

AGENDA
GENERAL FACULTY MEETING
February 21, 2023

- I. Call to Order**
- II. Approval of minutes from the November 15 meeting**
- III. Elections**
 - a. Chair of the Faculty**
 - b. Faculty Senate at-large seat**
- IV. Report from the Executive Committee**
- V. Report from the Faculty Senate** (*See the attachment for complete proposals. See the appendix for supporting materials*).
 - 1. Proposal from the School of Education**
 - A. Modify –Requirements for admission to the professional education program
 - B. Delete – Web-link for South Carolina Department of Education
 - C. Modify – EDUC courses that can be taken without admission to the professional education program
 - D. Modify – Requirements for advancement from pre-Education to Education program
 - E. Modify – Minor in Education requirements
 - F. Modify – Modify language for clarification of “student teaching block” courses
 - G. Modify – Modify language to Director of Student Teaching
 - H. Modify – Teaching Checkpoint II requirements.
 - I. Modify – Teaching Checkpoint II requirements.
 - J. Modify – Teaching Checkpoint III requirements.
 - K. Modify – Teaching Checkpoint III requirements.
 - L. Modify – Teaching Checkpoint III requirements.
 - M. Delete – Teaching Checkpoint III requirements.
 - 2. Proposal from the Department of Fine Arts: Theatre Program**
 - A. Add – Clarifying language to Major description
 - B. Add – THEA 204
 - C. Add – THEA 304
 - D. Modify – THEA 201
 - E. Modify – THEA 402
 - F. Modify – THEA 405
 - G. Modify – Theatre arts major language
 - H. Modify – Theatre arts specialty track requirements

3. Proposal from the Department of Fine Arts: Visual Arts Program

- A. Modify – Teacher licensure option in art education

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

- A. Modify – Prerequisites for FNCH 101, 201, 202, 203, and 210
- B. Modify – Prerequisites for SPAN 101, 201, 202, 203, 210, and 220
- C. Add – MOLA 100
- D. Add – Modern Languages MOLA black banner and description
- E. Add – Modern Languages courses (MOLA) gray banner
- F. Modify – General Education Humanities requirements
- G. Modify – General Education Humanities/Social Science Electives
- H. Modify – General Education Foreign Language requirements
- I. Modify – General Education Foreign Language requirements (hours)
- J. Modify – Hour total for General Education Program, B.A.
- K. Modify – Language in Modern Languages, French Track Major, Minor, and Collateral descriptions
- L. Modify – Language in Modern Languages, Spanish Track Major, Minor, and Collateral descriptions
- M. Delete – FNCH 202
- N. Delete – SPAN 202
- O. Modify – 4 year plan for French
- P. Modify – 4 year plan for Spanish

5. Proposal from the Department of Political Science & Geography

- A. Add – POLI 346
- B. Add – POLI 347
- C. Delete – POLI 330 and POLI 331
- D. Modify – Political Science Criminal Justice Track courses
- E. Modify – Political Science Criminal Justice Track course requirements

6. Proposal for the Department of History

- A. Add – HIST 333
- B. Add – HIST 333 to Major in History requirements, section 1, Group A
- C. Add – HIST 333 to Major in History requirements, section 2, Group A
- D. Add – HIST 333 to History Secondary Education requirements, Group A

7. Proposal from the School of Health Sciences, Occupational Therapy (OT) Program

- A. Modify OTD Program
- B. Delete OT 512
- C. Delete OT 652

- D. Add 505
- E. Modify 502
- F. Modify 651
- G. Modify 500
- H. Modify 501
- I. Modify 503
- J. Modify 510
- K. Modify 514
- L. Modify 515
- M. Modify 602
- N. Modify 603
- O. Modify 614
- P. Modify 615
- Q. Modify 700
- R. Modify 701
- S. Modify 750
- T. Modify 751
- U. Modify 752
- V. Modify 610
- W. Modify 611
- X. Modify 612
- Y. Modify 602FW
- Z. Modify 610FW
- AA. Modify 611FW
- BB. Modify 612FW
- CC. Modify 613

8. Proposal from the School of Health Sciences, Department of Nursing

- A. Modify DNP 800
- B. Modify DNP 802
- C. Modify DNP 803
- D. Modify DNP 804
- E. Modify DNP 805
- F. Modify DNP 806
- G. Modify DNP 807
- H. Modify DNP 808
- I. Modify DNP 845
- J. Add DNP 810
- K. Add DNP 811
- L. Add DNP 812
- M. Add DNP 813
- N. Add DNP 814
- O. Add DNP 815

- P. Add DNP 816
- Q. Add DNP 817
- R. Add DNP 818
- S. Delete APRN 501 course
- T. Delete APRN 504 course
- U. Delete APRN 707 course
- V. Modify APRN 505
- W. Modify APRN 507
- X. Modify APRN 603
- Y. Modify APRN 701
- Z. Modify APRN 702
- AA. Modify the credits and Pre/Corequisites for APRN 703
- BB. Modify the credits and Pre/Corequisites for APRN 704
- CC. Modify the credits and Pre/Corequisites for APRN 705
- DD. Modify the credits and Pre/Corequisites for APRN 706
- EE. Modify the credits, title, Pre/Corequisites, and course description for APRN 719
- FF. Modify the credits, title, Pre/Corequisites, and course description for APRN 720
- GG. Modify the credits, title, Pre/Corequisites, and course description for APRN 721
- HH. Add APRN 609
- II. Add APRN 610
- JJ. Add APRN 724
- KK. Delete APRN 722
- LL. Delete APRN 723
- MM. Add APRN 745
- NN. Modify requirements for Master of Science in Nursing Degree/Family Nurse Practitioner
- OO. Modify requirements for Master of Science in Nursing Degree/ Psychiatric-Mental Health Nurse Practitioner
- PP. Modify requirements for Doctor of Nursing (DNP) Practice Degree
- QQ. Modify the clinical hours for APRN 708
- RR. Modify the clinical hours for APRN 709
- SS. Modify the Pre/Corequisites for APRN 710
- TT. Modify requirements for Master of Science in Nursing – Nurse Educator

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the General Faculty Meeting Agenda – February 21, 2023

V. Report from the Faculty Senate

1. Proposal from the School of Education

A. MODIFY from page 151 of the current course catalog the following:

FROM:

SCHOOL OF EDUCATION CONCENTUAL FRAMEWORK:

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECKPOINT I)

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education (SOE) as early as possible. For more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" on the SOE webpage. Please note that a potential for field experience exists for any education course. **A SLED check will be required prior to field placement in a public school setting.**

TO:

SCHOOL OF EDUCATION CONCENTUAL FRAMEWORK:

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECKPOINT I)

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education (SOE) as early as possible. For more information on the School of Education's requirements and procedures, please refer to the "News and Announcements" on the SOE webpage. Please note that a potential for field experience exists for any education course. **A SLED check and Tuberculosis (TB) test will be required prior to field placement in a public school setting.**

Rationale for A:

All school districts in South Carolina require a TB test prior to any field or clinical placement.

B. DELETE from page 151 of the current course catalog the following:

FROM:

MAJOR

Students seeking an Education degree enter as Pre-Education students in one of the six majors (Early Childhood, Elementary, PreK-12Art, Secondary Biology, Secondary History, Secondary English, or Secondary Math). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program. Students who are interested in teaching at the Middle Level are encouraged to major in a Secondary subject area (Biology, History, English, or Math) or Elementary Education and earn the Middle Level add-on certification for the desired Middle Level Education subject (English, Math, Science, Social Studies) outlined by the South Carolina Department of Education <https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certificationregulations/add-on-guidelines/>.

TO:

MAJOR

Students seeking an Education degree enter as Pre-Education students in one of the six majors (Early Childhood, Elementary, PreK-12Art, Secondary Biology, Secondary History, Secondary English, or Secondary Math). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program. Students who are interested in teaching at the Middle Level are encouraged to major in a Secondary subject area (Biology, History, English, or Math) or Elementary Education and earn the Middle Level add-on certification for the desired Middle Level Education subject (English, Math, Science, Social Studies) outlined by the South Carolina Department of Education.

Rationale for B:

The web link is no longer a working link. Elimination of a link will prohibit this from happening in the future. Students can still find the information needed on the South Carolina Department of Education's website.

C. MODIFY from page 151 of the current course catalog the following:

FROM:

Admission to the professional education program is a prerequisite for enrollment in any education course beyond EDUC 192: Early Childhood Education (ECE), Elementary Education (ELE), Middle Level Education (MLE), and Education (EDUC).

TO:

Admission to the professional education program is a prerequisite for enrollment in any education course, as well as any Early Childhood (ECE), Elementary (ELE), and Middle Level (MLE) courses, excluding EDUC 190, 192, 310, 311, 322, 420, 421, 423, 425.

Rationale for C:

As the above courses (EDUC 190, 192, 310, 311, 322, 420, 421, 423, 425) have all been moved to courses that can be taken before acceptance into the Education program, the previous note about courses “beyond EDUC 192” needing program admission is no longer true.

D. **MODIFY** from page 151 of the current course catalog the following:

FROM:

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190 and Education 192 with a grade of C or better.
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 192 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Completion and submission of application for admission with accompanying documents to the School of Education office.
9. Approval by the appropriate program committee.

TO:

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190 and Education 192 with a grade of C or better.

2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading.
4. Completion of at least 45 credit hours.
5. Appropriate dispositions ratings.
6. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
7. Completion and submission of application for admission with accompanying documents to the School of Education office.

Rationale for D:

Removal of redundant language in 3. As field placements are not occurring until program acceptance, 4 is no longer needed from the current requirements. Language in 5 is confusing regarding “semester” hours and should be changed to credit hours. Number 9 is no longer valid as approval is not granted by a program committee. Numbers are changed from removal of Number 4.

E. MODIFY from page 151 of the current course catalog the following:

FROM:

MINOR

A minor in Education requires 18 hours to include the following courses: EDUC 190, 192, 201, 311, 322, and 420.

TO:

MINOR

A minor in Education requires 18 hours to include the following courses: EDUC 190, 192, 201, 420, 421, and 423.

Rationale for E:

The removal of EDUC 311 and 322 from the minor and adding EDUC 421 and 423 serves two purposes. First, it benefits the Education minor student by providing courses that tend to have a lower number of students in the class, making it more available to them. Second, EDUC 311 is a hefty course that requires extensive work in lesson planning, which will not be as useful to the candidate outside of the field of education. EDUC 322 lays the foundation of reading. While this course is important to Education majors, it would be more beneficial for Education minors to understand working with

students with special needs/learning disabilities as they may encounter them in different fields.

F. MODIFY from page 151 of the current course catalog the following:

FROM:

ADMISSION TO STUDENT TEACHING (CHECKPOINT II)

3. Successful completion of ALL education courses with a grade of C or better, except for the Clinical Practice Block of Education 487 (a three-hour course).

TO:

ADMISSION TO STUDENT TEACHING (CHECKPOINT II)

3. Successful completion of ALL education courses with a grade of C or better, except for the Student Teaching Block of Education 487, 490, and 490A.

Rationale for F:

The terminology of “student teaching block” better reflects the 3 courses taken during that semester.

G. MODIFY from page 151 of the current course catalog the following:

FROM:

ADMISSION TO STUDENT TEACHING (CHECKPOINT II)

7. Attendance at a mandatory orientation meeting conducted by the Coordinator of Student Teaching; held the semester prior to Student Teaching. (Dates and times will be posted on the “News and Announcements” webpage.)

TO:

ADMISSION TO STUDENT TEACHING (CHECKPOINT II)

7. Attendance at a mandatory orientation meeting conducted by the Director of Student Teaching; held the semester prior to Student Teaching.

Rationale for G:

The modification utilizes the correct title for the Director of Student Teaching. Also, the meeting style has changed from an all-for-one meeting to individual meetings held during the weeks of advising.

H. MODIFY from page 151-152 of the current course catalog the following:

FROM:

ADMISSION TO STUDENT TEACHING (CHECKPOINT II)

8. All student packets (content of packet is listed on the “News and Announcements” webpage and discussed in the Mandatory Meeting) and PRAXIS II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.

TO:

ADMISSION TO STUDENT TEACHING (CHECKPOINT II)

8. Complete and submit the FMU School of Education Application to Student Teach by the due date outlined in the “News and Announcements” webpage.

9. PRAXIS II and PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.

Rationale for H:

The student teaching packet has become a single document entitled the “FMU School of Education Application to Student Teach.” It is due prior to the Mandatory Meeting with the Director of Student Teaching. As the application is due before PRAXIS II and PLT exams have to be passed, this has been separated to demonstrate this difference.

I. MODIFY from page 152 of the current course catalog the following:

FROM:

9. Complete the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina.

TO:

10. Complete and submit the South Carolina Department of Education (SCDOE) Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina by the deadline set by SCDOE.

Rationale for I:

Teacher candidates planning to student teach must complete the SCDOE Application for Educator License by a deadline set by the SCDOE. The change demonstrates that the application’s due date is set by SCDOE not FMU.

J. MODIFY from page 152 of the current course catalog the following:

FROM:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

1. Successful completion of the FMU Teacher Candidate Work Sample, ADEPT and other LiveText assignments required for student teaching.

TO:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

1. Successful completion of the FMU Student Learning Objective (SLO) project, ADEPT and other LiveText assignments required for student teaching.

Rationale for J:

The SLO project has replaced the FMU Teacher Candidate Work Sample in student teaching to reflect the requirement of an SLO evaluation conducted in PK-12 public schools.

K. MODIFY from page 152 of the current course catalog the following:

FROM:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

2. Positive evaluations by School of Education supervisors.

TO:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

2. Positive evaluations and recommendations by School of Education supervisors and public school personnel.

Rationale for K:

The change reflects that both evaluations are conducted by School of Education supervisors and by public school personnel, such as cooperating teachers. Additionally, both supervisors and cooperating teachers complete recommendations at the conclusion of the student teaching semester.

L. MODIFY from page 152 of the current course catalog the following:

FROM:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

4. Completion of appropriate paperwork for South Carolina licensure and School of Education **completion.**

TO:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

4. Completion of appropriate paperwork for South Carolina licensure and School of Education.

Rationale for L:

The change reflects a removal of a word that is not needed and that makes the sentence awkward.

M. DELETE from page 152 of the current course catalog the following:

FROM:

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECKPOINT III)

5. Positive recommendations from public school personnel.

Rationale for M:

As the modification of #2 on page 152 adds the recommendation of public school personnel, this becomes redundant.

2. Proposal from the Department of Fine Arts: Theatre Program

A. ADD, on **APPROX.** page 99 of the current catalog, under PERFORMING ARTS

MAJOR

A major in Performing Arts requires that a student pursue a B.S. or a B.A. with one of five tracks (Music Industry Business, Music Industry Performance, Music Industry Technology, Theatre Design/Technology, Theatre Performance). A B.A. is recommended for students in a Performance Track. A B.S. is recommended for students in a

Technology Track. Students in the two theatre tracks (Theatre Design/Technology, Theatre Performance) receive an education equivalent to a B.A. or B.S. in theatre.

Rationale for A:

This language clarifies the content of our degree to satisfy requirement for our accreditation with NAST.

B. ADD, on **APPROX.** page 103 of the current catalog, under THEATRE COURSES (THEA)

204 Principles of Design (3) Introduces students to the elements and principles of design as tools for creating a visual language and applying them to production design. Elements of design to be covered include line, mass and proportion, color, value, texture, space, and composition. Assignments will include smaller and larger scale projects related to the basic design elements and artistic techniques, culminating in a final production design. Script analysis as it relates to the design process will be explored. Projects will be critiqued by faculty and peers. Students will experience giving and receiving thoughtful and constructive criticism.

Rationale for B:

This course focuses on design basics for all areas of theatre and will serve as a prerequisite for other design courses.

C. ADD, on **APPROX.** page 103 of the current catalog, under THEATRE COURSES (THEA)

304 Drafting and Rendering (3) A project-based class focused on developing the skills and techniques used in drafting and rendering for the stage.

Rationale for C:

This course will serve as a theatre elective.

D. MODIFY, on **APPROX.** page 103 of the current catalog, under THEATRE COURSES (THEA)

FROM:

201 Theatrical Makeup (3) S. Analysis and study of makeup materials and the art of makeup application, including the basic procedures and techniques of creating a character-based makeup design.

TO:

201 Theatrical Makeup (1) S. Analysis and study of makeup materials and the art of makeup application, including the basic procedures and techniques of creating a character-based makeup design.

Rationale for D:

This course has traditionally included design aspects as well as practical application. The design aspects will be covered in the new THEA 204: Principles of Design and this reduced hour course will only focus on application.

E. MODIFY, on **APPROX.** page 103 of the current catalog, under THEATRE COURSES (THEA)

FROM:

402 Lighting and Sound Design (3) (Prerequisite: 202) AF. Analysis and application of current procedures and practices in the execution of lighting and/or sound designs for the stage.

TO:

402 Lighting Design (3) (Prerequisite: 202) AF. Analysis and application of current procedures and practices in the execution of lighting designs for the stage.

Rationale for E:

This course will now focus on lighting design and a separate course will be developed with Music Industry faculty to cover sound design.

F. MODIFY, on **APPROX.** page 103 of the current catalog, under THEATRE COURSES (THEA)

FROM:

405 Acting IV (2) (Prerequisite: 305) AS. Emphasis on the practical application of Stanislavski's principles of psycho-technique and their subsequent interpretations.

TO:

405 Advanced Acting (2) (Prerequisite: 205) AS. Emphasis on the practical application of Stanislavski's principles of psycho-technique and their subsequent interpretations.

Rationale for F:

We are planning to phase out THEA 305: Acting III. Four acting classes is a bit more than would usually be found in even a B.F.A. program.

G. MODIFY, on **APPROX.** page 102 of the current catalog, under THEATRE ARTS

FROM:

The Department of Fine Arts offers a major in performance arts with specialties in theatre performance (acting and directing) or theatre design/ technology (scenery, lighting, costuming, and stagecraft). The department seeks to prepare students for graduate studies in the major theatre, for entering professional training programs, or for entering professions that require creative thinking and artistic expression. Students may also earn either a minor or a collateral in theatre. The education students participate in leads to the development of life skills of self-discipline, personal responsibility, and organization; and the ability to communicate effectively and work cooperatively is fostered in the program. The program educates the student body at large and serves the community through quality performances that exhibit student and faculty artistic work and function as a laboratory for applying skills learned in the classroom and studio.

TO:

Students studying Theatre Performance or Theatre Design/Technology receive an education equivalent to a B.A. or B.S. in theatre. The department seeks to prepare students for graduate studies in theatre, for entering professional training programs, or for entering professions that require creative thinking and artistic expression. Students may also earn either a minor or a collateral in theatre. The education students participate in leads to the development of life skills of self-discipline, personal responsibility, and organization; and the ability to communicate effectively and work cooperatively is fostered in the program. The program educates the student body at large and serves the community through quality performances that exhibit student and faculty artistic work and function as a laboratory for applying skills learned in the classroom and studio.

Rationale for G:

This language clarifies the content of our degree to satisfy requirement for our accreditation with NAST.

H. MODIFY, on **APPROX.** page 103 of the current catalog, under THEATRE ARTS

FROM:

SPECIALTY TRACKS IN THEATRE ARTS

A major in Performing Arts with a degree ~~in~~ a theatre arts specialty track requires the following:

1. Theatre 210 (~~four~~ one-semester hour courses), 200 or 203, ~~201~~, 202, 209, 291, 301, 320, 321
2. ~~Nine semester hours selected from English 352, 361, 365, and 372~~
3. Twelve semester hours from one specialty area
 - a) Design specialty: Theatre 302, 303, 402, ~~and either 309 or three semester hours from the performance specialty~~
 - b) Performance specialty: Theatre 205, ~~305~~, 401, 405, and either Speech Communication 203, ~~Theatre 497~~, or three semester hours from the design specialty
4. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser

Theatre Arts students must enroll in ~~English 365~~ to fulfill the literature requirement of the Humanities section of the General Education Requirements.

~~The number of semester~~ hours required in major courses for a major in Performing Arts with a degree in a theatre arts specialty track is ~~40~~. The minimum number of semester hours in all courses (major and non-major) required for the major in Performing Arts with a degree in a theatre arts specialty track is 120.

MINOR

A minor in theatre requires 18 semester hours selected from theatre courses above the 199 level, Speech Communication 203, or one course chosen from English 352, 361, or 365. Credit cannot be given for both Theatre 200 and 203.

COLLATERAL

A collateral in theatre requires 12 semester hours selected from theatre courses above the 199 level and/or Speech Communication 203. Credit cannot be given for both Theatre 200 and 203.

TO:

SPECIALTY TRACKS IN THEATRE ARTS

A major in Performing Arts with a degree **with** a theatre arts specialty track requires the following:

1. Theatre 210 (**three** one-semester hour courses), 200 or **203, 202**, 204, 209, 291, 301, 320, 321, **and English 361**
2. **Three semester hours above the 299 level in any English literature or creative writing course approved by the theatre advisor**
3. Twelve semester hours from one specialty area
 - a) Design specialty: Theatre 302, 303, 402, and either **304**, 309, **397** or three semester hours from the performance specialty
 - b) Performance specialty: Theatre **201**, 205, **305**, 401, 405, and either Speech Communication 203, Theatre **397 or** 497, or three semester hours from the design specialty
4. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser

Theatre Arts students must enroll in English **361** to fulfill the literature requirement of the Humanities section of the General Education Requirements.

The **minimum** number of semester hours required in major courses for a major in Performing Arts with a degree in a theatre arts specialty track is **39**. The minimum number of semester hours in all courses (major and non-major) required for the major in Performing Arts with a degree in a theatre arts specialty track is 120.

MINOR

A minor in theatre requires 18 semester hours selected from theatre courses above the 199 level, Speech Communication 203, or one course chosen from English 352, 361, or 365. Credit cannot be given for both Theatre 200 and 203.

COLLATERAL

A collateral in theatre requires 12 semester hours selected from theatre courses above the 199 level and/or Speech Communication 203. Credit cannot be given for both Theatre 200 and 203.

Rationale for H:

This reduces the total number of hours in theatre slightly, as we currently require more than 120 hours to graduate. It also adds in the new and changed courses. Also, as some of the previously suggested English courses are no longer offered, we have simplified those requirements.

3. Proposal from the Department of Fine Arts: Visual Arts Program

A. **MODIFY**, on **APPROX.** page 104 under TEACHER LICENSURE OPTION IN ART EDUCATION

FROM:

Coordinator: Dr. Howard J. Frye

~~*This program will go into effect in Fall 2020 contingent upon the approval of CHE.~~

TO:

Coordinator: Dr. Eunjung Chang

Students in the art education program receive an education equivalent to a B.A. or B.S. in Art Education.

Rationale for A:

This language clarifies the content of our degree to satisfy requirement for our accreditation with NASAD.

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

A. **MODIFY** on page 92 of the current Catalogue, FRENCH COURSES (FNCH) Prerequisites for French 101, 201, 202, 203, and 210

FROM:

(Prerequisite: 101 with a grade of C or higher or equivalent)*

TO:

(Prerequisite: 101 or the equivalent)*

Rationale for A:

A passing grade is a D. This requirement has been hindering some students from moving on to the next level or even completing the Gen Ed requirements for the B.A. The reason is not that the students have not learned the language, but rather because of the heavy emphasis on homework.

B. **MODIFY** on pages 93 and 94 of the current Catalogue, SPANISH COURSES (SPAN) Prerequisites for Spanish 101, 201, 202, 203, 210, and 220

FROM:

(Prerequisite: 101 with a grade of C or higher or equivalent)*

TO:

(Prerequisite: 101 or the equivalent)*

Rationale for B:

A passing grade is a D. This requirement has been hindering some students from moving on to the next level or even completing the Gen Ed requirements for the B.A. The reason is not that the students have not learned the language, but rather because of the heavy emphasis on homework.

C. ADD: on page 92 of the current Catalogue, under the new banner for Modern Languages Courses

100 Introduction to Culture and Language (3) Introduction to the Spanish/French language and cultures to prepare students for the study of language. An interdisciplinary approach provides students with basic cultural competency related to various fields of study. Taught in English. Instruction may include an experiential learning component.

Rationale for C:

This introductory class will be in the Gen Ed sequence. It can be taken at the same time as the two required language classes or independently. This class teaches students the content and experience of Spanish/French cultures from around the world and exposes them to the languages in cultural context.

D. ADD: on page 92 of the current Catalogue, a Modern Languages banner, white lettering on a black background, and the descriptive text. This banner is placed after “**BLOCK NINE: CAPSTONE**” and before “**MODERN LANGUAGES, FRENCH TRACK**”.

MODERN LANGUAGES

Modern Languages courses serve both the French and Spanish tracks, and are taught in English and may include experiential learning components. MOLA 100 is required for all Bachelor of Arts degrees.

Rationale for D:

The new banner accommodates the new Modern Languages courses, starting with MOLA 100. “MOLA” will be the four letter designation for these courses. MOLA courses are taught in English, support both the French and Spanish tracks, and usually have experiential learning components. More MOLA courses are being developed.

- E. **ADD:** on page 92 of the current Catalogue, a Modern Languages Courses banner, white lettering on a grey background, immediately after the new banner and descriptive text.

MODERN LANGUAGES COURSES (MOLA)

RATIONALE:

This new banner organizes the new Modern Languages courses and follows the established style for the current Catalogue.

- F. **MODIFY** on pg. 60 of the current catalog, the courses listed under General Education Requirement Humanities

FROM:

3. Humanities

d. African and African American Studies 200, Art, Gender Studies 200, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269

TO:

3. Humanities

d. African and African American Studies 200, Art, Gender Studies 200, History, Literature (any language), **Modern Languages 100**, Music, Philosophy and Religious Studies, Theatre, or Honors 260-269

Rationale for F:

Because Modern Languages 100 will be teaching French/Spanish culture and some language, the Modern Language Program believes that this class fits with the General Education Electives under the BS requirements and should be added as an option for students.

- G. **MODIFY** on pg. 60 of the current catalog, the courses listed under General Education Requirement Humanities/Social Science Elective

FROM:

African and African American Studies 200, Anthropology, Art, Economics, Gender Studies 200, Geography, History, Literature (any language), Music, Philosophy and Religious Studies,

Political Science, Psychology, Sociology, Theatre, or Honors 250-279

TO:

African and African American Studies 200, Anthropology, Art, Economics, Gender Studies 200, Geography, History, Literature (any language), Modern Languages 100, Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279

Rationale for G:

Because Modern Languages 100 will be teaching French/Spanish culture and some language, the Modern Language Program believes that this class fits with the General Education Electives under the BS requirements and should be added as an option for students.

H. MODIFY on pg. 59 of the current catalog, the General Education Requirement for Foreign Language, courses (from a four course sequence to a three course sequence)

FROM:

FOREIGN LANGUAGE

Completion of a course in a foreign language numbered 202 is required for the Bachelor of Arts degree.

TO:

FOREIGN LANGUAGE

Completion of a course in a foreign language numbered 102 is required for the Bachelor of Arts degree.

Rationale for H:

The Modern Language Program proposes to change the General Education requirement for students. Students pursuing the B.A. will no longer complete 4 semesters (up to level 202). Instead, students will take two semesters of language in sequence and Modern Languages 100, a culture course. The Modern Language 100 class can be taken at the same time as French or Spanish language courses. Four language courses in sequence is no longer the standard for B.A. degrees in our region.

I. MODIFY on pg. 60 of the current catalog, the General Education Requirement for Foreign Language, hours

FROM:

1. Communications

9 hours

24 hours

c. Foreign Language (B.A. requires completion of a 202 level course) 0 12

TO:

1. Communications 9 hours 18 hours
c. Foreign Language (B.A. requires completion of MOLA 100 and a 102-level foreign language course) 0 9

Rationale for I:

Based on the previous rationale and the 2+1 model (2 language courses plus one culture course), this modification changes the relevant hours and requirements.

J. MODIFY on page 60 of the current catalog, the hour total for the General Education Program, B.A. (in the gray box)

FROM:

Total Semester Hours for the General Education Program 48 hours 59 Hours

TO:

Total Semester Hours for the General Education Program 48 hours 56 Hours

Rationale for J:

This modification reflects the total change in General Education hours based on the previous proposal items.

K. MODIFY on page 92 under “MODERN LANGUAGES, FRENCH TRACK” the requirement descriptions

FROM:

MAJOR

1. Twenty-four hours above the 199 level, including French 301, 302, 401, and 402

TO:

1. Twenty-four hours, including French 301, 302, 401, and 402

FROM:

MINOR

A minor in French requires 18 semester hours above the 199 level.

TO:

MINOR

A minor in French requires 18 semester hours.

FROM:

COLLATERAL

A collateral in French requires 12 semester hours ~~above the 199 level~~.

TO:

COLLATERAL

A collateral in French requires 12 semester hours.

Rationale for K:

These deletions reflect the existing fact that the major, minor, and collateral in French already start with 101.

L. **MODIFY** on page 93 under “MODERN LANGUAGES, SPANISH TRACK” the requirement descriptions

FROM:

MAJOR

1. Twenty-seven hours ~~above the 199 level~~, including Spanish 301 and 302

TO:

MAJOR

1. Twenty-seven hours, including Spanish 301 and 302

FROM:

MINOR

A minor in Spanish requires 18 semester hours ~~above the 199 level~~.

TO:

MINOR

A minor in Spanish requires 18 semester hours.

FROM:

COLLATERAL

A collateral in Spanish requires 12 semester hours ~~above the 199 level~~.

TO:

COLLATERAL

A collateral in Spanish requires 12 semester hours.

Rationale for L:

These deletions reflect the existing fact that the major, minor, and collateral in Spanish already start with 101.

M. **DELETE** on page 92 under “MODERN LANGUAGES, FRENCH TRACK”

FROM:

202 Intermediate French II (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent)* A comprehensive review of linguistic structures and content examined in previous semesters. Reading and discussion of a variety of cultural and literary texts. Includes use of technology to increase exposure to the target language and cultures.

Rationale for M:

Modern Languages is shifting to a three-course sequence (MOLA 100 plus 101, and 102). This review course is no longer necessary, and the review done in the course can be covered in other language and literature courses.

N. **DELETE** on page 93 under “MODERN LANGUAGES, SPANISH TRACK”

FROM:

202 Intermediate Spanish II (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent)* A comprehensive review of linguistic structures and content examined in previous semesters. Reading and discussion of a variety of cultural and literary texts. Includes use of technology to increase exposure to the target language and cultures.

Rationale for N:

Modern Languages is shifting to a three-course sequence. This review course is no longer necessary, and other language and literature courses will do the work of this review.

- O. MODIFY** on page 97 of the current catalog, the four-year plan for French, for the Spring semester of the Freshman year (first box from the top, right column)

FROM:

Spring

Course	Sem. Hrs
English 102	3
Mathematics	3
Political Science 101 or 103	3
French 402	3
Social Science	3
Total Credits	15

TO:

Spring

Course	Sem. Hrs
English 102	3
Mathematics	3
Political Science 101 or 103	3
French Elective	3
Social Science	3
Total Credits	15

Rationale for O:

This modification reflects the deletion of French 202 and the reduction of the language sequence from four to three courses. The extra three hours are given to the student.

- P. MODIFY** on page 98 of the current catalog, the four-year plan for Spanish, for the Spring semester of the Freshman year (first box from the top, right column)

FROM:

Spring

Course	Sem. Hrs
English 102	3
Mathematics	3
Political Science 101 or 103	3

Spanish 402	3
Social Science	3
Total Credits	15

TO:

Spring

Course	Sem. Hrs
English 102	3
Mathematics	3
Political Science 101 or 103	3
Spanish Elective	3
Social Science	3
Total Credits	15

Rationale for P:

This modification reflects the deletion of French 202 and the reduction of the language sequence from four to three courses. The extra three hours are given to the student.

5. Proposal from the Department of Political Science & Geography

- A. **ADD** new course under the list of political science courses on page 132 of the 2022-2023 Catalog.

POLI 346: Criminal Justice and Public Policy (3) (Prerequisite: 101 or 103) Introduces students to the creation, implementation, and analysis of criminal justice policies. Special attention is given to public policy issues related to law enforcement, criminal courts, and corrections.

- B. **ADD** new course under the list of political science courses on page 132 of the 2022-2023 Catalog.

POLI 347: Politics of Crime and Justice (3) (Prerequisite: 101 or 103) Explores the idea of “criminal justice” and the “criminal justice system” as elements of the overall political system. Focus is given to political phenomena related to crime, policing, rehabilitation, and justice.

Rationale for A and B: These two courses are being proposed to replace POLI 330 and POLI 331 in the Department’s Criminal Justice Track curriculum. This is in an effort to do two things: (1) Modernize the department’s criminal justice offerings and to therefore provide a competitive educational experience for undergraduate criminal justice majors;

(2) Shift some focus of the curriculum from a predominantly public administration angle to one that is more directly focused on public policy and political institutions.

C. **DELETE** 2 courses from page 132 of the 2022-2023 catalog

POLI 330 Perspectives on Policing (3) (Prerequisite 101 or 103) Examination of the legal, ethical, and administrative dilemmas which confront law enforcement professionals.

POLI 331 (3) (Prerequisite 101 or 103) Administration of Justice: Focus on organization, management, and community relations in the criminal justice system.

Rationale for C: The courses in proposals A and B represent direct replacements in the curriculum for the courses in proposal C.

D. **MODIFY** political science criminal justice track on pages 129-130 to reflect the substitution of these courses for the deleted courses.

FROM:

2. Eighteen hours of criminal justice coursework distributed as follows:

Six hours of core courses:

Political Science 230 (Introduction to Criminal Justice)
Sociology 341 (Criminology)

Nine hours of political science selected from:

Political Science 322 (Civil Rights and Civil Liberties)
Political Science 323 (Rights of the Accused)

Political Science 330 (Perspectives on Policing)
Political Science 331 (Administration of Justice)

TO:

2. Eighteen hours of criminal justice coursework distributed as follows:

Six hours of core courses:

Political Science 230 (Introduction to Criminal Justice)
Sociology 341 (Criminology)

Nine hours of political science selected from:

Political Science 322 (Civil Rights and Civil Liberties)
Political Science 323 (Rights of the Accused)

Political Science 346 (Criminal Justice and Public Policy)
Political Science 347 (The Politics of Crime and Justice)

Rationale for D:

The rationale for this change is to integrate the new courses into the existing curriculum, and to place them in the context of other political science and sociology coursework students need to graduate with a BA/BS in Political Science/Criminal Justice Track.

E. Modify: political science criminal justice track requirements on p. 130 to require students take one (3 credit) international affairs course as one of their two courses (6 credit hours) in additional political science coursework.

FROM:

3. Six hours of additional coursework in political science

TO:

3. Six hours of additional coursework in political science, three hours of which must be in Comparative Politics/International Relations

Rationale for E:

This change reflects the goal of modernizing our criminal justice track curriculum. Policing, criminal justice policy, and the politics of crime is increasingly *global* in scope. This requirement on an internationally-focused course will better train future criminal justice practitioners by giving them an entry point for considering international/foreign connections.

6. Proposal from the Department of History

A. ADD on page 110 of the current catalog the following:

333 Victorian England (3) Considers the major political, social, economic, and intellectual movements making up the civilization of Victorian England. Examines Britain's century of power, progress, and respectability from the passage of the Reform Bill of 1832 to the First World War, which brought the Age of Victoria to a close. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Rationale for A:

This course will offer students at Francis Marion University an opportunity to learn about an important period of British history. This course will also help History Secondary Education track students prepare for their Praxis exams.

- B. ADD** on page 107 of the current catalog, under **Major in History** section 1, item c, GROUP A, **add new course HIST 333**

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):

- a. At least three hours below the 199 level
- b. History 299 (which shall normally be taken during the sophomore year)
- c. 24 hours of additional coursework which must include at least one course from each of the following groups*

GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, **333**, 351, 352

GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370

GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316, 317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 406

- d. History 499 (which shall normally be taken during the senior year)

- C. ADD**, on page 107 of the current catalog, under **Major in History** section 2, item c, Group A, **add new course HIST 333**

2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):

- a. At least three hours below the 199 level
- b. History 299 (which shall normally be taken during the sophomore year)
- c. 3 hours each in Groups A and B:

GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, **333**, 339, 351, 352

GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370

- d. HIST 210, 220, 303, 316, 420 (HIST 343 OR ANTH 230 may be taken in place of HIST 303 OR 316)
- e. History 499 (which shall normally be taken during the senior year)

- D. **ADD**, on page 108 of the current catalog, under **History Secondary Education**, History Requirement, Group A, **add new course HIST 333**

HISTORY REQUIREMENT (33 HOURS)

- a. 12 hours at the 100-199 level (including both HIST 101 and 102)
- b. History 299 (to be taken during the sophomore year)
- c. 15 hours of additional coursework, which must include at least one course from

each of the following groups:

GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, **333**, 351, 352

GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370

GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316,

317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 406

- d. History 499 (to be taken during the spring semester of the junior year)

Rationale for B, C, and D:

New course HIST 333 was added to the group A requirements for the Major in History (sections 1 and 2) and to History Secondary Education course options. This change reflects the addition of the course and appropriate sequencing/grouping of the course.

7. Proposal from the School of Health Sciences, Occupational Therapy (OT) Program

- A. **MODIFY** on page 207 of the current catalog, before the Graduate Psychology Program

FROM

OCCUPATIONAL THERAPY DOCTORATE (OTD)

Director: **TBA**

The Francis Marion University (FMU) Occupational Therapy Doctorate (OTD) degree is a graduate program with a curriculum focused on preparing entry level **practitioners in occupational therapy who are competent, ethics and evidence based clinicians, leaders, and advocates.** Curricular themes include the following areas of focus:

- a. **Commitment to *occupation-based practice* which strongly reflects the holistic nature of the profession's history while subscribing to high standards for incorporating emerging approaches**
- b. **Promotion of *client-centered, community-based programming* to address the health disparities in the region**
- c. **Advancement of *health literacy* across diverse populations**
- d. **Application of research through *knowledge translation and evidence-based practice.***
- e. **Utilization of *advanced clinical skills with therapeutic use of self.***

APPLICATION

OTD Admission Criteria:

Applicant must have earned a Bachelor's degree in any field with a cumulative G.P.A. of 3.0 or greater and must submit the following:

1. Graduate Application
2. Official Academic Transcripts from all colleges and universities attended
3. A Copy of a Resume or Curriculum Vitae
4. Three (3) letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program, with one coming from a current supervisor
5. Admissions essay (approximately 500 words) describing the following:
 - a. Area of interest and reason for this area of interest
 - b. A potential clinical issue that warrants an interventional plan
 - c. Relevance of this issue to the current healthcare environment
 - d. Relevance of this issue to the role of the OTD-prepared therapist and the implementation of evidence-based practice.

COURSE REPETITION

Progression policies in the OTD program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the OTD 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 will be allowed to retake one course once due to academic failure.

REQUIREMENTS FOR OCCUPATIONAL THERAPY DOCTORATE (OTD) DEGREE

The curriculum is designed for students who have a bachelor's degree. The following pre-requisite courses will be required:

- 3 credit hours of Introductory Psychology
- 3 credit hours of Human Anatomy
- 3 credit hours of Human Physiology
- 3 credit hours of Statistics

To receive an Occupational Therapy Doctorate degree from FMU, a student must fulfill the following requirements:

- Complete 108 graduate credit hours within the field of study, including Level II fieldwork experiences totaling a minimum of 24 weeks (960 hours) and doctoral capstone experience for a minimum of 14 weeks (560 hours). These clinical experiences must be completed within 18 months of the didactic curriculum.
- Achieve a 3.0 overall grade point average for all graduate courses.

- Make application for graduation at the beginning of the semester in which the last course will be taken.

TO

OCCUPATIONAL THERAPY DOCTORATE (OTD)

Director: **Dr. Rachelle Lydell**

The Francis Marion (FMU) Occupational Therapy Doctorate (OTD) Degree is a graduate program with a curriculum focused on preparing entry level occupational therapy practitioners who are competent, ethical, culturally sensitive, evidence-based advocates, and leaders. The curriculum is centralized on the following themes of practice:

1. Commitment to *culturally effective, occupation-based practice*, which strongly reflects the holistic nature of the profession and the profession's history, while subscribing to a high standard for incorporating emerging approaches;
2. Promotion of *service through client centered, community-based programming* to address the health disparities of populations within the region;
3. *Utilization of advanced clinical skills and proficient, therapeutic use of self*;
4. *Pursuit of the advancement of health literacy* across diverse populations; and
5. *Scholarship and the application of research towards knowledge translation and culturally responsive, evidence-based practice.*

ACCREDITATION STATEMENT

The Entry Level Occupational Therapy Doctoral Program at Francis Marion University is seeking accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The accreditation process is used by ACOTE as a mechanism for ensuring the development of quality programs and providing feedback to new and developing programs, prior to the admission of the first class of students. The program will apply for CANDIDACY STATUS in December of 2023 as the first step in the three-step accreditation process for new programs. For questions about accreditation, you may contact The Accreditation Council for Occupational Therapy Education (ACOTE) via phone at (301) 652-AOTA or visit www.acoteonline.org. ACOTE is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929.

CERTIFICATION/LICENSURE

Graduates will be eligible for certification as a registered and licensed Occupational Therapist (OTR/L) by the National Board for Certification in Occupational Therapy (NBCOT) and state. The Board of Occupational Therapy in the state a graduate seeks to obtain licensure examines and issues licenses to qualified occupational therapists. A felony conviction may affect a graduate's

ability to sit for the national certification exam and attain state licensure. Students with a history of felonies and who are considering entering an occupational therapy educational program can have their background reviewed by NBCOT prior to applying to the program by requesting an Early Determination Review at <https://www.nbcot.org/Students/Services> for a fee of \$225.

VISION STATEMENT

Grounded in the liberal arts tradition, the Occupational Therapy Program strives to provide occupational therapy education of the highest quality, which offers students and faculty opportunities to actively engage in culturally diverse, innovative, collaborative, interdisciplinary, and occupation-based learning activities that serve the needs of the Pee Dee Region, the state, nation, and globally to maximize health, well-being, and quality of life for all individuals, communities, and populations.

MISSION STATEMENT

The mission of the Occupational Therapy Program is to inherently prepare competent, compassionate, and caring occupational therapists that have a sound understanding of ethical, culturally effective, medically relevant, evidence-based care.

We meet this mission by:

1. Offering a breadth and depth of knowledge within the professional curriculum to appreciate the creativeness of the human mind, and develop an awareness of the human and natural environment of the world;
2. Creating diverse, student-centered, internal/external service activities that promote the capacity to pursue a life of learning, understanding, and professional reasoning;
3. Promoting a holistic, client centered perspective within evidence-based practice and through occupational participation;
4. Exploring traditional and emerging areas of practice to develop a deep respect for human values and a strong sense of social/cultural responsibility; and
5. Fostering engagement in collaborative scholarship within the classroom experience and beyond to serve local and global communities and populations.

APPLICATION

OTD Admission Criteria

An applicant must have earned a bachelor's degree in any field, with a cumulative G.P.A. of 3.0 or greater. Admission to the OTD program is open to all applicants regardless of race, disability, color, ethnicity, national origin, religion, gender, age, sex, sexual orientation/expression, marital status, veteran status, or genetic information. All applications to the program must be submitted online through the Occupational Therapy Centralized Application Service (OTCAS) website for consideration. Applications are due February 15th each year. To apply for acceptance into the program, a prospective student must:

1. Have earned a bachelor's degree. The degree achieved must be awarded from a regionally, nationally, or internationally accredited institution with a cumulative average of at least a 3.0, based on a 4.0 grade point scale.
2. Pay the non-refundable OTCAS application fee.
3. Submit the following application materials via the OTCAS website:
 - a. Official transcripts of all undergraduate and graduate work from accredited institutions.
 - b. Three letters of recommendation from former professors and/or professional associates/supervisors who can attest to the academic/clinical potential of the applicant.
 - c. Verification forms for at least 20 hours of observation of occupational therapy services within the last two years.
 - d. Personal statement describing how a personal experience or culmination of personal experiences in your life have shaped your choice to pursue a career in the field of occupational therapy.
 - e. Resume outlining your academic achievements and the professional and personal experiences which illustrate why you will be successful both academically and clinically and what you would bring to the profession.

Completed applications, which are submitted through OTCAS, are reviewed for merit by the Occupational Therapy Admissions Committee. Determination of merit is based upon consideration of all components of the application packet. As part of the pre-admission selection process, successful applicants will be invited on campus for a pre-admission interview. The goal of the pre-admission interview is to observe the applicant in situations with simulated clients so that they may display their unique attributes and potential to be successful students both academically and clinically, and ultimately, in becoming registered occupational therapists. Offers for admission are given to those who show the most promise for successful achievement of the Registered and Licensed Occupational Therapist Certification (OTR/L).

PRE-REQUISITE COURSE REQUIREMENTS FOR PROGRAM ADMISSION

The curriculum is designed for students who have a bachelor's degree. The following courses are a list of the preprofessional course requirements for admission to the doctorate program:

1. At least 9 hours of Psychology (including human/lifespan development and abnormal psychology)
2. At least 8 hours in Biological Sciences (including general biology, human anatomy and physiology)
3. At least 3 credit hours in a stand-alone mathematically based Statistics Course
4. At least 3 credit hours of Introductory Sociology
5. At least 3 credit hours of English Composition
6. At least 1 credit hour of Medical Terminology

All above listed courses must be completed with a minimum grade of a B.

COURSE REPETITION

Progression policies in the OTD program will be in compliance with the FMU catalog for graduate programs. Only a grade lower than B can be raised by repetition

of the course; a re-examination is not permitted. Any course that is repeated must be taken at FMU. A course may be repeated only once due to academic failure. Occupational Therapy Doctoral students may repeat only one course. That one course may be repeated only with written approval from the OTD Program Chair. Only the higher grade of the repeated course will be counted in the calculation of the grade point average. For a student to successfully progress through the OTD program, the student must complete his or her degree within a six-year period, achieve a C or better in all course grades, and maintain a cumulative GPA of 3.0 for all graduate courses.

REQUIREMENTS FOR THE OCCUPATIONAL THERAPY DOCTORATE (OTD) DEGREE

To receive an Occupational Therapy Doctorate Degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within the plan of study with an overall grade point average of 3.0;
- Complete 960 hours of Level II Fieldwork Experiences, totaling a minimum of 24 weeks;
- Complete a 14-week Doctoral Capstone Experience, which totals up to 560 hours of in-depth exposure to a focused area of the occupational therapy profession;
- Complete all fieldwork and capstone experiences within 18 months of the didactic curriculum;
- Complete the core components of the curriculum within a period of 6 years;
- Demonstrate professional behaviors considered acceptable by faculty and fieldwork supervisors and in accordance with regulations of Francis Marion University and the OTD Program; and
- Apply for graduation at the beginning of the semester in which the last course will be taken.

RATIONALE FOR A: This is a request to modify the items which were previously approved by the General Faculty at the Feb. 16, 2021 meeting and add the program to the academic catalog for the 2023/2024 academic year. In adding the academic program and graduate degree options to the catalog, the OTD program will have an officially published document to submit for program accreditation purposes and information to assist with the recruitment of a first cohort of students who will begin in the fall of 2024.

B. DELETE OT 512

OT 512 The Occupational Profile and Person-Environment Assessment (3) This course will introduce evaluation and assessment processes based in varied theoretical approaches utilized in occupational therapy through the lifespan. Interview techniques, observations, non-standardized and standardized assessments, the evaluation of the environment, and the development and analysis of an occupational

profile will be presented. Quantitative and qualitative analysis of data, and the presentation of results that integrates principles of health literacy will be utilized.

RATIONALE FOR B: Including this course in the plan of study is unnecessary and merely adds to the credit load of the overall program. Students will be exposed to evaluation, varied theoretical assessment approaches (including person/environment) and the compilation of the occupational profile in **502 Occupational Science, Assessment, and Analysis**.

The content of **512 The Occupational Profile and Person-Environment Assessment** will be combined with the curricular content of **502 Occupational Science, Assessment, and Analysis**. Specifically, interview techniques, observations, non-standardized and standardized assessments, the evaluation of the environment, the development and analysis of an occupational profile, quantitative and qualitative analysis of data, and the presentation of results that integrate principles of health literacy will be covered and reinforced in their entirety within the didactic curriculum and lab component of **OT 502** to meet accreditation standards.

C. **DELETE** OT 652

OT 652 Health Outcomes Research Applications (3) This course focuses on the analysis, summary, and dissemination of data supporting scholarly research and clinical outcomes. Current practices in health literacy and knowledge translation are applied to the development of professional and clinical presentations and publications.

RATIONALE FOR C: A dedicated course offered in health outcomes research is found within the plan of study of less than 1% of entry level OTD degree programs. The plan of study currently includes **651 Evidence-Based Practice and Research** and many of the learning objectives of this course are similar to the learning objectives of **OT 652**. Including this course in the current plan of study is therefore unnecessary and merely contributes to the overall program credit total. In deleting **OT 652**, the curricular content will be combined with **OT 651** to ensure that all accreditation standards are met.

D. **ADD** OT 505

505 Professional Behaviors and Therapeutic Interaction Skills I (1) This course will address the professional skills needed to be successful in all Level I Fieldwork Experiences under the supervision of various professionals within the local community. Using competency-based approaches, such as mindfulness, self-reflection, and skills training, this course focuses on the development of self-management, organizational, and communication skills to ensure that students are confident in their professional interactions and in the application of clinical skills.

RATIONALE FOR D: The current plan of study includes the course **613 Pre-Fieldwork Clinical Skills**, which focuses on addressing topics which allow students to be successful in their Level II fieldwork experiences when they are supervised by registered occupational therapists in

various clinical settings. Details include, but are not limited to: the further development of professional skills, personal advisement, housing/accommodations, and site-specific requirements, such as background checks and vaccinations.

Similar to **OT 613**, the addition of **505 Professional Behaviors and Therapeutic Interaction Skills I** will address the necessary details to ensure students are successful within settings supervised by various professionals within the local community during their Level I Fieldwork Experiences. In adding this course to the current plan of study, it is expected that a dedicated focus on basic professional behaviors, such as communication skills, self-management and organizational skills, and the application of therapeutic use of self with clients, significant others and co-workers in a student's first semester, will help reduce performance anxiety, increase confidence, and increase the likelihood of students being successful in their subsequent Level I Experiences, Level II Fieldwork Experiences, and their Doctoral Capstone Experience.

E. **MODIFY** OT 502

FROM

502 Occupational Science and Analysis (3) This course will introduce the application of the Occupational Therapy Practice Framework: Domain and Process (OTPF) to persons, groups and population's engagement in meaningful occupations. The examination of occupational time use, balance, client factors, performance skills, performance patterns and contexts will be addressed. Historical and current trends from the occupational science literature will be incorporated.

TO

502 Occupational Science, Assessment, and Analysis (3:2-3) (Prerequisite: 500) This course will introduce the evaluation and assessment processes based in varied theoretical approaches utilized in occupational therapy throughout the lifespan. Historical and current trends from the occupational science literature will be incorporated including the application of the Occupational Therapy Practice Framework: Domain and Process (OTPF) to the engagement of persons, groups, and populations in meaningful occupations. The examination of occupational time use, balance, client factors, performance skills, performance patterns and contexts will be addressed through interview techniques, observations, non-standardized and standardized assessments, the evaluation of the environment, and the development and analysis of the occupational profile. Additionally, quantitative and qualitative analysis of data and the presentation of results integrating the principles of health literacy will be utilized.

RATIONALE FOR E: Deleting **512 The Occupational Profile and Person-Environment Assessment** required its content to be combined with **OT 502** to meet accreditation standards. The original course title and course description was therefore adapted to include descriptions of key concepts and specific word combinations from the deleted course. The lab expectation was added to reflect the nature of the course.

F. **MODIFY** OT 651

FROM

651 Evidence-Based Practice and Research (3) This course presents the quantitative and qualitative approaches to research utilized in the occupational therapy profession. The development of critical analysis skills in such areas as research design, reliability, validity, trustworthiness, ethics, instrument selection, and report writing will be facilitated. The Institutional Review Board process will be included.

TO

651 Evidence-Based Practice, Health Outcome Measurement and Research Applications (3:2-3) This course presents the quantitative and qualitative approaches to research utilized in the Occupational Therapy profession including the critical analysis, summary, and dissemination of data to support scholarly research and clinical outcome measurement. Current practices in health literacy and knowledge translation are applied to the development of professional and clinical presentations and publications so that the development of critical analysis skills in research design, reliability, validity, trustworthiness, ethics, instrument selection, and report writing will be facilitated. Students will also be exposed to the Institutional Review Board Process.

RATIONALE FOR F: In deleting OT 652, the curricular content was combined with OT 651 to ensure that all accreditation standards are met for research and scholarship. The original course title and course description were therefore adapted to include descriptions of key concepts and specific word combinations from the deleted course. The lab expectation was added to reflect the nature of the course.

G. **MODIFY** OT 500

FROM

500 Introduction to Occupations: Basic and Applied (3) This course will introduce foundational elements of occupational science and the professional standards, ethics, practice models, and settings in which occupational therapy may play a role for groups, individuals, or populations. American Occupational Therapy Association policies and documents, the history of the profession, and roles and responsibilities in various contexts.

TO

500 Introduction to Occupational Participation Across the Lifespan: Basic and Applied (3:2-3) This course will introduce foundational elements of occupational science across the lifespan. The history of the profession, professional standards, values, roles and responsibilities in various contexts/settings and current issues where occupational therapy may play a role for groups, individuals, and populations will be examined, emphasizing the American Occupational Therapy Association's policies, official documents, practice models, and ethics.

H. **MODIFY** OT 501

FROM

501 Human Development and Lifespan Occupations (3) In this course, various approaches, including occupational science, will be used to frame the developmental process from birth to death. The role of occupations in impacting this developmental trajectory will be explored.

TO

501 Human Development Across the Lifespan (3) In this course, various approaches, including occupational science, will be used to frame the developmental process from birth to death. The role of occupations in impacting this developmental trajectory will be explored.

I. **MODIFY** OT 503

FROM

503 Conditions Impacting Health and Wellness (3) This course will include content on the risk factors, etiology, characteristics, and prognoses for the conditions most commonly seen by occupational therapists, whether they are developmental or acquired. The primary manifestations of these conditions, as well as their impact on occupational performance and quality of life will be considered in the context of sociocultural, socioeconomic, and lifestyle choices. Epidemiological factors that impact the public health and welfare of populations will also be addressed.

TO

503 Conditions Impacting the Promotion of Health and Well-being (3) This course will include content on the risk factors, etiology, characteristics, and prognoses for the conditions most commonly seen by occupational therapists, whether they are developmental or acquired. The primary manifestations of these conditions, as well as their impact on occupational performance and quality of life will be considered in the context of sociocultural, socioeconomic, and lifestyle choices. Epidemiological factors that impact the public health and welfare of populations will also be addressed.

J. **MODIFY** OT 510

FROM

510 Applications of Clinical Neuroscience (3) This course will cover the structure and function of the central and peripheral nervous systems, and ways in which faulty processing in these systems can impact functional ability. A particular focus on sensory and motor systems, as well as cognitive and emotional processing will be incorporated. Application of content to clinical case studies and the administration of varied neurological assessments is included.

TO

510 Clinical Neuroscience (3:2-3) This course will cover the structure and function of the central and peripheral nervous systems and ways in which faulty processing in these systems can

impact functional ability. A particular focus on sensory and motor systems, as well as cognitive and emotional processing will be incorporated. Application of content to clinical case studies and the administration of varied neurological assessments is included.

K. **MODIFY** OT 514

FROM

514 Leadership and Management in Occupational Therapy (3) This course will explore leadership and management theories and practices across service delivery environments in occupational therapy. The innovation, promotion, development, implementation, and evaluation of therapy services in traditional and emerging areas will be addressed. Personnel and financial resource management, strategic planning, supervision of personnel, and the development of a professional development plan is addressed.

TO

514 Intuitive Leadership, Management, and Advocacy in Occupational Therapy (3) This course will explore intuitive leadership, management theories, and practices across service delivery environments so that students can become more effective mentors, advocates, and facilitators in occupational therapy practice to address societal needs. The innovation, promotion, development, implementation, and evaluation of therapy services in traditional and emerging areas will be addressed. Personnel and financial resource management, strategic planning, supervision of personnel, and the development of a professional development plan is addressed.

L. **MODIFY** OT 515

FROM

515 Technologies and Environmental Adaptations (3) This course will focus on assessment and intervention recommendations for modifications in such areas as seating and positioning, environmental adaptations, community access, and assistive technology. Exploration of funding sources, instruction to caregivers and the promotion of interprofessionalism and health literacy will be included.

TO

515 Assistive Technologies and Environmental Adaptations (3:2-3) This course will focus on assessment and intervention recommendations for modifications in such areas as seating and positioning, environmental adaptations, community access, and assistive technology. Exploration of funding sources, instruction to caregivers and the promotion of interprofessionalism and health literacy will be included.

M. **MODIFY** OT 602

FROM

602 Occupational Justice and Disparities in the Community (3) This course will explore the concepts of health disparity and occupational justice and deprivation from a global, national and local level. Students will analyze ways in which factors such as education, poverty, climate, race, location, and socio-political aspects can be barriers to achieving health, wellness, and the right to pursue meaningful, satisfying, and productive lifestyles. A **Level I** experience is associated with this course.

TO

602 Sociocultural Perspectives in Occupational Therapy Practice (3) This course will explore the contributory role of occupational therapy with populations in situations of social vulnerability. The concepts of health disparity, occupational justice, and deprivation from a global, national, and local level will be discussed. Students will analyze ways in which factors, such as education, poverty, climate, race, culture, location, and socio-political aspects, can be barriers to achieving health, wellness, and the right to pursue meaningful, satisfying, and productive lifestyles. A **service-learning** experience is associated with this course.

N. **MODIFY** OT 603

FROM

603 Mental Health Interventions at Person, Group, and Population Levels (3) This course will examine the evidence-based strategies for guiding group development, facilitation, and outcome strategies. Theoretically guided interventions of psychosocial, behavioral, and interpersonal processes in pediatric and adult populations will be incorporated.

TO

603 Psychosocial Interventions and Applications Across the Lifespan (3:2-3) This course will examine the evidence-based strategies used within a psychosocial setting, including group development, facilitation, and strategies to measure outcomes. Theoretically guided interventions of psychosocial, behavioral, and interpersonal processes across various populations will be incorporated.

O. **MODIFY** OT 614

FROM

614 Academic and Clinical Competencies (1) The course will integrate experiences to apply curriculum content, as well as current resources in the field to synthesize didactic learning as entry level occupational therapists. A series of practice and content examinations designed to help prepare for the NBCOT Examination and the competency exam prior to the doctoral experiential component will be a focus.

TO

614 Academic and Clinical Competencies (2) The course will integrate experiences to apply curriculum content, as well as current resources in the field to synthesize didactic learning as entry level occupational therapists. A series of practice and content examinations designed to help prepare for the NBCOT Examination and the competency exam will be a focus.

P. **MODIFY** OT 615

FROM:

615 Sensory, Neuromotor, and Cognitive Interventions (3) This course will include current approaches to address sensory, neuromotor, and cognitive deficits across the lifespan that are trending in use and most likely to support student performance in Level II Fieldwork. Specific interventions chosen across semesters may be informed by practice in the area, feedback from clinical educators, students, and faculty. Interventions may include both entry level and specialized skills.

TO:

615 Sensory, Neuromotor, and Cognitive Interventions (3:2-3) This course will include current approaches to address sensory, neuromotor, and cognitive deficits across the lifespan that are trending in use and most likely **will** support student performance in Level II Fieldwork. Specific interventions chosen across semesters may be informed by practice in the area, feedback from clinical educators, students, and faculty. Interventions may include both entry level and specialized skills.

Q. **MODIFY** OT 700

FROM

700 Doctoral Capstone Needs Assessment and Systematic Review (2) This course process will facilitate the completion of a systematic review and needs assessment to support a capstone project that aligns with the curriculum design and coincides with **an** experiential component that provides an in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

TO

700 Doctoral Capstone Seminar I: Needs Assessment and Project Development (2) This course process will facilitate the completion of a systematic review and needs assessment to support a capstone project that aligns with the curriculum design and coincides with **the** experiential component that provides an in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

R. **MODIFY** OT 701

FROM

701 Capstone Proposal and Defense Seminar (2) This course assists the student in developing an evidence-based, outcome-oriented capstone proposal that reflects the unique goals of their project and coincides with the curriculum design and needs of the particular setting where the project will be carried out. A capstone proposal defense attended by faculty and external mentors will be a primary outcome of this course.

TO

701 Doctoral Capstone Seminar II: Proposal and Defense (2) (Prerequisite: 700) This course assists the student in developing an evidence-based, outcome-oriented capstone proposal that reflects the unique goals of their project and coincides with the curriculum design and needs of the particular setting where the project will be carried out. A capstone proposal defense attended by faculty and external mentors will be the primary outcome of this course.

S. **MODIFY** OT 750

FROM

750 Program and Curricular Development and Implementation (3) This course will focus on the development of skills to implement a program development and evaluation process in a clinical setting, as well as designing and implementing educational sessions for clinical or academic environments. Skills that support the identification of and competition for funding resources to support services and programming will be developed. The examination of principles of teaching, learning, and instructional design is addressed.

TO

750 Program Development and Instructional Design (3) This course will focus on the development of skills to evaluate a process in a clinical setting and develop and implement a program. Skills that support grant writing and the identification of and competition for funding resources to support services and programming will be developed. Additionally, the skills and principles of teaching, learning, instructional design, instructional methods, and media needed for health professionals teaching in clinical or academic environments will be addressed.

T. **MODIFY** OT 751

FROM

751 Health Models, Public Policy and Advocacy (3) In this course, health models, particularly those addressing population health, global and national issues, will be incorporated. Students will examine the impact of professional, state, and federal public policy and regulation issues on occupational therapy practice. Communication, advocacy, advanced leadership characteristics,

and skilled communication and collaboration will be promoted through course content and activities.

TO

751 Health Models, Public Policy, and Population Health (3) In this course, students will acquire a foundation in health models that address population health, global and national issues to examine the impact of professional, state, and federal healthcare delivery systems, public policy/agencies, organizations, and regulation issues which affect health outcomes and occupational therapy practice. Communication, advocacy, advanced leadership characteristics, and skilled communication and collaboration will be promoted throughout the course. The role of occupational therapy practice in improving the health of populations will also be emphasized.

U. MODIFY OT 752

FROM

752 Advanced Practice: Specialized Knowledge and Skills (3) This course incorporates the development of specialized clinical skills. It requires the synthesis of prior clinical and didactic learning to advance professional insight and initiative to support the advanced scholarly and service provision skills required at the doctoral level. In addition, current and emerging advanced clinical skills required of an occupational therapist to work in the 21st century changing healthcare environment as informed by the experiences seen in the Level II Fieldwork settings will be addressed.

TO

752 Advanced Practice: Specialized Knowledge and Clinical Skills (3) This course incorporates the development of specialized clinical skills. It requires the synthesis of prior clinical and didactic learning to advance professional insight and initiative to support the advanced scholarly and service provision skills required at the doctoral level. In addition, current and emerging advanced clinical skills required of an occupational therapist to work in the 21st century changing healthcare environment, as informed by the experiences seen in the Level II Fieldwork and Capstone Project settings, will be addressed.

RATIONALE FOR G through U: Course titles and descriptions were modified and adapted to ensure transparency in meeting ACOTE standards in the topics pertaining to:

- Outcome Measurement
- Theoretical and Practical Applications of Social Occupational Therapy
- Advocacy
- Principles & Theories of Leadership
- Instructional Design
- OT's Role in the Promotion of Health
- Population Health and the Examination of Healthcare Delivery Systems.

- Advanced Practice

Additionally, the credits, titles, and descriptions of items F through T were modified to better reflect which courses include a lab component and align the content and course description to the curricular threads that speak to the design of the curriculum.

V. **MODIFY** OT 610

FROM:

610 Occupational Therapy Intervention Process: ~~Pediatrics~~ (3) This course presents intervention skills required by the occupational therapist that works in a variety of contexts with pediatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

TO:

610 Occupational Therapy Intervention Process **I** (3) This course presents intervention skills required by the occupational therapist. Students will also be exposed to a variety of contexts and settings which serve pediatric clients. A review of OT's Domain and Process, treatment implementation, referral to others, discontinuation of services, and documentation of services will be emphasized. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience, which exposes students to various contexts and serve clients across the lifespan, are associated with this course.

W. **MODIFY** OT 611

FROM:

611 Occupational Therapy Intervention Process: ~~Adult~~ (3) This course presents intervention skills required by the occupational therapist in a variety of contexts with adult clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

TO:

611 Occupational Therapy Intervention Process **II** (3) This course presents intervention skills required by the occupational therapist. Students will also be exposed to a variety of contexts and settings which serve adult clients. A review of OT's Domain and Process, treatment

implementation, referral to others, discontinuation of services, and documentation of services will be emphasized. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience, which exposes students to various contexts that serve clients across the lifespan, are associated with this course.

X. MODIFY OT 612

FROM:

612 Occupational Therapy Intervention Process: Geriatrics (3) This course presents intervention skills required by the occupational therapist that works in a variety of contexts with geriatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

TO:

612 Occupational Therapy Intervention Process III (3) This course presents intervention skills required by the occupational therapist in a variety of contexts and settings. Students will also be exposed to a variety of contexts and settings which serve geriatric clients. A review of OT's Domain and Process, treatment implementation, referral to others, discontinuation of services, and documentation of services will be emphasized. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience, which exposes students to various contexts that serve clients across the lifespan, are associated with this course.

RATIONALE for V - X: The original titles and descriptions for items U, V and W respectively, specify the exact parameters of the course in its instructional design (practice with a specific population) and method of service-learning instruction (interprofessional learning activities and a Level I Fieldwork Experience). Item U describes exposure to practice with pediatric clients, item V describes exposure to practice with adults, and item W describes exposure to practice with geriatric patients. In specifying a population in the course title and description, a faculty member will be locked into ensuring the exact specifications of the course are met, and therefore the program is accountable to these specifications during the accreditation review. This, however, may be difficult if the appropriate clinical partners are not available at the appropriate time to meet the Level I Fieldwork Experience requirement attached to the course.

The course descriptions were therefore modified so that they emphasize populations across the lifespan so the program and its faculty will be able ensure that the content covered within the didactic curriculum can be supported through the experiential learning activities established with various partners in our local community. By stating that students will also be exposed to a specific population in the course description vs. the course title, the program is still meeting accreditation standards for occupational therapy practice with every age group.

Y. **MODIFY** OT 602FW

FROM:

602FW Level I Fieldwork 1: Groups (1) This fieldwork experience will integrate OT602 course concepts and needs assessment in faculty led group interventions in the regional community. Emphasis will be placed on underserved populations living in the community and/or at-risk populations.

TO:

610FW Level I Fieldwork A (1) (Prerequisite: 503; Corequisite: 610 or permission of the department) This fieldwork experience will integrate course concepts to allow students to observe, conduct a needs assessment, and begin participating in the intervention process with clients experiencing occupational dysfunction. Under the supervision of a credentialed professional or through faculty-led service-learning experiences in the regional community, emphasis will be placed on underserved populations and/or at-risk populations across the lifespan.

RATIONALE FOR Y: This course is the first of four level I fieldwork experiences in which students will complete 2-4 hours of service-learning activities within the local community, for 10-12 weeks. Much like a lab, this course can be considered the experiential learning component attached to **610 Occupational Therapy Intervention Process I**.

The course code, title, and description were therefore modified to be general, transparent, and designed so that the program and its faculty will be able to serve the learning needs of its students and work with the various clinical partners that are available at that time.

Z. **MODIFY** OT 610FW

FROM:

610FW Level I Fieldwork 2 Persons: Pediatrics (1) This fieldwork experience will integrate OT 610 course concepts while students observe and begin to participate in the intervention process with pediatric clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

TO:

611FW Level I Fieldwork B (1) (Prerequisite: 503; Corequisite: 611 or permission of the department) This fieldwork experience will integrate course concepts to allow students to observe, conduct a needs assessment, and begin participating in the intervention process with clients experiencing occupational dysfunction. Under the supervision of a credentialed professional or through faculty-led service-learning activities in the regional community, emphasis will be placed on underserved populations and/or at-risk populations.

RATIONALE FOR Z: This course is the second of four level I fieldwork experiences in which students will complete 2-4 hours of service-learning activities within the local community, for 10-12 weeks. Much like a lab, this course can be considered the experiential learning component attached to **611 Occupational Therapy Intervention Process II.**

The course code, title, and description were therefore modified to be general, transparent, and designed so that the program and its faculty will be able to serve the learning needs of its students and work with the various clinical partners that are available at that time.

AA. **MODIFY** OT 611FW

FROM:

611FW Level I Fieldwork 3: Adult (1) This fieldwork experience will integrate OT 611 course concepts while students observe and begin to participate in the intervention process with adult clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

TO:

612FW Level I Fieldwork C (1) (Prerequisite: 503; Corequisite: 612 or permission of the department) This fieldwork experience will integrate course concepts to allow students to observe, conduct a needs assessment, and begin participating in the intervention process with clients experiencing occupational dysfunction. Under the supervision of a credentialed professional or through faculty-led service-learning activities in the regional community, emphasis will be placed on underserved populations and/or at-risk populations.

RATIONALE FOR AA: This course is the third of four level I fieldwork experiences in which students will complete 2-4 hours of service-learning activities within the local community, for 10-12 weeks. Much like a lab, this course can be considered the experiential learning component attached to **612 Occupational Therapy Intervention Process III.**

The course code, title, and description were therefore modified to be general, transparent, and designed so that the program and its faculty will be able to serve the learning needs of its students and work with the various clinical partners that are available at that time.

BB. **MODIFY** OT 612FW

FROM:

612FW Level I Fieldwork 4: Geriatrics (1) This fieldwork experience will integrate OT 612 course concepts while students observe and begin to participate in the intervention process with geriatric clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

TO:

616FW Clinical Correlate: Community Based and Emerging Areas of Practice (1)

(Prerequisite: 602FW, 610FW, 611FW, 612FW) This advanced service-learning experience will integrate course concepts to allow students to observe, conduct a needs assessment, and begin participating in the intervention process with clients experiencing occupational dysfunction. Under the supervision of a credentialed professional or through faculty-led service-learning activities, emphasis will be placed on providing students with opportunities to participate in nontraditional, emerging areas and community-based practice experiences with organizations and individuals that meet the needs of underserved and/or at-risk populations living in the community.

RATIONALE FOR BB: This course is the final of four level I fieldwork experiences in which students will complete 4-8 hours of service-learning activities with various partners for 6-8 weeks. Students must have passed ALL Level I Fieldwork Courses. This course is a stand-alone, advanced experiential learning experience which will occur after the completion of Level II Fieldwork A, in the **Summer of Year 2.**

The course title and description have been modified to include service-learning activities within community based, nontraditional, and emerging areas of practice. This course will provide students with an additional clinical experience to meet accreditation standards for exposure to advanced clinical practice. Additionally, by adapting this fourth Level I Fieldwork experience into an advanced clinical correlate, it is expected that this opportunity will prepare and scaffold the translation of student knowledge from previous didactic coursework and their Level II Fieldwork A experience towards Level II Fieldwork B, to increase confidence and advance their clinical skill sets.

CC. **MODIFY** OT 613

FROM:

613 ~~Pre-Fieldwork Clinical~~ Skills (1) This course will address the skills most commonly applied in Level II fieldwork settings ~~in~~ a competency-based approach.

TO:

613 Professional Behaviors and Therapeutic Interaction Skills II (1) (Prerequisite OT503)
This course will address the skills most applied in Level II fieldwork settings using a competency-based approach.

RATIONALE FOR CC: With the addition of **502 Professional Behaviors and Therapeutic Interaction Skills I**, which focuses on preparing students with the necessary skills to be successful in their Level I Fieldwork experiences, the original title of **OT 613** was adapted to transparently communicate the nature of the didactic content in its focus on preparing students for Level II Fieldwork.

8. Proposal from the School of Health Sciences, Department of Nursing

A. **MODIFY** on page 206 of the catalog, the course description of DNP 800

FROM:

DNP 800 Doctoral Knowledge Development (3) This course introduces the graduate student to contemporary nursing knowledge, including theoretical models with particular attention to middle range and practice theories. Discussions related to the application of the nursing metaparadigms, philosophies, and theories will concentrate on linking those discipline specific foundational concepts to advanced practice.

TO:

DNP 800 Doctoral Knowledge Development (3) This course introduces the student to contemporary nursing knowledge, including theoretical and quality improvement models, the role and scope of the advanced practice nurse, and professional issues. Discussions related to the application of the nursing metaparadigms, philosophies, and theories will concentrate on linking those discipline specific foundational concepts to advanced practice.

RATIONALE for A: DNP 800 will be adding minor content previously taught in APRN 501. The changes to the course description reflect the addition of this new content, although the overall course is essentially unchanged.

B. **MODIFY** on page 206 of the catalog, the title, credits, and course description of DNP 802

FROM:

DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical hours) This course focuses on public policy in healthcare, consideration of the socioeconomic impact of the delivery of healthcare, and the role of the doctorally prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and facilitate partnerships in quality care delivery to effect patient care outcomes.

TO:

DNP 802 Doctoral Health Policy, Finance, and Leadership (3) This course focuses on public policy in healthcare, consideration of the socioeconomic impact of the delivery of healthcare, and the role of the advanced practice nurse as a leader in policy development. Health systems, finance, and benchmarking will be discussed. Students develop strategies to assume leadership roles and facilitate partnerships in quality care delivery to effect patient care outcomes.

RATIONALE for B: This title and course description are being updated to better reflect the financial implications of healthcare that are included in the course. Clinical hours are also being

removed from this course to be included in residency courses as part of the plan of study. There is no overall change in credit hours for this course.

C. **MODIFY** on page 206 and 207 of the catalog, the credits of DNP 803

FROM:

DNP 803 The Role of Technology and Interprofessional Collaboration (3) This course focuses on using technology and interprofessional collaboration to arrive at quality patient outcomes. Documentation systems and standards will be discussed along with interprofessional communication techniques.

TO:

DNP 803 The Role of Technology and Interprofessional Collaboration (2) This course focuses on using technology and interprofessional collaboration to arrive at quality patient outcomes. Documentation systems and standards will be discussed along with interprofessional communication techniques.

RATIONALE for C: The credit hours for this course are being reduced from 3 to 2 credits, which is sufficient for this content. The credit removed will be used elsewhere so as not to change the overall program credit total.

D. **MODIFY** on page 207 of the catalog, the title, credits, and course description of DNP 804

FROM:

DNP 804 Ethics and Quality Improvement (3:1-6) (90 clinical hours) This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

TO:

DNP 804 IRB (1) This course teaches the student how to apply Institutional Review Board guidelines throughout the scholarship process and explores the ethical protection of human participants in research projects. Submission of the DNP Project to the IRB is an expected student outcome.

RATIONALE for D: Although this appears to be a significant course change, the focus of this course has always been to assist students to understand the ethical protection of participants and to guide students through the IRB process at Francis Marion. The new course description and title better reflects the purpose of the course. The change in credits is simply to remove the clinical hours for inclusion in the new residency courses. The two credits removed will be used elsewhere so as not to change the overall program credit total.

- E. **MODIFY** on page 207 of the catalog, the credits and course description of DNP 805

FROM:

DNP 805 Project Development (4:1-9) (135 clinical hours) This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

TO:

DNP 805 Project Development (3) This course assists the student to focus attention on the planning of an evidence-based DNP project. An expected outcome of this course is the development of a formal DNP project proposal.

RATIONALE for E: This course description has been altered to be more descriptive of the course focus and also to remove any mention of the clinical hours, which are being moved to a residency course. There is overall a one credit reduction in the course, but the didactic portion will be increased by two credits to reflect the time needed to adequately teach this course, while the clinical hours have been removed.

- F. **MODIFY** on page 207 of the catalog, the Corequisites of DNP 806

FROM:

DNP 806 Scholarly Writing and Grant Development (3) This course develops skills for students to engage in clinical scholarship including manuscript development and grant writing. In addition, discussion and information about effective presentation and public speaking will be explored.

TO:

DNP 806 Scholarly Writing and Grant Development (3) (Corequisite: 808). This course develops skills for students to engage in clinical scholarship including manuscript development and grant writing. In addition, discussion and information about effective presentation and public speaking will be explored.

RATIONALE for F: This change is to identify that this course must be taken concurrently with DNP 808, which occurs in the final semester of the DNP program.

- G. **MODIFY** on page 207 of the catalog, the credits and course description of DNP 807

FROM:

DNP 807 Capstone 1 (4:1-9) (135 clinical hours) This course focuses on the **planning** of an evidence-based **practice, quality improvement** project. ~~This course assists the graduate student to develop a project that will make a significant improvement in patient care.~~ In addition, the **graduate** students will begin to formalize a professional portfolio.

TO:

DNP 807 Capstone 1 (3) This course focuses on the **implementation and evaluation** of an evidence-based **DNP** project. In addition, the students will begin to formalize a professional portfolio.

RATIONALE for G: The course description is being changed to reflect that project implementation occurs in this course rather than planning, which occurs in DNP 805. Additionally, clinical hours are being removed from this course and moved to a residency course, resulting in overall, a one credit reduction in the course, with the didactic portion increased by two credits to reflect the time needed to adequately teach this course, while the clinical hours have been removed.

- H. **MODIFY** on page 207 of the catalog, the credits and course description of DNP 808

FROM:

DNP 808 Capstone 2 (4:1-9) (135 clinical hours) (Prerequisite **DNP** 807) This course focuses on the **implementation and the** evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the **graduate** student will complete a professional portfolio.

TO:

DNP 808 Capstone 2 (3) (Corequisite 806, Corequisite or Prerequisite 807). This course focuses on the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the student will complete a professional portfolio.

RATIONALE for H: This course description was altered to clearly identify that project evaluation occurs in this course, whereas implementation occurs in DNP 807. Additionally, clinical hours are being removed from this course and moved to a residency course, resulting in overall, a one credit reduction in the course, with the didactic portion increased by two credits to reflect the time needed to adequately teach this course, while the clinical hours have been removed.

- I. **MODIFY** on page 207 of the catalog, the credits and course description of DNP 845

FROM:

DNP 845 Independent Study (3:0-9) (135 clinical/project hours) This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

TO:

DNP 845 Independent Study (1-3) (60-180 clinical hours) This elective course is an independent study for MSN-DNP students, which can be used to complete DNP Projects or to obtain additional direct patient care clinical hours to meet the 1000 direct patient care clinical hour requirement for a DNP program. This course can be taken multiple times.

RATIONALE for I: This elective course is being altered to allow students to take the course for 1, 2, or 3 credits depending on the time needed to complete their DNP project or to obtain additional direct care patient hours. Graduates of DNP programs must have a minimum of 1000 hours between their MSN and DNP programs.

J. **ADD** on page 207 of the catalog, after DNP 809

DNP 810 BSN-FNP/DNP Residency I (4:1-12) (180 clinical hours) (Prerequisites for BSN to FNP/DNP Track: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 804, 805). This is the first of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

K. **ADD** on page 207 of the catalog, after DNP 810

DNP 811 BSN-FNP/DNP Residency II (5:1-16) (240 clinical hours) (Prerequisites for BSN to FNP/DNP Track: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 803, 804, 805, 810). This is the second of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

L. **ADD** on page 207 of the catalog, after DNP 811

DNP 812 BSN-FNP/DNP Residency III (3:1-8) (120 clinical hours) (Prerequisites for BSN to FNP/DNP Track: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 803, 804, 805, 810, 811). This is the third of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

RATIONALE for J- L: These three new courses are BSN-FNP/DNP clinical courses that have been created by removing clinical hours from previous courses. The graduate nursing programs will be using a credit to clinical hour ratio of 1:4. Introduction of these new courses will not

result in any increase in the total program hours, which remains at 70 credits for the BSN-DNP program track.

M. **ADD** on page 207 of the catalog, after DNP 812

DNP 813 BSN-PMHNP/DNP Residency I (5:1-16) (240 clinical hours) (Prerequisites for BSN to PMHNP/DNP Track: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805). This is the first of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

N. **ADD** on page 207 of the catalog, after DNP 813

DNP 814 BSN-PMHNP/DNP Residency II (4:1-12) (180 clinical hours) (Prerequisites for BSN to PMHNP/DNP Track: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805, 813). This is the second of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

O. **ADD** on page 207 of the catalog, after DNP 814

DNP 815 BSN-PMHNP/DNP Residency III (3:1-8) (120 clinical hours) (Prerequisites for BSN to PMHNP/DNP Track: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805, 813, 814). This is the third of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

RATIONALE for M-O: These three new courses are BSN-PMHNP/DNP clinical courses that have been created by removing clinical hours from previous courses. The graduate nursing programs will be using a credit to clinical hour ratio of 1:4.

P. **ADD** on page 207 of the catalog, after DNP 815

DNP 816 MSN-DNP Residency I (2:0-8) (120 clinical hours) This is the first of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

Q. **ADD** on page 207 of the catalog, after DNP 816

DNP 817 MSN-DNP Residency II (2:0-8) (120 clinical hours) (Prerequisite for MSN-DNP Track: DNP 813). This is the second of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are

intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

R. **ADD** on page 207 of the catalog, after DNP 817

DNP 818 MSN-DNP Residency III (2:0-8) (120 clinical hours) (Prerequisite for MSN-DNP Track: DNP 813, 814). This is the third of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

RATIONALE for P-R: These three new courses are MSN-DNP clinical courses that have been created by removing clinical hours from previous courses. The graduate nursing programs will be using a credit to clinical hour ratio of 1:4. Introduction of these new courses will not result in any increase in the total program hours, which remains at 30 credits for the MSN-DNP program track.

S. **DELETE** on page 203 of the catalog, APRN 501 course

501 Advanced Practice Role: Theory and Knowledge Development (3) This course examines advanced practice nursing concepts, theoretical underpinnings, and current professional issues. Learners will examine how theoretical issues are integrated into practice and how they can be a mechanism to improve patient outcomes related to health promotion and disease prevention. Understanding of the role and scope of the advanced practice registered nurse is an expectation.

T. **DELETE** on page 203 of the catalog, APRN 504 course

504 Health Policy and Leadership (3). This course explores how health policy affects the practice of healthcare practitioners and the healthcare of patients, families, and populations. It assists the learner to assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

U. **DELETE** on page 205 of the catalog, APRN 707 course

707 Clinical Decision-making and Ethics (3) (Prerequisites for MSN/ FNP Track: 501, 502, 503, 504, 505, 507, 601, 602, 603, 701, 702, 703. Corequisites: 506, 704). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703. Corequisite: 704). This course focuses on care management related to algorithms, protocols, and best practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

RATIONALE for S-U: These courses are being eliminated because the content found in these courses are either included in other existing courses or are covered in DNP courses, which are replacing these APRN courses in the plans of study.

V. **MODIFY** on page 203 of the catalog, the credits for APRN 505

FROM:

505 Population Health and Epidemiology (3) This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The **learner** will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

TO:

505 Population Health and Epidemiology (2) This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The **student** will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

W. **MODIFY** on page 204 of the catalog, the credits for APRN 507

FROM:

507 Patient Education and Advocacy (3) This course focuses on developing patient education skills to advocate for patients, families and populations. The **learner** will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. Competencies developed in this course will be utilized in other courses in the program, particularly in courses with a practicum component.

TO:

507 Patient Education and Advocacy (2) This course focuses on developing patient education skills to advocate for patients, families and populations. The **student** will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. Competencies developed in this course will be utilized in other courses in the program, particularly in courses with a practicum component.

RATIONALE for V and W: Both of these courses are being reduced by one credit each. Two credits are sufficient to cover the content in each of these courses. The removed credits will be moved to other courses.

X. **MODIFY** on page 204 of the catalog, the course description for APRN 603

FROM:

603 Advanced Physical Assessment and Health Promotion (4:3-3) (45 laboratory hours). This course focuses on comprehensive physical assessment of **primary care** patients throughout the

lifespan. The learning expectations will include knowledge acquisition about screening examinations ~~recommended by the American Medical and Pediatric Associations.~~

TO:

603 Advanced Physical Assessment and Health Promotion (4:3-3) (45 laboratory hours). This course focuses on comprehensive physical assessment of patients throughout the lifespan. The learning expectations will include knowledge acquisition about screening examinations. **This course applies the principles of diagnostic reasoning, clinical decision-making, and risk management to the assessment and management of common conditions in patients across the lifespan by synthesizing relevant health data, identifying appropriate therapeutic interventions, and providing education to patients, families, and communities through shared decision-making.**

RATIONALE for X: This change in course description is to better identify content taught within the course in order to meet accreditation standards.

Y. **MODIFY** on page 204 of the catalog, the credits and Pre/Corequisites for APRN 701

FROM:

701 Primary Care of Adults (~~5:2-9~~) (~~135~~ clinical hours) (Prerequisites for MSN/FNP Track: ~~501~~, 502, 503, ~~504~~, 601, 603. Prerequisites or Corequisites: ~~507~~, ~~602~~). (Prerequisites for BSN to DNP Track: 502, 601, 602, 603. ~~Prerequisite or Corequisite: 507~~). This course provides the ~~learner~~ with the opportunity for in-depth experience in the management of selected health problems in adults. The ~~learner~~ expectations include knowledge acquisition about primary care management and decision- making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

TO:

701 Primary Care of Adults (6:3-12) (180 clinical hours) (Prerequisites for MSN/FNP Track: 502, 503, ~~507~~, 601, ~~602~~, 603. Prerequisites or Corequisites: ~~505~~). (Prerequisites for BSN-DNP Track: 502, ~~507~~, 601, 602, 603) This course provides the ~~student~~ with the opportunity for in-depth experience in the management of selected health problems in adults. The ~~student's~~ expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

Z. **MODIFY** on page 204 of the catalog, the credits and Pre/Corequisites for APRN 702

FROM:

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours)

(Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 507, 601, 602, 603, 701. Corequisites: 505, 703). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703). This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

TO:

702 Primary Care of Infants, Children and Adolescents (5:3-8) (120 clinical hours)

(Prerequisites for MSN/FNP Track: 502, 503, 505, 507, 601, 602, 603, 701. Corequisites: 703). (Prerequisites for BSN-DNP Track: 502, 507, 601, 602, 603, 701. Co-requisite: 703). This course provides the student with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The student's expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

AA. **MODIFY** on page 204 of the catalog, the credits and Pre/Corequisites for APRN 703

FROM:

703 Primary Care of Women (2:1-3) (45 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 507, 601, 602, 603, 701. Corequisites: 505, 702). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701). This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

TO:

703 Primary Care of Women (3:2-4) (60 clinical hours) (Prerequisites for MSN/FNP Track: 502, 503, 505, 507, 601, 602, 603, 701. Corequisites: 702). (Prerequisites for BSN-DNP Track: 502, 507, 601, 602, 603, 701. Co-requisite: 702). This course provides the student with the opportunity for in-depth experience in the management of selected health problems in women. The student's expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

BB. **MODIFY** on page 204 of the catalog, the credits and Pre/Corequisites for
APRN 704

FROM:

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 507, 601, 602, 603, 701, 702, 703. Corequisites: 506, 707). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703). This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

TO:

704 Primary Care of Geriatric Patients (5:2-12) (180 clinical hours) (Prerequisites for MSN/FNP Track: 502, 503, 505, 507, 601, 602, 603, 701, 702, 703). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 702, 703). This course provides the student with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The student's expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

CC. **MODIFY** on page 204 of the catalog, the credits and Pre/Corequisites for
APRN 705

FROM:

705 Internship I (4:1-9) (135 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, 707. Corequisite: 706). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703, 704, 707. Corequisite: 706). This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

TO:

705 Internship I (4:2-8) (120 clinical hours) (Prerequisites for MSN/FNP Track: 502, 503, 505, 507, 601, 602, 603, 701, 702, 703, 704. Corequisite: 706). This course provides the student with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The student's expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health

promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

DD. **MODIFY** on page 204-205 of the catalog, the credits and Pre/Corequisites for APRN 706

FROM:

706 Internship II (4:1-9) (135 clinical hours) (Prerequisites for MSN/FNP Track: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, 707. Corequisite: 705). (Prerequisites for BSN to DNP Track: 502, 507, 601, 602, 603, 701, 703, 704, 707. Corequisite: 705) This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

TO:

706 Internship II (4:2-8) (120 clinical hours) (Prerequisites for MSN/FNP Track: 502, 503, 505, 507, 601, 602, 603, 701, 702, 703, 704. Corequisite: 705). This course provides the student with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The student's expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

RATIONALE for Y- DD: The credits for these courses were modified to increase the credit for didactic content, but also to reflect the change in the credit to clinical hour ratio to 1:4, which changes the total clinical hours for the courses. The increase in credits came from courses that were eliminated in the program of study.

EE. **MODIFY** on page 205 of the catalog, the credits, title, Pre/Corequisites, and course description for APRN 719

FROM:

719 Psychiatric and Mental Health Assessment in Rural Populations (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course discusses clinical and psychosocial assessment tools for patients, families, and communities experiencing psychiatric or mental health issues. Emphasis is placed on rural and underserved populations and patients across the lifespan.

TO:

719 Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan I (6:3-12) (180 clinical hours) (Prerequisites: 502, 503, 507, 601, 602, 603, 609, 610). This course provides didactic learning and clinical training in advanced skills for the assessment, differential diagnosis, and management of acute and chronic mental disorders. Students will develop and apply psychiatric interviewing skills and utilize screening tools, laboratory tests, and behavioral assessments. This course will also discuss health promotion and teaching of adult rural and underserved populations and patients across the lifespan.

FF. **MODIFY** on page 205 of the catalog, the credits, title, Pre/Corequisites, and course description for APRN 720

FROM:

~~**720 Differential Diagnoses of Psychiatric and Mental Health Issues in Rural Populations** (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course discusses the psychiatric and mental health diagnoses and related manifestations and behaviors. Emphasis is placed on rural and underserved populations and patients across the lifespan.~~

TO:

720 Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan II (5:2-12) (180 clinical hours) (Prerequisites: 502, 503, 505, 507, 601, 602, 603, 609, 610, 719). This course provides didactic learning and clinical training in the full role of the psychiatric mental health nurse practitioner. This course builds on the first clinical course by expanding exposure to multiple roles, theories and models needed to refine diagnostic skills as well as pharmacological and non-pharmacological management of acute and chronic mental health issues. Emphasis is placed on individual, group and family psychotherapeutic case formulation and treatment planning in child and adolescent populations as well as in rural and underserved populations across the lifespan.

GG. **MODIFY** on page 205 of the catalog, the credits, title, Pre/Corequisites, and course description for APRN 721

FROM:

~~**721 Interventions for Psychiatric and Mental Illness in Rural Populations** (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course discusses pharmacological and non-pharmacological interventions for psychiatric and mental illnesses in rural and underserved populations and patients across the lifespan.~~

TO:

721 Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan III (6:3-12) (180 clinical hours) (Prerequisites: 502, 503, 505,

507, 601, 602, 603, 609, 610, 719, 720). This didactic and clinical course focuses on integration and application of psychiatric mental health nurse practitioner knowledge, skills, and competencies in ethical, evidence-based mental health treatment including legal issues, mental health policy, care coordination, interprofessional collaboration, teamwork, and community partnerships. Emphasis is placed on older adult populations as well as in rural and underserved populations across the lifespan.

RATIONALE for EE - GG: The credits for these courses were modified to increase the credit for didactic content, but also to reflect the change in the credit to clinical hour ratio to 1:4, which changes the total clinical hours for the courses. The increase in credits came from courses that were eliminated in the program of study.

Additionally, the titles and course descriptions were updated to more accurately reflect the content being emphasized in the course and the sequential nature of these three clinical-based courses.

HH. **ADD** on page 204 of the catalog, after APRN 608

APRN 609 Neuroscience of Psychiatric Disorders (2) This course provides advanced practice nursing students with essential scientific knowledge of the neuroanatomy, neurophysiology, neurochemistry, and neuropathophysiology of mental illness. Students will build on basics of cell physiology, neural structures, and neural transmission and their clinical applications to symptom presentation of psychiatric disorders across the lifespan. This course will prepare students for future clinical management of psychiatric symptoms and disorders.

II. **ADD** on page 204 of the catalog, after APRN 609

APRN 610 Evidence-Based Psychopharmacology of the Advanced Practice Nurse (2) (Prerequisite: 602). This course builds on advanced practice nursing student knowledge of pharmacokinetics and pharmacotherapeutics of acute and chronic psychiatric conditions across the lifespan. Students are prepared to order, interpret, and apply appropriate laboratory diagnostic procedures in the treatment of psychiatric disorders and maintenance of psychiatric medications. Emphasis is placed on utilization of evidence-based clinical practice guidelines to select and monitor appropriate psychopharmacological interventions for patients across the lifespan.

RATIONALE for HH and II: The top 6 programs in the country have similar courses that cover neuroscience of psychiatric disorders and psychopharmacology courses prior to PMHNP students starting clinical. These courses will better prepare students to enter the clinical setting. These courses can also be taken as electives by FNP students to further support their understanding of psychiatric disorders and psychiatric medications.

JJ. **ADD** on page 205 of the catalog, after APRN 721

APRN 724 Advanced Practicum and Synthesis of Psychiatric-Mental Health Patients Across the Lifespan (6:2-16) (240 clinical hours) (Prerequisites: 502, 503, 505, 507, 601, 602,

603, 609, 610, 719, 720, 721). This course provides the student with the opportunity for an in-depth experience in the management of acute and chronic psychiatric and mental health problems across the lifespan. During this synthesis experience, students will implement the role of the psychiatric-mental health nurse practitioner. Advanced practicum expectations include complete care management and decision-making for acute and chronic psychiatric and mental health needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute and chronic psychiatric and mental health conditions.

RATIONALE for JJ: APRN 722 and 723 (Internship courses) will be deleted with the content combined into one clinical practicum and synthesis course. The graduate nursing programs will be using a credit to clinical hour ratio of 1:4 for all clinical courses moving forward. The introduction of this new course will not result in any increase in the total program hours, which remains at 55 credits for the MSN/PMHNP program track.

KK. **DELETE** on page 205 of the catalog, APRN 722 course

722 Psychiatric and Mental Health Nursing Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 719, 720, 721.) This course provides the learner with the opportunity for in-depth experience in the management of chronic psychiatric and mental health problems in patients across the lifespan. The learner expectations include complete care management and decision-making for chronic psychiatric and mental health problems and healthcare needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with chronic psychiatric and mental health conditions.

LL. **DELETE** on page 205 and 206 of the catalog, APRN 723 course

723 Psychiatric and Mental Health Nursing Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 719, 720, 721.) This course provides the learner with the opportunity for in-depth experience in the management of acute psychiatric and mental health problems in patients across the lifespan. The learner expectations include complete care management and decision-making for acute psychiatric and mental health problems and healthcare needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute psychiatric and mental healthcare conditions.

RATIONALE for KK and LL: There is no difference between these two courses (722 and 723) in content or clinical expectations, so they are being combined into the new course of 724.

MM. **ADD** on page 205 or 206 of the catalog, after the course APRN 724

APRN 745 Independent Study (1-3) (60-180 clinical hours) This elective course is an independent study for MSN students, which can be used to obtain additional direct patient care clinical hours to meet the 750 direct patient care clinical hour requirement for an MSN program. This course can be taken multiple times.

RATIONALE for MM: This elective course is being added to allow students to take the course for 1, 2, or 3 credits depending on the time needed to obtain additional direct patient care clinical hours. Graduates of MSN programs must have a minimum of 750 hours.

NN. **MODIFY** on page 202 of the catalog (first column), requirements for Master of Science in Nursing Degree/Family Nurse Practitioner

FROM:

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

1. Complete 55 graduate credit hours, which includes over 500 practicum hours.

a) Graduate Nursing Core Courses

(All MSN program options) 12 Hours

~~APRN 501 Advanced Practice Role: Theory and Knowledge Development~~

APRN 502 Biostatistics

APRN 503 Advanced Research and Evidence-based Practice

~~APRN 504 Health Policy and Leadership~~

b) Direct Care Core (All MSN NP program options) . . . 19 hours

APRN 505 Population Health and Epidemiology

~~APRN 506 Health Systems and Risk Management~~

APRN 507 Patient Education and Advocacy

APRN 601 Advanced Pathophysiology

APRN 602 Advanced Pharmacology

APRN 603 Advanced Physical Assessment and Health Promotion

c) Functional Area Content (Specific to each MSN program option) . . . 24 hours

APRN 701 Primary Care of Adults

APRN 702 Primary Care of Infants, Children, and adolescents

APRN 703 Primary Care of Women

APRN 704 Primary Care of Geriatric Patients

APRN 705 Internship I

APRN 706 Internship II

~~APRN 707 Clinical Decision-making and Ethics~~

2. Achieve a 3.0 overall grade point average for all graduate courses.

3. Make application for graduation at the beginning of the semester in which the last course will be taken.

TO:

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

1. Complete 55 graduate credit hours, which includes over 750 practicum hours.

a) Graduate Nursing Core Courses

(All MSN program options) 6 Hours

APRN 502 Biostatistics

APRN 503 Advanced Research and Evidence-based Practice

b) Direct Care Core (All MSN NP program options) 14 Hours

APRN 505 Population Health and Epidemiology

APRN 507 Patient Education and Advocacy

APRN 601 Advanced Pathophysiology

APRN 602 Advanced Pharmacology

APRN 603 Advanced Physical Assessment and Health Promotion

c) Functional Area Content (Specific to each MSN program option) . . . 27 Hours

APRN 701 Primary Care of Adults

APRN 702 Primary Care of Infants, Children, and Adolescents

APRN 703 Primary Care of Women

APRN 704 Primary Care of Geriatric Patients

APRN 705 Internship I

APRN 706 Internship II

d) Doctoral Content 8 Hours

DNP 800 Doctoral Knowledge Development

DNP 802 Doctoral Health Policy and Leadership

DNP 803 The Role of Technology and Interprofessional Collaboration

2. Achieve a 3.0 overall grade point average for all graduate courses.

3. Make application for graduation at the beginning of the semester in which the last course will be taken.

OO. **MODIFY** on page 202 of the catalog (first column), requirements for Master of Science in Nursing Degree/Psychiatric Mental-Health Nurse Practitioner

FROM:

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

1. Complete 55 graduate credit hours, which includes over 500 practicum hours.

a) Graduate Nursing Core Courses

(All MSN program options) 12 Hours

~~APRN 501 Advanced Practice Role: Theory and Knowledge Development~~

APRN 502 Biostatistics

APRN 503 Advanced Research and Evidence-based Practice

~~APRN 504 Health Policy and Leadership~~

- b) Direct Care Core (All MSN NP program options) . . . 19 hours
 - APRN 505 Population Health and Epidemiology
 - ~~APRN 506 Health Systems and Risk Management~~
 - APRN 507 Patient Education and Advocacy
 - APRN 601 Advanced Pathophysiology
 - APRN 602 Advanced Pharmacology
 - APRN 603 Advanced Physical Assessment and Health Promotion
- c) Functional Area Content (Specific to each MSN program option) . . . 24 hours
 - ~~APRN 707 Clinical Decision-making and Ethics~~
 - APRN 719 Psychiatric and Mental Health Assessment in Rural Populations
 - APRN 720 Differential Diagnoses of Psychiatric and Mental Health Issues in the Rural Population
 - APRN 721 Interventions for Psychiatric and Mental Illness in Rural Populations
 - ~~APRN 722 Psychiatric and Mental Health Nursing Internship I~~
 - ~~APRN 723 Psychiatric and Mental Health Nursing Internship II~~

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

TO:

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

- 1. Complete 55 graduate credit hours, which includes over 750 practicum hours.
 - a) Graduate Nursing Core Courses
(All MSN program options) 6 Hours
 - APRN 502 Biostatistics
 - APRN 503 Advanced Research and Evidence-based Practice
 - b) Direct Care Core (All MSN NP program options) 18 Hours
 - APRN 505 Population Health and Epidemiology
 - APRN 507 Patient Education and Advocacy
 - APRN 601 Advanced Pathophysiology
 - APRN 602 Advanced Pharmacology
 - APRN 603 Advanced Physical Assessment and Health Promotion
 - APRN 609 Neuroscience of Psychiatric Disorders
 - APRN 610 Evidence-Based Psychopharmacology of the Advanced Practice Nurse
 - c) Functional Area Content (Specific to each MSN program option) . . . 23 Hours
 - APRN 719 Psychiatric and Mental Health Assessment in Rural Populations
 - APRN 720 Differential Diagnoses of Psychiatric and Mental Health Issues in the Rural Population
 - APRN 721 Interventions for Psychiatric and Mental Illness in Rural

Populations

APRN 724 Advanced Practicum and Synthesis of Psychiatric-Mental Health Patients Across the Lifespan

d) Doctoral Content 8 Hours

DNP 800 Doctoral Knowledge Development

DNP 802 Doctoral Health Policy and Leadership

DNP 803 The Role of Technology and Interprofessional Collaboration

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

RATIONALE for NN and OO: These changes in requirements for the program reflect the courses that were deleted, addition of doctoral courses to the plan of study, and reallocation of credit hours. The increase in clinical hours from 500 to 750 is required to maintain compliance with National Task Force (NTF) guidelines and accreditation standards.

PP. **MODIFY** on page 206 of the catalog (second column), requirements for Doctor of Nursing (DNP) Practice Degree

FROM:

REQUIREMENTS FOR DOCTOR OF NURSING (DNP) PRACTICE DEGREE

To receive a Doctor of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes at least 500 clinical hours post-master's and at least 1,000 clinical hours post-baccalaureate.
- Complete a DNP program of study:
 - Full-time option for APRNs to DNP
 - Full-time option for BSN to DNP - APRN program option
- Achieve a 3.0 overall grade point average for all graduate courses.
- Make application for graduation at the beginning of the semester in which the last course will be taken.

TO:

REQUIREMENTS FOR DOCTOR OF NURSING (DNP) PRACTICE DEGREE

To receive a Doctor of Nursing Practice (DNP) degree from FMU, a student must fulfill the following requirements:

- Complete all graduate credit hours within their plan of study, which includes at least 1,000 clinical hours post-baccalaureate.
- Complete a DNP program of study:
 - Full-time option for APRNs to DNP
 - Full-time option for BSN to DNP - APRN program option
- Achieve a 3.0 overall grade point average for all graduate courses.

- Make application for graduation at the beginning of the semester in which the last course will be taken.

RATIONALE for PP: This change identifies that a minimum of 1000 clinical hours are required to earn the DNP degree.

QQ. **MODIFY** on page 205 of the catalog, the clinical hours for APRN 708

FROM:

708 Academic Practicum (3:9) (135 practicum hours/semester)
(Prerequisites: APRN 501, 502, 503, 504). This course is a practicum course and will concentrate on developing an academic teaching/learning session with qualified preceptor. The expectations in this course are that students will receive teaching experience in the classroom and will demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement an educational session, and evaluate learner knowledge acquisition.

TO:

708 Academic Practicum (3:0-12) (180 practicum hours/semester)
(Prerequisites: APRN 502, 503). This course is a practicum course and will concentrate on developing an academic teaching/learning session with a qualified preceptor. The expectations in this course are that students will receive teaching experience in the classroom and will demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement an educational session, and evaluate learner knowledge acquisition.

RR. **MODIFY** on page 205 of the catalog, the clinical hours for APRN 709

FROM:

709 Clinical Practicum (3:9) (135 practicum hours/semester)
(Prerequisites: APRN 501, 502, 503, 504) This is a practicum course that will concentrate on developing advanced skills in direct patient care and education with a qualified preceptor. The expectations of this course are that students will achieve teaching experience in the clinical domain and strengthen their skill and competency in the delivery of patient care. The goal of the course is that the students will develop and implement leadership skills as a member of the interprofessional healthcare team.

TO:

709 Clinical Practicum (3:0-12) (180 practicum hours/semester)
(Prerequisites: APRN 502, 503). This is a practicum course that

will concentrate on developing advanced skills in direct patient care and education with a qualified preceptor. The expectations of this course are that students will achieve teaching experience in the clinical domain and strengthen their skill and competency in the delivery of patient care. The goal of the course is that students will develop and implement leadership skills as a member of the interprofessional healthcare team.

RATIONALE for QQ and RR: The changes to these courses reflect the increase in clinical hours as a result of the change in the credit to clinical hour ratio to 1:4. Additionally, prerequisite changes were made to reflect the deletion of 500-level courses in the plan of study.

SS. **MODIFY** on page 205 of the catalog, the Pre/Corequisites for APRN 710

FROM:

710 Education Capstone Seminar (3) (Prerequisites: APRN 501, 502, 503, 504, 604, 605, 606, 607, 608, 708. ~~Corequisite:~~ 709 or Permission of the Department.) This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

TO:

710 Education Capstone Seminar (3) (Prerequisites: APRN 502, 503, 604, 605, 606, 607, 608, 708, 709 or Permission of the Department). This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

RATIONALE for SS: Prerequisite changes were made to reflect the deletion of 500-level courses in the plan of study.

TT. **MODIFY** on page 203 of the catalog (first column), requirements for Master of Science in Nursing – Nurse Educator

FROM:

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

1. Complete 36 graduate credit hours, which include 270 practicum hours.
 - a) Graduate Nursing Core Courses
(All MSN programs) 12 Hours
~~APRN 501 Advanced Practice Role: Theory and Knowledge Development~~
APRN 502 Biostatistics

APRN 503 Advanced Research and Evidence-based Practice

~~APRN 504 Health Policy and Leadership~~

b) Functional Area Content 24 hours

APRN 604 Teaching and Learning in Nursing

APRN 605 Curriculum Development and Program Evaluation

APRN 606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems

APRN 607 Assessment and Evaluation Strategies

APRN 608 Clinical Nursing Education

APRN 708 Academic Practicum (135 practicum hours/semester)

APRN 709 Clinical Practicum (135 practicum hours/semester)

APRN 710 Education Capstone Seminar

2. Achieve a 3.0 overall grade point average for all graduate courses.

3. Make application for graduation at the beginning of the semester in which the last course will be taken

TO:

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

1. Complete 36 graduate credit hours, which include 360 practicum hours.

a) Graduate Nursing Core Courses

(All MSN programs) 6 Hours

APRN 502 Biostatistics

APRN 503 Advanced Research and Evidence-based Practice

b) Functional Area Content 24 Hours

APRN 604 Teaching and Learning in Nursing

APRN 605 Curriculum Development and Program Evaluation

APRN 606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems

APRN 607 Assessment and Evaluation Strategies

APRN 608 Clinical Nursing Education

APRN 708 Academic Practicum (180 practicum hours/semester)

APRN 709 Clinical Practicum (180 practicum hours/semester)

APRN 710 Education Capstone Seminar

c) Doctoral Content 6 Hours

DNP 800 Doctoral Knowledge Development

DNP 802 Doctoral Health Policy and Leadership

2. Achieve a 3.0 overall grade point average for all graduate courses.

3. Make application for graduation at the beginning of the semester in which the last course will be taken

RATIONALE for TT: These changes in requirements for the program reflect the courses that were deleted and the addition of doctoral courses to the plan of study. The increase in clinical hours is a result of the increase in credit to clinical hour ratio from 1:4.