteen or twenty-seven semester hours from one track option:
General Accounting or Certified Public Accountant Track

General Accounting Track…………………………………..…	**18 hours**
Accounting 320 Accounting Information Systems…………….……	3
Accounting 323 Financial Reporting I…………………………….	3
Accounting 324 Financial Reporting II…………………………...	3
Accounting 325 Cost Accounting…………………………………	3
Accounting 328 Federal Taxation I……………………………..	3
Accounting 428 Federal Taxation II…………………………….	3
Certified Public Accountant Track…………………………….	**27 hours**
Accounting 320 Accounting Information Systems………………..	3
Accounting 323 Financial Reporting I…………………………..	3
Accounting 324 Financial Reporting II………………………….	3
Accounting 325 Cost Accounting………………………………..	3
Accounting 328 Federal Taxation I…………………….….....	3
Accounting 421 Concepts of Auditing………………….……...	3
Accounting 428 Federal Taxation II…………………………….	3
Accounting Electives (2) which must be selected from:…………...	6

Accounting 422 Financial Reporting III………….……………….	3
Accounting 423 Accounting for Governmental and Not-for-Profit Organizations…………………….……….……………….……	3
Accounting 424 Special Topics in Accounting…………………..	3
Accounting 429 Tax Research……………………………...…	3
Business 475 Internship in Business (Accounting)…………....	3

TOTAL REQUIRED HOURS………………………………………. **120 hours**

To become licensed as a Certified Public Accountant (CPA) in South Carolina, an individual must hold a baccalaureate degree and have a minimum of 150 semester hours from a college or university, which must include:

- 24 semester hours of accounting in courses taught at the junior level or above, that are applicable to a baccalaureate, master's, or doctoral degree, excluding principles or introductory accounting courses and
- 24 semester hours of business courses that are applicable to a baccalaureate, master's, or doctoral degree.

Students are strongly encouraged to apply for the MBA program to complete the additional hours needed for the 150-semester hour requirement.

Beginning in 2024, the CPA Exam will require a CPA Candidate to pass (1) three core sections ((a) Auditing and Attestation; (b) Financial Accounting and Reporting; and (c) Taxation and Regulation) and (2) one of three discipline specific sections ((a) Business Analysis and Reporting; (b) Information Systems and Controls; or (c) Tax Compliance and Planning). Students need to declare their major in one of the two tracks.

Rationale for A-B: The requirements for the CPA exam and licensure have changed since May 2022. The Certified Public Accountant Track reflects the changes to the CPA requirements. The General Accounting Track is created to address the growing demand for accountants for local businesses and organization in the region who need not necessarily sit for a CPA.

Updating the 120-credit hour requirement for a Bachelor of Business Administration degree based on the modifications made in B.

Some formatting changes to course required hours "Accounting Electives" to clarify elective requirements and options.

C. **MODIFY - Management Information Systems Major** on Page 142 of the 2022 – 2023 catalog

FROM:

f) **Management Information Systems……………..………………..** **18 hours**
Eighteen hours in one track option:
Systems Management Track or Systems Design Track
Systems Management Track

Management Information Systems 225 Modern Programming……….	3
Management Information Systems 337 Business Systems Analysis and Design………………………………………………………….	3
~~Management Information Systems 347 Business Data Communications…………………………………………………………~~	~~3~~
Management Information Systems 447 Data Base Management…………………………………………………………...…	3
Management Information Systems 467 E-Commerce…………...	3
School or Computer Science Elective………………………………	3

<div align="center">TO:</div>

f) Management Information Systems………….…………..……….	**18 hours**
Eighteen hours in one track option: Systems Management or Systems Design	
Systems Management Track	
Management Information Systems 225 Modern Programming…...	3
Management Information Systems 337 Business Systems Analysis and Design ……………………..………………………….	3
Management Information Systems 378 Business Decision Support Systems…………………………………………………………….…	3
Management Information Systems 447 Database Management ….	3
Management Information Systems 467 E-Commerce…………...	3
School or Computer Science Elective……………………………	3

D. MODIFY - Pre-requisite and course description for MIS 225 Modern Programming on Page 147 of the 2022 – 2023 catalog

<div align="center">FROM:</div>

225 Modern Programming (3) Prerequisite: ~~CS 150 or~~ MATH 111 ~~(or 111E) or MATH 121~~ or higher or permission of school) A study of programming concepts including problem solving, algorithm and program development, data types and operations, objects and classes, arrays, and event-driven programming.

<div align="center">TO:</div>

225 Modern Programming (3) (Prerequisite: MATH 111 or higher or permission of school) Provides an overview of the various tools available for writing and running Python programs. Hands-on coding exercises include use of commonly used data structures, writing custom functions, and understanding object-oriented methodology.

E. MODIFY - Course title and description for MIS 327 Information Systems Fundamentals on Page 147 of the 2022 – 2023 catalog

<div align="center">FROM:</div>

327 Information Systems Fundamentals (3) (Prerequisite: Computer Science 150 or permission of the school) Study of basic systems issues that concern the introduction of technology into the firm and the management of technology-based systems in business organizations

<div align="center">**TO:**</div>

327 Information Systems and Data Analytics (3) (Prerequisite: Computer Science 150 or permission of the school) Study of the issues faced by managers during the selection, use, and management of information technology (IT). Topics covered include relational databases, webpage development, and decision support systems, an introduction to the use of analytics software, among others.

    F. **MODIFY -** Course description and pre-requisite and for MIS 337 Business Systems Analysis and Design on Page 147 of the 2022 – 2023 catalog

<div align="center">**FROM:**</div>

337 Business Systems Analysis and Design (3) (Prerequisite: 225 ~~and 327~~). Study of systems integration, the analysis of existing systems, and the design of new systems.

<div align="center">**TO:**</div>

337 Business Systems Analysis and Design (3) (Prerequisite: 225). Study of systems integration, the analysis of existing systems, and the design of new systems. Uses the Systems Development Life Cycle (SDLC) framework as a conceptual basis for exploring traditional and modern approaches to software application systems development. Emphasis is placed on SDLC within the organizational and business context. Specific topics explored include project management, database management, systems modeling, development methodologies, software application acquisition strategies, oral and written communication, and human factors in design.

    G. **MODIFY -** Course description for MIS 347 Business Data Communications on Page 147 of the 2022 – 2023 catalog

<div align="center">**FROM:**</div>

347 Business Data Communications (3) (Prerequisite: 327) Analysis of technical and management problems and issues associated with the use of data communication technology in business

<div align="center">**TO**</div>

347 Business Data Communications (3) (Prerequisite: 327) Analysis of technical and management problems and issues associated with the use of computer and digital networks in business

    H. **MODIFY -** Course description for MIS 378 Business Decision Support Systems on Page 147 of the 2022 – 2023 catalog

FROM:

378 Business Decision Support Systems (3) (Prerequisite: 225) An analytical, information technology-based, approach to the process of management decision-making. Examination of decision-making productivity via the integration of computer-based data management technologies (within a modeling environment) and the use of information as inputs to quantitative and qualitative models for the purpose of aiding decision-makers. Emphasis is placed on the development of "user friendly" systems for productive solutions to real-world business problems.

TO:

378 Business Decision Support Systems (3) (Prerequisite: 225) An analytical, data-based, approach to the process of management decision-making. Examination of decision-making productivity via the integration of business intelligence technologies and the use of information as inputs to quantitative and qualitative models for the purpose of aiding decision-makers. Specific topics include exploration of Standard Query Language (SQL), programming language support of analytics, and visualization of data.

I. **MODIFY -** course description for MIS 447 Data Base Management on Page 147 of the 2022 – 2023 catalog

FROM:

447 Data Base Management (3) (Prerequisite: 327) Advantages and disadvantages of a DBMS, DASD concepts, applied data structures, data definition language, data manipulation language, hierarchical data models, relational data models, network data models, database design, operations in an online environment, database administration, and current trends.

TO:

447 Database Management (3) (Prerequisite: 327) Focuses on building student knowledge in a range of database-related topics including an overview of the relational data model and Structured Query Language (SQL), understanding entities and relationships, designing logical data models and database design using the process of normalization.

J. **MODIFY -** Pre-requisite for MIS 457 Management Information Systems in Page 147 of the 2022 – 2023 catalog

FROM:

457 Management Information Systems (3) (Prerequisite: 327, ~~Management 351, Marketing 331, and Finance 341)~~ Analysis of problems in planning, developing, and administering information systems in business organizations.

TO:

457 Management Information Systems (3) (Prerequisite: 327 or higher or permission of school) Analysis of problems in planning, developing, and administering information systems in business organizations.

K. **MODIFY -** Pre-requisite, title and description for MIS 467 E-Commerce – Data Driven Web Application Design in Page 147 of the 2022 – 2023 catalog

<u>**FROM:**</u>

467 **E-Commerce – Data Driven Web Application** Design (3) (~~Prerequisite:327~~) E-Commerce focuses on webpage design beginning with the development of static webpages and progressing to dynamic webpage design and incorporating database content in the webpage using server-side and client-side script languages.

<u>**TO:**</u>

467 **Web Application Development** (3) (Prerequisite: 225) Create a web-based application that carries out a business process and integrate web-based services. Learn conditional and loop statements, functions, data validation, responsive web design with server-side and client-side script languages.

L. **MODIFY -** Pre-requisite and description for MIS 477 Special Topics in Information Systems on Page 147 of the 2022 – 2023 catalog

<u>**FROM:**</u>

477 **Special Topics in Information Systems** (3) (Prerequisites: ~~337, 347, 447, 467~~) A project course in which students will analyze, design, develop and where possible implement a working information system to resolve a real-world problem. Students will manage the project and prepare working documentation of the project management activities including time management, resource management, PERT/CPM analysis and Cost/Benefit analysis. In addition, students will prepare documentation for use and maintenance of the information system.

<u>**TO:**</u>

477 **Special Topics in Information Systems** (3) (Prerequisites: permission of school) Applies the concepts of project management and techniques for estimating, planning, and controlling of resources to accomplish specific project goals. Students complete a team project requiring them to develop an innovative information system while utilizing project management techniques. Students analyze real business situations and develop IT-based innovative solutions.

M. **MODIFY -** Pre-requisite for MIS 497 Special Studies on Page 147 of the 2022 – 2023 catalog

<u>**FROM:**</u>

497 **Special Studies** (3) (2) (1) (Prerequisite: ~~377, 467, 477~~). Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

<u>**TO**</u>

497 **Special Studies** (3) (2) (1) (Prerequisite: permission of school). Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty

members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

Rationale from C to M: The MIS faculty believes these changes are needed to meet the needs of our students and the community. Focusing upon analytics and data visualization using Python and SQL reflects the needed changes in the discipline. After reviewing the pre-requisites requirements, the MIS faculty recognized that requiring certain pre-requisites and offering courses only once a year delayed graduation for some students. Modifying pre-requisites allows on-time graduation and does not diminish the students' preparation for courses.

N. ADD: Minor in Management Information Systems in page 143 before "A minor in Human Resources Management…"

A minor in Management Information consists of 18 hours from the following courses:

Management Information Systems 225	Modern Programming
Management Information Systems 327	Information Systems Fundamentals
Management Information Systems 337	Business Systems Analysis and Design
Management Information Systems 347	Business Data Communications
Management Information Systems 378	Business Decision Support Systems
Management Information Systems 447	Database Management
Management Information Systems 467	Data Driven Web Application Design

Rationale for N: Management Information Systems would like to offer a minor for non-business majors who are interested data visualization and analytics.

O. ADD: Minor in Marketing in page 143 before "A minor in Human Resources Management…"

A minor in Marketing consists of 18 hours as follows:

Marketing 331

Plus 15 hours chosen from Marketing courses above 331.

Rationale for O: Marketing would like to offer a minor for non-business majors.

P. ADD course BUS 101 Applied Concepts in Business on page 144

101 Applied Business Concepts (1), (2), or (3). (Prerequisite: permission of the school). Any business topic that is needed critically for organizations or in the community for training and development. Students can take more than once. These courses are exclusively for non-degree seeking students and cannot be transferred into a degree.

Rationale for P: School of Business and the Center for Innovation are offering more and more contract courses to build business skills for members of the community.

Q. ADD course BUS 175 Money Matters for Life on page 144

175 Money Matters for Life (3). Introduces the fundamental functions and activities of personal money management. Topics include understanding current economic data, income generation, personal tax preparation, personal insurance options, negotiation tactics, credit management, investing, retirement planning, estate planning, and ethics in personal money management.

Rationale for Q: In July 2022, the South Carolina Legislature authored a provision in the 2022-2023 state budget requiring every high school student to take a personal finance course prior to graduation. This change makes South Carolina the 15th state to require personal finance education. This course was offered in Spring 2022 under MGT-497HH as an Honors elective course at the request of the Director of the Honors Program. Student reception was overwhelmingly positive, especially with respect to required role-play assignments with the instructor that tested students' negotiation skills.

This course is designed to provide all FMU students with the skills necessary to begin building their financial lives. Students will learn how to immediately check, improve, and protect their credit scores. Students will learn step-by-step how to set up investment, retirement, and bank accounts. Students will understand the differences between stocks, mutual funds, index funds, exchange traded funds (ETFs), and the tax implications of each. Students will understand how to complete and submit tax forms required for employment and contract work, as well as the process for filing state and federal tax returns. Students will be able to create a personal budget, financial goals, and do basic estate planning.

High school students in the Pee Dee will be able to take this course for Dual Enrollment to satisfy the state requirement for personal financial education, and as a 100-level business course, it should transfer to four-year institutions in South Carolina as an elective course.

R. ADD - before "**MINOR**" on page 142 for the 2022 – 2023 catalog

BBA + MBA

Seniors with GPA of 3.5 or above can apply for the BBA + MBA program. If admitted, up to maximum of 9 credit hours of MBA course work may be earned towards the Bachelor of Business Administration. The MBA course work will be transferred to undergraduate as business electives.

Rationale for R: This program allows qualified students to have the option of more advanced studies while earning the BBA degree.

S. ADD - "**SECOND DEGREE**" before "**MINOR**" on page 142 for the 2022 – 2023 catalog

SECOND DEGREE

Students seeking a second degree in a business major, whose first degree is not in business, must:

1. Complete a minimum of 25% of the credit hours required to complete the major in residence at FMU
2. Complete 30 credit hours at the 200 level or above from the Common Business Core Requirements
3. Complete all course requirements for the second major

Students seeking a second degree in a business major, whose first degree is in business, are deemed to have completed Common Business Core Requirements and must:

1. Complete a minimum of 25% of the credit hours required to complete the major in residence at FMU
2. Complete all course requirements for the second major

Students seeking second degrees may apply to the MBA program and use the courses from the MBA program to satisfy requirements from the Common Business Core.

Rationale for S: The Bachelor Business Administration (BBA) has a common business core that all students must complete. To suit our accreditation standards, we are clarifying the catalog description for second degree seeking students which can be interpreted differently. This will also provide a pathway for second degree seeking students to complete an MBA which contains all the content provided in the common business core.

2. **Proposal from the School of Health Sciences, Department of Nursing**
   A. **ADD** on page 162 of the catalog, 1st column before the 210 course

   101 Introduction to the Profession of Nursing (2) (Must be eligible for Math 111 or higher or permission of the department) This course will introduce the pre-nursing student to the professional nurse as a provider of patient-centered care, member of the healthcare team, and patient advocate. A brief overview of the history of nursing and its theorists that contributed to the profession of nursing will be discussed. This course will also develop the learners' knowledge related to basic nutritional concepts, principles, and requirements. The focus will be on the function of nutrients in health promotion and wellness across the lifespan, cultural considerations, and the interrelationship between food choices, the environment and impact of an individual's health status. In addition, students will be given instruction in recognizing and formulating medical terms frequently used within the profession. Students will gain a foundational understanding of basic rules of building and analyzing medical terms associated with the body as a whole. Completion of this course does not guarantee admission to the upper division nursing program.

   B. **ADD** on page 162 of the catalog, 1st column after the above 101 course, before the 210 course

   102 Introduction to Professional Clinical Nursing (2) (Prerequisite: NURS 101 or permission of the department) This course will introduce the pre-nursing student to the role of the professional nurse in clinical practice with a focus on acquiring knowledge and developing proficiency for accurately computing medication dosages for various

methods of administration to patients across the lifespan. Medication Dosage Calculations (MDC) emphasize critical thinking techniques to effectively and accurately calculate safe dosages of medications through reading, interpreting, and solving calculation problems encountered in the preparation of medication administration. Learners will review basic math skills, learn systems of measurement, equivalents and conversions, selected approved medical abbreviations, and calculate dosages of medications through Dimensional Analysis. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing. Completion of this course does not guarantee admission to the upper division nursing program.

RATIONALE for A and B:
For several years now, nursing faculty have noted that students who enter upper division nursing have difficulty in acclimating to the program related to the heavy course load that includes 16 credits, with 12 hours of clinical and/or laboratory time, the first semester, in addition to a high-stakes medication math test that occurs early in the first semester as well. From the first week of class, students only have six weeks to learn medical terminology, medication math, patient safety, role of the student nurse, as well as clinical skills so they are safe to perform in the hospital setting on week seven. This is an extremely challenging schedule of performance and students who are slower to learn or weaker in mathematics are often lost to the program because they are quickly overwhelmed and unable to keep pace. Prior to starting clinicals in the hospital setting, students are required to take a medication math exam, and they must achieve a 90% to pass. Although students who are unsuccessful are remediated and provided a second opportunity to test, every semester, students are unsuccessful on this exam and must withdraw from the Fundamentals of Nursing course because they are unable to safely calculate medication dosages. The addition of these two courses (which include medication math) allow students to learn key points at a slower semester pace and prior to the additional course load that they encounter in their first semester of nursing.

Additionally, it has been recognized that pre-nursing students do not have regular access to nursing faculty as they complete their two years of general education and pre-requisite requirements. As pre-nursing students, there is nothing in place during the first two years that links them directly to the nursing career that they seek. Offering these two courses during their freshman and sophomore years provides these students the opportunity to interact with nursing faculty and students since classes would ideally be scheduled in the Lee Nursing Building. Faculty see these courses as an opportunity to excite students about their future and to enfold them in the profession of nursing.

Other nursing programs across the country offer nursing courses at the freshman or sophomore level to begin the basic nursing instruction that the upper level courses can then build upon. Our goal is to better prepare our students for upper division courses and to excite and encourage them as they move forward.

C. **MODIFY** on page 165 of the catalog

<div align="center">

FROM:

NURSING PLAN OF STUDY LOWER DIVISION

</div>

Year 1 Freshman			
Course	**Semester I Sem. Hours**	**Course**	**Semester II Sem. Hours**
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics 111 (or 111E) or higher	3	Mathematics 134	3
Biology 105	3	Chemistry ~~112 or 112L~~	4
~~Chemistry 111 or 111L*~~	~~4~~	Social Science Elective	3
Humanities Elective	3		
Total Credits	~~16-17~~	**Total Credits**	~~13~~
Year 2 Sophomore			
Course	**Semester III Sem. Hours**	**Course**	**Semester IV Sem. Hours**
Speech Communication 101	3	Biology 236	4
Biology 311 or 215	4	Psychology 334	3
Biology 205	4	~~History~~	~~3~~
Literature	3	Art 101, Music 101 or Theatre 101	3
		Political Science 101 or 103	3
Total Credits	14	**Total Credits**	~~16~~
Total - 59 Semester Hours			
~~*Students who do not have the math skills to take chemistry in the first semester of their freshman year should consider attending summer school to improve their math skills before enrolling Chemistry 101.~~			

<div align="center">

TO:

NURSING PLAN OF STUDY LOWER DIVISION

</div>

Year 1 Freshman			
Course	**Semester I Sem. Hours**	**Course**	**Semester II Sem. Hours**
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics 111 (or 111E) or higher	3	Mathematics 134	3
Biology 105	3	Chemistry 111 and 111L	3/1
History	3	Social Science Elective	3

Humanities Elective	3	Nursing 101*	2
Total Credits	**15-16**	**Total Credits**	**15**
Year 2 Sophomore			
Course	**Semester III Sem. Hours**	**Course**	**Semester IV Sem. Hours**
Speech Communication 101	3	Biology 236	4
Biology 215 or 311	4	Psychology 334	3
Biology 205	4	Nursing 102*	2
Literature	3	Art 101, Music 101 or Theatre 101	3
		Political Science 101 or 103	3
Total Credits	**14**	**Total Credits**	**15**
Total - 59 Semester Hours			
*It is recommended that students complete Nursing 101 during the second semester of their freshman year and Nursing 102 during their sophomore year.			

RATIONALE for C:

In order for the two new courses to be included as part of the pre-nursing plan of study and to keep the entire program at 120 credits, a course needed to be eliminated from the list of pre-requisite courses. In the plan of study for lower division nursing, all required courses are in place to meet the general education requirements of Francis Marion University, with the exception of two biology and one chemistry course. All three of these courses were reviewed and considered for replacement. The first biology course (BIO 105 – 3 credits) could not be eliminated because this is a requirement for the higher level biology courses needed by pre-nursing students. The second biology course (BIO 236 – 4 credits) could not be eliminated because this is a vital course for students to progress into nursing's Pathophysiology course. This then lead to consideration of the Chemistry 112 course for replacement. This course is not required to meet the natural sciences general education requirements for a bachelor of science in nursing degree program.

In considering the elimination of Chemistry 112 and 112L, a total of eight in-state and four out-of-state baccalaureate program curricula were reviewed. Of the 12 schools reviewed, 50% (n=6) of the nursing programs required one chemistry course, 33% (n=4) required no chemistry courses, and 17% (n=2) required two chemistry courses.

Nursing faculty recognizes the value that Chemistry adds to the pre-nursing students' base of knowledge and for this reason has decided to keep Chemistry 111 and 111L as a required science course for meeting the natural sciences general education requirement. Only Chemistry 112 and 112L will be removed as a pre-requisite requirement for nursing and replaced with the two new pre-nursing courses.

Since the 4-credit Chemistry 112/112L is being replaced with two 2-credit courses, there will be no overall increase in the program credits (120) for graduation. BSN nursing students will meet all general education requirements as well.

D. **MODIFY** on page 161 of the catalog, 2nd column

FROM:

The qualified pre-nursing student must then apply and be accepted by Nursing in order to enroll in nursing courses except NURS 210, NURS 211, and NURS 212. If more students apply for admission into the nursing program than space allows, admission will be based on rank order using cumulative grade point average. If the cumulative grade point averages and positive references of the students applying for admission are equal, then the student with the earliest initial enrollment in the first nursing course will be given priority.

TO:

The qualified pre-nursing student must then apply and be accepted by Nursing in order to enroll in nursing courses except for NURS 210, NURS 211, and NURS 212. NURS 101 and NURS 102 are designated as pre-nursing required courses; successful completion of these courses does not guarantee admission to the upper division nursing program. If more students apply for admission into the nursing program than space allows, admission will be based on rank order using cumulative grade point average. If the cumulative grade point averages and positive references of the students applying for admission are equal, then the student with the earliest initial enrollment in the first nursing course will be given priority.

RATIONALE for D:
This statement is added so that students are clear that NURS 101 and 102 are pre-nursing courses and not part of upper division coursework. This also provides clarification that application to upper division nursing is still required.

E. **MODIFY** on page 161 of the catalog, 2nd column

FROM:

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

English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communication 101	3
Political Science 101 or 103	3
Social Science Elective	3
**Psychology 334	3
Literature (any language)	3

History	3
Art 101, Music 101 or Theatre 101	3
Humanities Elective	3
Mathematics 111 (111E) or higher	3
Mathematics 134	3
*Biology 105	3
Biology 205	4
Biology 215 or 311	4
Biology 236	4
Chemistry 111 and 111L	4
~~*Chemistry 112 and 112L~~	~~4~~

TOTAL. . . . . **59-60 hours**

TO:

GENERAL EDUCATION AND REQUIRED COURSES

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

English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communication 101	3
Political Science 101 or 103	3
Social Science Elective	3
**Psychology 334	3
Literature (any language)	3
History	3
Art 101, Music 101 or Theatre 101	3
Humanities Elective	3
Mathematics 111 (111E) or higher	3
Mathematics 134	3
*Biology 105	3
Biology 205	4
Biology 215 or 311	4
Biology 236	4
Chemistry 111 and 111L	4
Nursing 101	2
Nursing 102	2

TOTAL. . . . . **59-60 hours**

RATIONALE for E:
This is just a change of the listing of pre-requisite nursing courses to eliminate Chemistry
112 and 112L and to add NURS 101 and 102.

F. **MODIFY** on page 166 of the catalog

FROM:

RN-TO-BSN PLAN OF STUDY

Semester One (Fall)

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

Semester Two (Spring)

Course	Semester Hours
NRN 302 Principles of Pathophysiology	3
NRN 448 Healthcare Policy Development	3
NRN 449 Leadership and Management in Nursing	5

Semester Three (Summer I)

Course	Semester Hours
NRN 332 Professional Nursing and Nursing Practice	3
IPHC 450 Healthcare Informatics	3

Total Hours - 30 Semester Hours

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

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

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

TO:

RN-TO-BSN PLAN OF STUDY

Semester One (Fall)

Course	Semester Hours
NRN 333 Health Assessment and Promotion in Nursing Practice	5
NRN 334 Research in Practice	3
NRN 445 Population-Focused Nursing Care	5

Semester Two (Spring)

Course	Semester Hours
NRN 302 Principles of Pathophysiology	3
NRN 448 Healthcare Policy Development	3
NRN 449 Leadership and Management in Nursing	5

Semester Three (Summer I)

Course	Semester Hours
NRN 332 Professional Nursing and Nursing Practice	3
IPHC 450 Healthcare Informatics	3

Total Hours - 30 Semester Hours

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

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

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

> **RATIONALE for F:**
> Last academic year, NRN 333 was increased by one credit and NRN 445 decreased by one credit. The RN-to-BSN plan of study was not updated to reflect this, so this change makes that correction.

3. **Proposal from the Department of Psychology**

A. **MODIFY -** Psychology 498 Internship

FROM:

498 Academic Internship in Psychology (3) (Prerequisite: Senior standing and one Developmental Core Course) F, S. Directed psychology internship in various settings. Course content will depend on the internship site. Students will be expected to relate internship experiences to the psychological
literature.

TO:

498 Academic Internship in Psychology (3) (Prerequisite: Senior standing, PSYC 206, 216, 220, 302, and one Developmental Core Course) Directed psychology internship in various settings. Course content will depend on the internship site. Students will be expected to relate internship experiences to psychological literature.

Rationale: Some students change majors and have senior status but have no introductory psychology coursework when they enroll in an internship. This makes completing the internship requirements challenging.

B. **ADD** on page 210 of the current print catalog after the Specialist in School
Psychology Requirements for Doctor of Psychology Degree:

DOCTOR OF PSYCHOLOGY (PsyD)
Coordinator: Dr. Crystal R. Hill-Chapman, LP, NCSP, ABPP

Program Description
The Francis Marion University Doctor of Psychology (PsyD) degree will prepare health psychologists to provide advanced and expanded mental health services and support in clinics, hospitals, schools, and the surrounding community. Students will undertake a systematic and sequential plan of integrated didactic and applied courses that will provide them with foundational knowledge and advanced skills to integrate evidence-based practice. The PsyD program will enhance the practice and theory of mental health practices to promote positive health outcomes with an emphasis on rural populations.

Application

To be considered as a graduate degree student for the PsyD, students must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.

2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution, as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0-grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher-grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for the relevance of undergraduate preparation for graduate education in psychology.

3. Applicants must have completed the following coursework from an accredited institution.
   - One semester of general biology
   - One semester of behavioral statistics
   - One semester of general psychology
   - One semester of developmental psychology

4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.

5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in applied psychology, career goals, and reasons for seeking admission to the PsyD program.

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

each application received and the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies. To be guaranteed timely consideration for acceptance into the Doctor of Psychology program, all the above materials must be submitted no later than February 15. Applicants should submit their application materials as early in the application cycle as they can assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission, contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission. To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284.

Course Repetition

Progression policies in the PsyD program will comply with the FMU catalog for graduate programs. For a student to successfully progress through the PsyD program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Students may retake one course. Practica coursework may not be retaken.

Requirements for the Doctor of Psychology Degree

To receive a Doctor of Psychology (PsyD) from FMU, a candidate must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes 600 practica hours and a 2000-hour internship.
- Complete the PsyD program of study.
- Achieve a 3.0 overall grade point average for all graduate courses.
- Make an application for graduation at the beginning of the semester in which the last course will be taken.

Course Requirements
Basic Core
Courses……………………………………………………………………………..15 hours

 PSY 602 Biological Basis of Behavior

 PSY 605 Personality and Social Psychology

 PSY 632 Quantitative Psychology

 PSY 634 Developmental Psychology

 PSY 635 Learning and Cognition

Applied Core Courses…………………………………………………………………………………..45 hours

EDU 637 Foundations of Literacy
PSY 501 Principles of Applied Behavior Analysis
PSY 502 Research Methods in Applied Behavior Analysis
PSY 503 Ethics and Professional Practice in Applied Behavior Analysis
PSY 504 Contemporary Topics and Applications of Applied Behavior Analysis
PSY 505 Theoretical and Conceptual Foundations of Behavior Analysis
PSY 574 Advanced Applications of Applied Behavior Analysis
PSY 601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities
PSY 615 Child/Adolescent Psychopathology

PSY 620 Psychopathology
PSY 715 Pediatric Health Psychology
PSY 725 Integrated Behavioral Health Psychology
PSY 735 Advanced Integrated Behavioral Health Psychology
PSY 740 Training & Supervision: The Expanding Role of Health Service Psychologists
PSY 750 History and Systems in Psychology

Applied Specialty Courses…………………………………………………………………70 hours

PSY 600A Professional Psychology Practicum

PSY 600B Practicum: Assessment

PSY 600C Practicum: Intervention/Consultation

PSY 700B Advanced Practicum: Assessment

PSY 700C Advanced Practicum: Consultation/Intervention

PSY 700E Integrated Pre-Internship Practicum

PSY 604 Behavioral Assessment and Intervention

PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing

PSY 610 Interviewing, Observation, and Case Formulation

PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders

PSY 631 Psychological Assessment: Personality and Psychopathology

PSY 633 Group Counseling and Psychotherapy

PSY 636 Individual Counseling and Psychotherapy

PSY 639 Career and Lifestyle Counseling: Theory and Practice

PSY 643 Couple and Family Therapy

PSY 644 Substance Abuse Counseling

PSY 646 Advanced Topics in Assessment and Diagnosis

PSY 649 Psychological Consultation

PSY 650 Foundations of Psychology: Ethical and Legal issues

PSY 674 Academic Assessment and Intervention: Literacy

PSY 703 Counseling for Social Justice and Diversity

PSY 714 Child/Adolescent Counseling and Therapy

PSY 759 Prevention, Intervention, and Crisis Programs

PSY 774 Academic Assessment and Intervention: Numeracy
PSY 798F Capstone Project
PSY 798S Capstone Project
PSY 799F Internship
PSY 799S Internship

C. ADD on page 214 in numerical order among current course descriptions

PSY 715 Pediatric Health Psychology (3)
This course aims to (1) Increase students' knowledge in a broad range of pediatric/child health psychology topics; (2) Delineate the types of psychological services provided by pediatric psychologists; (3) Promote a critical understanding of the pediatric psychology literature; (4) Understand the competencies expected of pediatric psychologists at different levels of professional development; (5) Foster an awareness of the critical issues (both research and clinical) in the field of pediatric psychology; and (6) Increase awareness of research methods and design commonly utilized in pediatric psychology settings.

PSY 725 Integrated Behavioral Health Psychology (3)
This course focuses on contemporary cross-cutting issues in the practice of integrated behavioral health in primary care. Specifically, this course emphasizes the parameters of what constitutes primary care behavioral health consultation. Issues relating to the role of the integrated primary care behavioral health consultant and the types of services that are provided in a primary care setting are defined and examined.

PSY 735 Advanced Integrated Behavioral Health Psychology (3)
This course will address the importance of understanding the primary care context (within the Primary Care Behavioral Health Consultation Model) in the treatment of behavioral and chronic health conditions and the role of psychoeducational programs in the primary care setting. Demonstration and practice of specific behavioral interventions for behavioral and chronic health conditions will be addressed as they relate to the Behavioral Health Consultant role in helping patients manage overall health more effectively.

PSY 740 Training & Supervision: The Expanding Role of Health Service Psychologists (3) The professional roles of psychologists are ever-expanding and today's clinical psychologists must be prepared to assume multiple roles throughout ones career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

PSY 750 History and Systems in Psychology (3) An overview of the history and systems of psychology are provided with an emphasis on exploring the roots of modern psychological thought and methodology. These roots will be traced from their origins in philosophy and the natural sciences through the early schools of psychology and into its

RATIONALE B-C:
The program is interprofessional and includes health, education, and psychology. The Doctor of Psychology program will consist of all the requirements of the current MSAP programs and an additional year of coursework, advanced practica experience, an internship, and a capstone project.

The program already builds upon the success of the FMU graduate psychology programs. The FMU graduate psychology programs provide both breadth and depth of professional training in a theoretically integrated, research-based learning environment. The program prepares ethical practitioners, scientists, and scholars who are life-long learners committed to enhancing the well-being of youth, their families, and the systems they serve. The Program achieves this by engaging in scholarly activities that advance the fields of clinical and school psychology, maintaining a modern curriculum that employs multiculturalism and diversity, examining emerging trends in the profession, conducting continuous outcomes assessments for program improvement, and providing support to our graduates.

The proposed program and coursework is based on the *Accreditation Domains and Standards* of the American Psychological Association, the *Model for Comprehensive and Integrated School Psychological Services* endorsed by the National Association of School Psychologists (NASP), and the *Association for Behavior Analysis International.*

Highlights
- **Benefits for FMU**
  - Reduce the number of accrediting agencies that need to be involved (from 4 to 1)
    - ABAI verifies our course sequence
    - NASP will accept APA accreditation
    - No longer need CAEP or CAMMP accreditation
  - SC DOE accepts APA accreditation above CAEP for initial licensure and certification of school psychologists.
  - Reduce the number of coordinators (from 3 to 1)
    - ABAI will accept APA coordinator
    - NASP will accept the APA coordinator
    - CAEP/CAMMP will be obsolete thus no clinical coordinator will be needed
  - Increases the number of faculty to teach in undergraduate courses by reducing the number of faculty required to teach practica
  - Reduces need for adjuncts
  - Increases tuition revenue by keeping the students here for two extra years
  - Increases the allowable faculty to student ratio from 1:8 to 1:14, which increases the number of students who could attend, which increases tuition revenue

- **Community**
  - Address the expected shortage in SC of 1,170 FTEs[1]
  - Increases the number of terminal degrees in the area that can see clients independently (without the supervision of a doctoral psychologist)
  - Increases the number of clinicians who would be available to supervise students in the community
  - Increases the number of clinicians who would see veterans and certain other insurance types (currently, only graduates from CACREP accredited programs can bill TriCare and see veterans).
  - Increases the number of students who would work in our downtown Behavioral Health Clinic as they would complete two-year-long practica in that clinic
  - As one of the year-long practica would be in our Counseling and Testing Center, it would reduce the number of paid counselors needed\
  - Community partnerships would be established where students would complete internships in the Pee Dee Area, thus increasing the accessibility of mental health services (e.g., Pee Dee Mental Health, Hope Health, McLeod Hospital, Medical University of South Carolina, Florence County Schools, Darlington County Schools, etc.)
- **Students**
  - Increases student/graduate employment opportunities
  - Students will have reciprocity for licensure with other states (currently, several states, such as NC and IN, no longer recognize the Masters as the entry-level into the field)
  - Students graduating from our program would be eligible to work in hospital settings
  - Students would be able to bill insurance companies and Medicaid (currently on graduates from CACREP accredited programs can bill TriCare and see veterans)
  - Increases financial mobility for students
  - Reduces need to move out of state for a terminal doctorate (only USC has a doctorate in psychology)
  - Allows graduates to complete psychological assessments independently (without the oversight of a doctoral-level psychologist)

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[1] HRSA Health Workforce (2018). State-Level Projects of Supply and Demand for Health Occupations: 2016-2030. Retrieved from
https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/state-level-estimates-report-2018.pdf.